2025-26
ACADEMIC CATALOG



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

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

St. Jude Children's Research Hospital Graduate School of Biomedical Sciences is a candidate for accreditation by the Southern Association of Colleges and Schools Commission on Colleges to award masters and doctorate degrees. St. Jude Children's Research Hospital Graduate School of Biomedical Sciences also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the status of St. Jude Children's Research Hospital Graduate School of Biomedical Sciences may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404)-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The St. Jude Children's Research Hospital Graduate School of Biomedical Sciences is authorized by the Tennessee Higher Education Commission. This authorization is based on an evaluation of minimum standards concerning the provision of education, ethical business practices, and fiscal responsibility.

ST. JUDE CHILDREN'S RESEARCH HOSPITAL
GRADUATE SCHOOL OF BIOMEDICAL SCIENCES
262 Danny Thomas Place, Mailstop 1500
Memphis, TN 38105
Phone (901) 595-1502
Email: sjgradschool@stjude.org
Web: stjude.org/graduate-school

The St. Jude Children's Research Hospital Graduate School of Biomedical Sciences has memberships in the following organizations and associations:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Association of Independent Research Institutes (AIRI)
- Council of Graduate Schools (CGS)
- Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)

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All faculty have the minimum required THEC credentials to teach graduate students.

HISTORY OF ST. JUDE

More than 50 years ago, Danny Thomas, a struggling young entertainer with $7 in his pocket, got down on his knees in a Detroit church, before a statue of St. Jude Thaddeus, the patron saint of hopeless causes. Danny Thomas asked the saint to "show me my way in life," and pledged to someday build a shrine to the saint. His prayer was answered. Within a few years, Danny Thomas' career prospered. Through films and television, he became a nationally known entertainer, and he remembered his pledge to St. Jude.

When the hospital opened its doors in 1962, a diagnosis of acute lymphoblastic leukemia (ALL) was a death sentence. ALL, the most common form of childhood cancer, had only a 4% survival rate. At that time, the Handbook of Pediatrics stated, "There is no cure for leukemia; treatment is directed at prolonging life and relieving symptoms." Pioneering research at St. Jude resulted in patients with ALL having a 50% cure rate only 8 years after the hospital was established. Building on this early success, St. Jude developed protocols that have raised current survival rates for children with ALL to above 90%. The hospital's research findings are shared with doctors and scientists around the world; thus, tens of thousands of children are alive today as a result of the research and clinical trials conducted at St. Jude.

Despite the greater than 90% cure rate, some forms of ALL continue to evade treatment. Today, researchers at St. Jude are using next generation sequencing to explore the pathogenesis of leukemia and the effects of treatment, with the goal of identifying unique molecular targets for the development of more effective therapies. Several novel targets have been identified as a result of the St. Jude Children's Research Hospital – Washington University Pediatric Cancer Genome Project, which sequenced the complete genomes of more than 600 matched samples of normal cells and cancer cells from patients with the most challenging and severe forms of childhood cancer. As a result of this work, personalized therapies are now being developed. Pharmacogenomic studies are also providing novel insights into inherited differences in drug response, which can further help individualize treatment. To date, St. Jude has treated more than 30,000 children from across the United States and from more than 80 countries around the world. All patients are accepted by physician referral for newly diagnosed, untreated, or suspected cancer; HIV infections; or certain hematologic, immunologic, or genetic diseases. Patients are accepted based on their eligibility to enroll in an open St. Jude clinical research protocol. After an initial evaluation, assistance with transportation and local living expenses are also provided.

St. Jude patients and their families are never billed for treatment. ALSAC, the fundraising arm of St. Jude, covers all costs beyond those reimbursed by third-party insurers, and when no insurance coverage is available, ALSAC covers all the patient's costs. Most patients are seen on a continuing outpatient basis, but the hospital is licensed for 80 beds to accommodate patients who require hospitalization during treatment.

Danny Thomas' "little hospital in Memphis"—which now has daily operating costs exceeding $2.5 million dollars—has dramatically improved health care for children around the world and continues to work on improving treatments for pediatric cancer and other catastrophic childhood diseases. Danny Thomas passed away in 1991, but his children, Marlo, Terre, and Tony, carry on the mission and remain a driving force to ensure that their father's dream endures.

ABOUT ST. JUDE

St. Jude, located in Memphis, Tennessee, is a private nonprofit biomedical research institute where scientists strive to understand the molecular, genetic, and chemical basis of catastrophic childhood diseases. Research focuses on pediatric cancers, acquired and inherited immunodeficiencies, genetic disorders, and infectious diseases, as well as normal cellular processes. The goal of St. Jude is to develop cures for these diseases and promote their prevention.

The St. Jude campus is situated north of downtown Memphis, on the bluffs of the Mississippi River. The campus consists of hospital and research buildings; ALSAC fundraising headquarters; and a Good Manufacturing Practice (GMP) facility, which produces clinical-grade therapeutics. The research staff consists of basic science faculty, clinical faculty, postdoctoral fellows, clinical fellows, and graduate students from around the world.

St. Jude offers opportunities for postdoctoral and graduate training, which is available in a wide variety of research areas in the basic and clinical sciences. The proximity of laboratory and clinical activities provides an ideal setting for collaborative and translational research and facilitates interactions among investigators working in different disciplines.

Current Research

The current basic and clinical research at St. Jude includes work in key areas of biomedical research including cell death and cell cycle regulation, cancer biology, chemical biology and therapeutics, computational biology, developmental biology, epidemiology and cancer control, experimental hematology, gene therapy, genomics, immunology, immunotherapy, infectious diseases, molecular genetics, molecular therapeutics, neurobiology, pathology, pharmaceutical sciences, radiological sciences, stem cell transplantation, structural biology, pediatric AIDS, and psychological effects of catastrophic illnesses. St. Jude also conducts long-term biomedical evaluations of its patients and is the only pediatric research hospital supported by a National Cancer Institute Comprehensive Cancer Center grant. Research highlights from the previous year can be found in the annual Scientific Report, which is available online at stjude.org/sci-rpt.

Leaders in Biomedical Research

St. Jude has world-renowned faculty recognized by election to prestigious organizations including the National Academy of Sciences, National Academy of Sciences Institutes of Medicine, Howard Hughes Medical Institute, and the award of a Nobel Prize.

Six members of the St. Jude faculty have been elected to the National Academy of Sciences: Charles J. Sherr, MD, PhD (1995); Peter C. Doherty, PhD (1998); Robert G. Webster, PhD (1998); Brenda A. Schulman, PhD (2014); Martine Roussel, PhD (2019); and Douglas Green, PhD (2020).

Six members of the St. Jude faculty have been elected to the Institute of Medicine (IOM), a prestigious branch of the National Academy of Sciences. The hospital's IOM members include Peter C. Doherty, PhD, Immunology; President and CEO James R. Downing, MD; William E. Evans, PharmD, Pharmaceutical Sciences; Mary V. Relling, PharmD, Pharmaceutical Sciences; and Charles J. Sherr, MD, PhD, Tumor Cell Biology.

A Howard Hughes Medical Institute (HHMI) award is extremely prestigious and offers not only generous funding but also freedom and flexibility in research. Past and present St. Jude HHMI investigators include J. Paul Taylor, MD, PhD, Scientific Director; Michael A. Dyer, PhD, Developmental Neurobiology; Brenda A. Schulman, PhD, Structural Biology and Tumor Cell Biology; and Charles J. Sherr, MD, PhD, Tumor Cell Biology.

In 1996, Peter C. Doherty, PhD, who held the Michael F. Tamer Endowed Chair in Immunology, was awarded the Nobel Prize for Medicine. This award recognized Dr. Doherty for key discoveries on how T cells identify and eliminate infected cells.

Academic Programs Office

The vision of St. Jude emphasizes the importance of educating health care and research professionals. In keeping with this vision, the goal of the Academic Programs Office is to be a world leader in attracting the best basic and translational scientists and to provide superior educational and academic opportunities for them to become national and international leaders in advancing the research, the prevention, and the treatment of catastrophic diseases in children. To support this vision, Academic Programs assists in recruiting and onboarding postdoctoral fellows at St. Jude, provides a comprehensive Fellows Professional Development Program, and offers the opportunity for mentoring training. All students, including those enrolled in the Graduate School, are also encouraged to participate in the seminars, symposia, social functions, and professional development programs provided by Academic Programs. Many undergraduate and graduate students choose to study at St. Jude each year. Of these students, several are here to conduct their doctoral research project and thesis preparation under the affiliation agreements that St. Jude has with many universities – both domestic and international.

Outreach

Since 1991, the institution has maintained a robust international presence, establishing 24 institutional partner sites in 17 countries. In 2016, St. Jude established the Department of Global Pediatric Medicine to advance knowledge in global health research and innovation with the overarching goal to advance care and improve outcomes for children with cancer and catastrophic diseases around the world. It launched St. Jude Global in 2018 with the mission to improve the survival rates of children with cancer and other catastrophic diseases worldwide through the sharing of knowledge, technology, and organizational skills. Later that year, the institution formed the St. Jude Global Alliance, a collaboration of more than 125 institutions in 57 countries spread across seven strategic global regions.

HISTORY OF THE ST. JUDE CHILDREN'S RESEARCH HOSPITAL GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

November 2015 marked the official launch of the St. Jude Children's Research Hospital Graduate School of Biomedical Sciences (Graduate School). This institution was designed to provide exemplary graduate education for the next generation of biomedical researchers. The graduate school represents a major milestone in the history of St. Jude Children's Research Hospital (St. Jude).

The training of biomedical scientists has always been a key component of the hospital's mission, with hundreds of postdoctoral fellows, medical students, and clinical fellows annually contributing to ongoing patient care and research. Graduate student training has also been an educational priority, historically occurring through affiliations with other schools and colleges.

St. Jude leadership recognized that the world-class faculty, research, and facilities at St. Jude represent the perfect environment for graduate training, particularly in the area of translational medicine. This idea continued to evolve over the years, and in June 2015, the Hospital's Board of Governors approved the Graduate School's establishment.

The subsequent development of the Graduate School has been rapid. The Tennessee Higher Education Commission (THEC) formally approved the school in November 2015; the Hospital created a Board of Trustees and Advisory Board and recruited highly experienced staff in 2016. With the infrastructure and curriculum in place, the inaugural class of 12 students arrived on campus in July 2017 to begin their doctoral studies.

In 2018, the Graduate School began working with the St. Jude Department of Global Pediatric Medicine to design a new online Master of Science program in Global Child Health with the goal of creating agents of change by providing health care professionals around the world with skills and knowledge to improve treatment, care and survival rates of children with cancer and other illnesses. The Global Child Health master's program was approved by Graduate School's Board of Trustees in August 2018 and by THEC in January 2019. The first cohort of 10 students representing 10 different countries began their studies in July 2019.

In 2020, the Graduate School began working with St. Jude clinical investigators to design an additional master's program: a Master of Science in Clinical Investigations with the goal of training junior health professionals in all aspects of clinical investigations, including designing, conducting, and reporting results from those investigations. Students have the benefit of training in an institution heavily involved in clinical investigations for pediatric catastrophic diseases. The degree program was approved by the Graduate School's Board of Trustees in April 2020 and by THEC in July 2020. The first cohort began their studies in July 2021.

In 2023, the Graduate School began working with St. Jude faculty members in multiple departments to design a new Master of Science program in Applied Biomedical Data Sciences to train students to apply biostatistics, bioinformatics, computational biology and data wrangling methods in an ethically sound and scientifically rigorous manner to evaluate complex data sets to advance biomedical understanding and knowledge. The new Applied Biomedical Data Sciences degree program was approved by the Graduate's School's Board of Trustees in November 2023 and by THEC in January 2024. We will welcome the first cohort of students in August of 2025.

The current goal of each academic program is in perfect alignment with the mission, values, and vision of St. Jude.

MISSION

The mission of St. Jude Children's Research Hospital is to advance cures, and means of prevention, for pediatric catastrophic diseases through research and treatment. The St. Jude Graduate School of Biomedical Sciences drives this mission by educating the next generation of biomedical researchers to probe the molecular basis of disease, develop novel therapies and train medical professionals to advance global health for children with catastrophic diseases.

VALUES

Our Values provide the foundation for our work and actions. They guide our behavior and influence the way we work with each other as students, faculty, staff, and board members—and the way we engage with our external partners.

Excellence: Deliver outstanding and innovative student learning, experience, and career development, leading to academic and professional success.

Integrity: Promote an environment where academic endeavors thrive while adhering to the highest standards of professionalism, ethics, honesty, and personal responsibility.

Respect: Value the unique environment of the Graduate School and the excellence and achievements of its students, faculty, and staff; be polite and kind to St. Jude patients, their families and each other always, and be a good steward of St. Jude's state-of-the-art resources.

Collaboration: Foster an environment of partnership and effective communication among all Graduate School stakeholders.

Diversity & Inclusion: Embrace diversity and create an equitable and inclusive community that provides equal access to educational opportunities.

Freedom of Expression: Support a community of meaningful discussion, debate and dialogue, and an open exchange of ideas, even if unpopular, so that all voices are heard and considered.

VISION

A premier graduate school that promotes scholarship, innovation, and discovery, and develops inspired graduates who become global and transformative leaders in basic and translational research, clinical research, or child health and health policy.

ST. JUDE CHILDREN'S RESEARCH HOSPITAL GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

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

Fall Semester	Begin	End
Fall Student Registration	July 15, 2025	July 31, 2025
Orientation	August 4, 2025	August 8, 2025
Convocation Ceremony	August 8, 2025	
Fall Semester	August 11, 2025	December 15, 2025
Holiday: Labor Day	September 1, 2025	
Classes Resume	September 2, 2025	
Intent to Graduate Form Due	September 15, 2025	
Thesis/ Dissertation Initial Submission	November 7, 2025	
Holiday: Thanksgiving Break	November 24, 2025	November 28, 2025
Classes Resume	December 1, 2025	
Spring Student Registration	December 1, 2025	December 15, 2025
Thesis/ Dissertation Final Revision	December 5, 2025	
Confirmation – Candidate List Due to Registrar	December 10, 2025	
Conferral Date - Fall 2025	December 15, 2025	
Winter Break	December 16, 2025	December 31, 2025
Grades Due in Systems	December 18, 2025	
Spring Semester		
Holiday: New Year's Day	January 1, 2026	
Spring Semester	January 2, 2026	June 5, 2026
Holiday: Martin Luther King Jr. Day	January 19, 2026	
Intent to Graduate Form Due	February 9, 2026	
Spring Break	March 9, 2026	March 13, 2026
Graduate Student Appreciation Week	April 6, 2026	April 10, 2026
Thesis/ Dissertation Initial Submission	May 1, 2026	
Thesis/ Dissertation Final Revision	May 22, 2026	
Holiday: Memorial Day	May 25, 2026	
Confirmation - Candidate List Due to Registrar	May 27, 2026	
Grades Due in Systems	June 2, 2026	
Conferral Date - Spring 2026	June 5, 2026	
Commencement Ceremony	June 5, 2026	
Summer Break	June 8, 2026	July 31, 2026
Summer Semester		
Summer Semester	June 8, 2026	July 31, 2026
Summer Course Dates	June 8, 2026	July 31, 2026
Holiday: Juneteenth	June 19, 2026	
Holiday: Independence Day	July 4, 2026	

Summer completions will be conferred on the Fall 2026 conferral date. Intent to Graduate Forms are due by the Fall 2026 due date.

Note: For detailed program dates, please refer to the individual program calendars.

MS – Applied Biomedical Data Sciences

Fall Semester	Begin	End
Fall Student Registration	July 15, 2025	July 31, 2025
Orientation	August 4, 2025	August 8, 2025
Convocation Ceremony	August 8, 2025	
Fall Semester	August 11, 2025	December 15, 2025
Holiday: Labor Day	September 1, 2025	
ADS Course: Ethics and Professionalism in Biomedical Data Sciences	August 11, 2025	August 15, 2025
ADS Course: Essential Computing Skills for Biomedical Data Sciences	August 18, 2025	September 5, 2025
Classes Resume	September 2, 2025	
ADS Course: Essential Biology for Biomedical Data Sciences	September 8, 2025	September 26, 2025
Intent to Graduate Form Due	September 15, 2025	
Event: KID25 Biohackathon	September 29, 2025	October 1, 2025
ADS Course: Data Bases and Data Wrangling	October 6, 2025	October 24, 2025
Event: KID25 Symposium	October 27, 2025	October 28, 2025
ADS Course: Essential Mathematics for Biomedical Data Sciences	October 29, 2025	November 14, 2025
Thesis/ Dissertation Initial Submission	November 7, 2025	
ADS Course: Biostatistics for Biomedical Data Sciences I	November 17, 2025	December 12, 2025
Holiday: Thanksgiving Break	November 24, 2025	November 28, 2025
Classes Resume	December 1, 2025	
Spring Student Registration	December 1, 2025	December 15, 2025
Thesis/ Dissertation Final Revision	December 5, 2025	
Confirmation - Candidate List Due to Registrar	December 10, 2025	
Conferral Date - Fall 2025	December 15, 2025	
Winter Break	December 16, 2025	December 31, 2025
Grades Due in Systems	December 18, 2025	
Spring Semester		
Holiday: New Year's Day	January 1, 2026	
Spring Semester	January 2, 2026	June 5, 2026
ADS Course: Biostatistics for Biomedical Data Sciences II	January 5, 2026	January 23, 2026
Holiday: Martin Luther King Jr. Day	January 19, 2026	
ADS Course: Scientific Rigor in Biomedical Data Sciences	January 26, 2026	February 6, 2026
Mentor and Elective Selection Week	February 9, 2026	February 13, 2026
Intent to Graduate Form Due	February 9, 2026	
ADS Course: Omics Data Analysis I	February 16, 2026	March 6, 2026
Spring Break	March 9, 2026	March 13, 2026
ADS Course: Machine Learning	March 16, 2026	April 3, 2026
ADS Course: Effective Communication for Biomedical Data Scientists	April 6, 2026	April 10, 2026
ADS Course: Developing Scientific Software Applications	April 13, 2026	May 1, 2026
Graduate Student Appreciation Week	April 6, 2026	April 10, 2026
Thesis/ Dissertation Initial Submission	May 1, 2026	
ADS Course: Elective Courses	May 4, 2026	May 22, 2026
Thesis/ Dissertation Final Revision	May 22, 2026	

Holiday: Memorial Day	May 25, 2026	
Confirmation - Candidate List Due to Registrar	May 27, 2026	
Grades Due in Systems	June 2, 2026	
Conferral Date - Spring 2026	June 5, 2026	
Commencement Ceremony	June 5, 2026	
Summer Break	June 8, 2026	July 31, 2026
Summer Semester		
Summer Semester	June 8, 2026	July 31, 2026
ADS Course: Practicum in Applied Biomedical Data Sciences	June 8, 2026	July 31, 2026
Holiday: Juneteenth	June 19, 2026	
Holiday: Independence Day	July 4, 2026	

Summer completions will be conferred on the Fall 2026 conferral date. Intent to Graduate Forms are due by the Fall 2026 due date.

MS/PhD – Biomedical Sciences

Fall Semester	Begin	End
Fall Student Registration	July 15, 2025	July 31, 2025
Orientation	August 4, 2025	August 8, 2025
Convocation Ceremony	August 8, 2025	
Fall Semester	August 11, 2025	December 15, 2025
BMS Course: Dissertation Research YR2	August 11, 2025	December 15, 2025
BMS Course: Dissertation Research	August 11, 2025	December 15, 2025
BMS Course: Genes to Proteins	August 11, 2025	September 5, 2025
BMS Course: Topics in Clinical & Translational Research I	August 14, 2025	November 20, 2025
BMS Course: Core Facilities I	August 19, 2025	December 2, 2025
Holiday: Labor Day	September 1, 2025	
BMS Course: Scientific Writing & Communications I	September 2, 2025	December 4, 2025
BMS Course: Laboratory Rotation I	September 8, 2025	October 17, 2025
BMS Course: Biostatistics	October 16, 2025	December 11, 2025
BMS Course: Cell Biology	October 20, 2025	November 12, 2025
Classes Resume	September 2, 2025	
Intent to Graduate Form Due	September 15, 2025	
Thesis/ Dissertation Initial Submission	November 7, 2025	
BMS Course: Developmental Biology	November 14, 2025	December 15, 2025
Holiday: Thanksgiving Break	November 24, 2025	November 28, 2025
Classes Resume	December 1, 2025	
Spring Student Registration	December 1, 2025	December 15, 2025
Thesis/ Dissertation Final Revision	December 5, 2025	
Confirmation - Candidate List Due to Registrar	December 10, 2025	
Conferral Date - Fall 2025	December 15, 2025	
Winter Break	December 16, 2025	December 31, 2025
Grades Due in Systems	December 18, 2025	
Spring Semester		
Holiday: New Year's Day	January 1, 2026	
Spring Semester	January 2, 2026	June 5, 2026
BMS Course: Dissertation Research YR2	January 2, 2026	June 5, 2026
BMS Course: Dissertation Research	January 2, 2026	June 5, 2026
BMS Course: Cancer Biology	January 5, 2026	January 26, 2026
BMS Course: Core Facilities II	January 6, 2026	April 14, 2026
BMS Course: Scientific Writing & Communications II	January 6, 2026	April 2, 2026
BMS Course: Topics in Clinical & Translational Research II	January 8, 2026	May 28, 2026
Holiday: Martin Luther King Jr. Day	January 19, 2026	
BMS Course: Laboratory Rotation II	January 27, 2026	March 6, 2026
Intent to Graduate Form Due	February 9, 2026	
Spring Break	March 9, 2026	March 13, 2026
BMS Course: Immunology & Infectious Diseases	March 16, 2026	April 8, 2026
BMS Course: Computational Biology	March 17, 2026	April 30, 2026

Graduate Student Appreciation Week	April 6, 2026	April 10, 2026
BMS Course: Pharmacology & Chemical Biology	April 10, 2026	April 24, 2026
BMS Course: Laboratory Rotation III	April 27, 2026	June 5, 2026
Thesis/ Dissertation Initial Submission	May 1, 2026	
Thesis/ Dissertation Final Revision	May 22, 2026	
Holiday: Memorial Day	May 25, 2026	
Confirmation - Candidate List Due to Registrar	May 27, 2026	
Grades Due in Systems	June 2, 2026	
Conferral Date - Spring 2026	June 5, 2026	
Commencement Ceremony	June 5, 2026	
Summer Break	June 8, 2026	July 31, 2026
Summer Semester		
Summer Semester	June 8, 2026	July 31, 2026
BMS Course: Dissertation Research YR1&2	June 8, 2026	July 31, 2026
BMS Course: Dissertation Research	June 8, 2026	July 31, 2026
Holiday: Juneteenth	June 19, 2026	
Holiday: Independence Day	July 4, 2026	

Summer Completions will be conferred on the Fall 2026 conferral date. Intent to Graduate Forms are due by the Fall 2026 due date.

MS – Clinical Investigations

Fall Semester	Begin	End
Fall Student Registration	July 15, 2025	July 31, 2025
Orientation	August 4, 2025	August 8, 2025
Convocation Ceremony	August 8, 2025	
Fall Semester	August 11, 2025	December 15, 2025
2nd Year CLI Electives	August 19, 2025	December 4, 2025
CLI Course: Introduction to Patient Oriented Research	August 22, 2025	December 4, 2025
CLI Course: Thesis Research Project	August 19, 2025	December 4, 2025
CLI Course: Biostatistics for the Health Sciences I	October 9, 2025	December 4, 2025
CLI Course: Introduction to Epidemiology	August 19, 2025	October 2, 2025
CLI Course: Ethical and Legal Issues in Clinical Research	September 25, 2025	December 4, 2025
CLI Course: Critical Assessment of Contemporary Clinical Trials	August 21, 2025	October 9, 2025
Holiday: Labor Day	September 1, 2025	
Classes Resume	September 2, 2025	
Intent to Graduate Form Due	September 15, 2025	
Thesis/ Dissertation Initial Submission	November 7, 2025	
Holiday: Thanksgiving Break	November 24, 2025	November 28, 2025
Classes Resume	December 1, 2025	
Spring Student Registration	December 1, 2025	December 15, 2025
Thesis/ Dissertation Final Revision	December 5, 2025	
Confirmation - Candidate List Due to Registrar	December 10, 2025	
Conferral Date - Fall 2025	December 15, 2025	
Winter Break	December 16, 2025	December 31, 2025
Grades Due in Systems	December 18, 2025	
Spring Semester		
Holiday: New Year's Day	January 1, 2026	
Spring Semester	January 2, 2026	June 5, 2026
Holiday: Martin Luther King Jr. Day	January 19, 2026	
CLI Course: Biostatistics for the Health Sciences II	January 20, 2026	May 15, 2026
CLI Course: Advanced Clinical and Translational Research Methods	January 20, 2026	May 15, 2026
CLI Course: Scientific Writing and Communications	January 20, 2026	May 15, 2026
CLI Course: Thesis Research Project	January 2, 2026	June 5, 2026
Intent to Graduate Form Due	February 9, 2026	
Spring Break	March 9, 2026	March 13, 2026
Graduate Student Appreciation Week	April 6, 2026	April 10, 2026
Thesis/ Dissertation Initial Submission	May 1, 2026	
Thesis/ Dissertation Final Revision	May 22, 2026	
Holiday: Memorial Day	May 25, 2026	
Confirmation - Candidate List Due to Registrar	May 27, 2026	
Grades Due in Systems	June 2, 2026	
Conferral Date - Spring 2026	June 5, 2026	
Commencement Ceremony	June 5, 2026	

Summer Break	June 8, 2026	July 31, 2026
Summer Semester		
Summer Semester	June 8, 2026	July 31, 2026
Summer Course Dates	June 8, 2026	July 31, 2026
Holiday: Juneteenth	June 19, 2026	
Holiday: Independence Day	July 4, 2026	

Summer Completions will be conferred on the fall 2026 conferral date. Intent to Graduate Forms are due by the Fall 2026 due date.

MS – Global Child Health

Fall Semester	Begin	End
GCH Course: Intersession 1	TBA	TBA
GCH Course: Intersession 3	TBA	TBA
Fall Student Registration	July 15, 2025	July 31, 2025
Orientation	August 4, 2025	August 8, 2025
Convocation Ceremony	August 8, 2025	
Fall Semester	August 11, 2025	December 15, 2025
GCH Course: Principles of Biostatistics	August 18, 2024	December 7, 2024
GCH Course: Introduction to Epidemiology	August 18, 2024	December 7, 2024
GCH Course: Foundations of Global Health	August 18, 2024	December 7, 2024
GCH Course: Political Economy of Global Child Health (second-year)	August 18, 2024	December 7, 2024
GCH Course: Thesis Seminar (second-year)	August 18, 2024	December 7, 2024
GCH Course: Organizational Leadership (second-year)	August 18, 2024	December 7, 2024
Holiday: Labor Day	September 1, 2025	
Classes Resume	September 2, 2025	
Intent to Graduate Form Due	September 15, 2025	
Thesis/ Dissertation Initial Submission	November 7, 2025	
Holiday: Thanksgiving Break	November 24, 2025	November 28, 2025
Classes Resume	December 1, 2025	
Spring Student Registration	December 1, 2025	December 15, 2025
Thesis/ Dissertation Final Revision	December 5, 2025	
Confirmation - Candidate List Due to Registrar	December 10, 2025	
Conferral Date - Fall 2025	December 15, 2025	
Winter Break	December 16, 2025	December 31, 2025
Grades Due in Systems	December 18, 2025	
Spring Semester		
Holiday: New Year's Day	January 1, 2026	
Spring Semester	January 2, 2026	June 5, 2026
GCH Course: Intersession 2	TBA	TBA
GCH Course: Intersession 4	TBA	TBA
Holiday: Martin Luther King Jr. Day	January 19, 2026	
GCH Course: Research Methods in Global Health	January 26, 2026	May 17, 2026
GCH Course: Health Economics	January 26, 2026	May 17, 2026
GCH Course: Introduction to Health Systems and Policy	January 26, 2026	May 17, 2026
GCH Course: Strategic Management of Child Health Programs (second-year)	January 26, 2026	May 17, 2026
GCH Course: Child Health and Health Systems Innovation (second-year)	January 26, 2026	May 17, 2026
GCH Course: Thesis Practicum (second-year)	January 26, 2026	May 17, 2026
Intent to Graduate Form Due	February 9, 2026	
Spring Break	March 9, 2026	March 13, 2026
Graduate Student Appreciation Week	April 6, 2026	April 10, 2026
Thesis/ Dissertation Initial Submission	May 1, 2026	
Thesis/ Dissertation Final Revision	May 22, 2026	

Holiday: Memorial Day	May 25, 2026	
Confirmation - Candidate List Due to Registrar	May 27, 2026	
Grades Due in Systems	June 2, 2026	
Conferral Date - Spring 2026	June 5, 2026	
Commencement Ceremony	June 5, 2026	
Summer Break	June 8, 2026	July 31, 2026

THE MARLO THOMAS CENTER

The Graduate School is a custom-designed 4,600 sq ft space located in the Marlo Thomas Center. It contains a state-of-the-art teaching facility and administrative offices. In addition to the Graduate School, the Marlo Thomas Center also contains an auditorium, a lecture hall, meeting rooms, a large atrium, and the Biomedical Library. The library is conveniently located adjacent to the Graduate School, maintains an extensive journal collection, and provides easy access to electronic journals, e-books, and several databases. In addition, the library maintains a collection of reference books and journals.

State-of-the-art videoconferencing capabilities enable faculty, staff, and students to share ideas, discoveries, and clinical information with experts and colleagues at other institutions. With more than 400 seats, the auditorium features folding desktops and outlets for electronic devices. The lecture hall seats 68 in a semicircle, giving it a stadium feel. The auditorium and lecture hall are powered by technologies that support the hosting of scientific conferences, academic lectures, institutional seminars, meetings, and symposia.

Seating areas are interspersed throughout the Marlo Thomas Center to foster idea-sharing. Inviting colors and comfortable couches encourage small, informal gatherings. Additionally, huddle rooms and meeting rooms, which are distributed throughout the Center, are custom designed to support informal and impromptu brainstorming sessions and discussions. These rooms contain high-definition monitors, cameras, and wall-mounted interface panels that allow users to control the technology settings and interact with remote participants.

The Marlo Thomas Center was opened in October 2014 and was designed to promote institutional interactions and to host national meetings. As St. Jude continues to chart new frontiers of discovery, the Center will support these efforts by encouraging and facilitating collaboration and innovation–two core principles central to the pursuit of contemporary research. With modern technology, attractive interior design, and emphasis on social interactions, students find this space ideal for learning.

APPLIED BIOMEDICAL DATA SCIENCES

ADMISSIONS

Admissions

The application for the Graduate School is free. Application information can be found at stjude.org/graduate-school. Applicants must complete the entire application and attach the required supporting documents (listed below) to be considered. Applicants must have at least an undergraduate degree (i.e., BA, BS, or equivalent).

Those with an advanced clinical degree (i.e., MD, DO, PharmD, DVM, or DDS) will also be considered. Degrees should be awarded by a U.S.-accredited institution, but applicants (U.S. citizens or permanent residents) who received their degrees from institutions outside of the U.S. will also be considered. At the present time, the Applied Biomedical Data Sciences program cannot accept international applications

There is no minimum grade-point average (GPA) however, it is expected that the application materials demonstrate that the applicant has broad training and is equipped to succeed in graduate coursework and research.

Eligibility

To be eligible for the Master of Science in Applied Biomedical Data Sciences, applicants must be a U.S. citizenship, hold permanent resident status, or already holds a US visa that allows enrollment. Applicants should hold an undergraduate degree (BA, BS or equivalent) in biology, chemistry, physics, mathematics, statistics, computer science, or similar scientific discipline.

Required Supporting Documents

1. A curriculum vitae that describes in full detail the applicant's academic background, including degrees, research experience, awards, publications, presentations, and other achievements.

2. Unofficial transcripts of academic records (final, official transcripts are due upon matriculation). The unofficial transcripts should be submitted via the online application. Transcripts not in English must be accompanied by a certified word-by-word, English translation and uploaded online during the application process. Official transcripts should be sent directly to the Graduate School Registrar (via mail service: 262 Danny Thomas Place, MS1500, Memphis, TN 38105 or via transcript delivery service: registrar@stjude.org).

3. Letters of reference from three mentors, professors, or supervisors. The letters must describe the student's academic successes, background in research, potential for achievement at the graduate level, and capacity for creative, self-directed study.

4. Two Essays (single spaced, 11- or 12-point font) outlining the following:
   - A brief essay (≤ 750 words) describing the applicant's academic readiness and professional preparation for the program, how the program will help the applicant achieve their career objectives, and what specific St. Jude data science research programs or faculty are of most interest the applicant.

- A brief essay (≤ 500 words) describing a time the applicant achieved a personal or professional goal through grit, creativity, or a combination of the two.

Late Enrollment

Late enrollment is only available at the Dean's sole discretion and under advisement of the program Associate Dean(s) and the Admissions Committee.

English Language Proficiency

All students must be proficient in English because all instruction and course materials will be provided in the English language.

Admissions Procedure

The application opens September 1 and required supporting documents will be accepted through December 1 for admission to the following academic year. The application and required supporting documents must be received by 11:59 pm PST on December 1 for best consideration. The Dean may waive this deadline only under exceptional circumstances and at their discretion. The Admissions Committee will review all applications, and the top applicants will be invited to participate to visit St. Jude campus or participate in an online interview. During the visit, the students will interview with graduate faculty members, as well as tour the campus and facilities. Following interviews, prioritization of candidates by the Admissions Committee will be used to make a final set of recommendations for admission to the Dean's Office.

MS – APPLIED BIOMEDICAL DATA SCIENCES

Program Overview

The St. Jude Graduate School of Biomedical Sciences (SJGS) offers a Master of Science in Applied Biomedical Data Sciences (MS-ADS) to prepare students to be effective collaborative biomedical data scientists in roles as staff computational biologists, bioinformaticians, or biostatisticians. The program consists of ten months of accelerated coursework in ethics, communications, biostatistics, and bioinformatics and a formal twelve-month academic practicum mentored by an advisory committee of three SJGS faculty members that is led by a data science faculty member and includes a collaborative clinician or laboratory biologist.

Student Learning Objectives

SLO 1: Understand and appropriately apply advanced statistical and computational analysis tools to facilitate scientifically rigorous interpretation of biomedical research data.

SLO 2: In collaboration with biomedical and data science colleagues, develop and execute plans to complete the data scientific components of a biomedical research project including formulation of scientific questions, study design, data acquisition, data management, data analysis, and dissemination of research findings.

SLO 3: Communicate clearly, accurately, and professionally to disseminate scientific concepts and research results in visual, oral, computational, and written form to diverse audiences.

Thesis/ Practicum

Students are required to complete a practicum for eight credit hours. The student must form a supervisory committee of at least three St. Jude Graduate School faculty members to direct the practicum experience. The committee will be led by one or two primary mentors. At least one primary mentor must be a data scientist who is first or senior author of a software or data resource published in a peer-reviewed journal. The committee must also include a biologist or clinician to advise on the biomedical collaborative value of the project. The student will prepare and orally defend a project proposal to be reviewed and approved by the committee. The student will then complete the proposed project by producing a written thesis, developing a software or data resource of value for future research, and giving an oral defense of their work. A mid-point "check-in" meeting of the supervisory committee to evaluate progress is recommended, but not required. The thesis committee will use a rubric to evaluate the thesis, software or data resource, and the oral defense in terms of the student learning objectives listed above.

In the practicum, the student must complete a biomedical data science research project by applying statistical and computational data analysis methods to existing biomedical data to answer a scientifically compelling biomedical research question. In completing this task, the student will develop software and/or data resources of value to future researchers. Potential software resources include workflows, pipelines, packages, or dashboards that are well-documented to provide future researchers a roadmap or utility to readily perform similar data analyses for similar research problems. Potential data resources may include a clean and harmonized data resource that can be made available to other researchers to benefit their research projects.

MS – APPLIED BIOMEDICAL DATA SCIENCES
2025-2026 CORE CURRICULUM

Term	Year	Course No.	Course	Credits
Fall	1	ADS8001	Ethics and Professionalism in Biomedical Data Sciences	1
Fall	1	ADS8101	Essential Computing Skills for Biomedical Data Sciences	3
Fall	1	ADS8111	Essential Biology for Biomedical Data Sciences	3
Fall	1	ADS8121	Essential Mathematics for Biomedical Data Sciences	3
Fall	1	ADS8131	Data Bases and Data Wrangling	3
Fall	1	ADS8141	Biostatistics for Biomedical Data Sciences I	3
			Fall	16
Spring	1	ADS8142	Biostatistics for Biomedical Data Sciences II	3
Spring	1	ADS8152	Scientific Rigor in Biomedical Data Sciences	2
Spring	1	ADS8162	Omics Data Analysis I	3
Spring	1	ADS8172	Machine Learning	3
Spring	1	ADS8182	Effective Communication for Biomedical Data Scientists	1
Spring	1	ADS8192	Developing Scientific Software Applications	3
Spring	1		**Elective (see below)*	
			Spring	Min 16
Summer	1	ADS8194	Practicum in Applied Biomedical Data Sciences	2
			Summer	2
			Credits Earned Year 1	34
Fall	2	ADS8194	Practicum in Applied Biomedical Data Sciences	3
			Fall	3
Spring	2	ADS8194	Practicum in Applied Biomedical Data Sciences	3
			Spring	3
			Credits Earned Year 2	**6**
			Minimum Credits Required	**40**
Fall	1	ADS8102	High Performance Computing for Biomedical Data Sciences	3
Fall	1	ADS8112	Neuroimaging Statistics	3
Fall	1	ADS8122	Statistical Design of Clinical Trials	3
Fall	1	ADS8132	Structural Bioinformatics	1
Fall	1	ADS8242	Omics Data Analysis II	3
Fall	1	IND8000	Independent Study	Scalable

BIOMEDICAL SCIENCES

ADMISSIONS

Admissions

The application for the Graduate School is free. Application information can be found at https://www.stjude.org/education-training/st-jude-graduate-school-of-biomedical-sciences/academics/phd-biomedical-sciences/admissions.html. Applicants must complete the entire application and attach the required supporting documents (listed below) to be considered and must have at least an undergraduate degree (i.e., BA, BS, or equivalent). Those with an advanced clinical degree (i.e., MD, DO, PharmD, DVM, or DDS) will also be considered. Degrees should be awarded by a U.S.-accredited institution, but applicants (U.S. citizens or permanent residents) who received their degrees from institutions outside of the U.S. will also be considered. At the present time, the Biomedical Sciences program cannot accept international applications from international students.

There is no minimum grade-point average (GPA) requirement; however, application materials should demonstrate that the applicant has broad training in core areas of life sciences and is equipped to succeed in graduate coursework and research.

Applicants should hold an undergraduate degree in biology, chemistry, physics, mathematics, or a similar science discipline. Additional advanced training in areas such as biochemistry, microbiology, immunology, organic chemistry, genetics, physiology, pharmacology, computational biology, neurobiology, and cell and developmental biology is strongly encouraged.

Required Supporting Documents

1. A curriculum vitae that describes in full detail the applicant's academic background, including degrees, research experience, awards, publications, presentations, and other achievements.
2. Unofficial transcripts of academic records (final, official transcripts are due upon matriculation). The unofficial transcripts should be submitted via the online application. Transcripts not in English must be accompanied by a certified word-by-word, English translation and uploaded online during the application process. Official transcripts should be sent directly to the Graduate School Registrar (via mail service: 262 Danny Thomas Place, MS1500, Memphis, TN 38105 or via transcript delivery service: registrar@stjude.org).
3. Letters of reference from three mentors, professors, or program directors. The letters should describe the student's academic successes, background in research, potential for achievement at the graduate level, and capacity for creative, self-directed study.
4. Previous exposure to laboratory research is required. Submit a one-page original scientific summary of your most important research experience. Your description should be appropriate for a scientific audience. Describe the goal(s) of your research, the reason that your question(s) is/are important, your

hypothesis(es), how you investigated your questions, and what conclusions or findings, if any, you were able to draw. Prior research abstracts from a grant proposal or paper should not be used.

5. A two-page personal statement outlining your reasons for pursuing a graduate degree in biomedical sciences, your career goals, and relevant experience. Consider how your background and life experiences or challenges may have motivated or impacted your decision and/or differentiate you as a candidate. State your specific interest in the St. Jude Biomedical Sciences PhD program, identify two to three faculty whose research interests you, and explain why.

Late Enrollment

Late enrollment is only available at the Dean's sole discretion and under advisement of the Program Associate Dean(s) and the Admissions Committee.

English Language Proficiency

All students must be proficient in English because all instruction and course materials will be provided in the English language.

Admissions Procedure

The application opens September 1 and required supporting documents will be accepted through December 1 for admission to the following academic year. The application and all required supporting documents must be received by 11:59 pm PST on December 1 for best consideration. The Dean may waive this deadline only under exceptional circumstances and at their discretion. The Admissions Committee will review all applications, and the top applicants will be invited to visit the St. Jude campus or participate in an online interview. During the visit, the students will interview with graduate faculty members, as well as tour the campus and facilities. Following interviews, prioritization of candidates by the Admissions Committee will be used to make a final set of recommendations for admission to the Dean's office.

PhD – BIOMEDICAL SCIENCES

Program Overview

The Biomedical Sciences doctoral program centers on performance of original biomedical research with formal coursework and trial laboratory rotations in the first year leading to selection of a thesis laboratory and advancement to candidacy by the end of the second year. Successful completion of the program and conferral of the doctoral degree requires the completion of a dissertation, publication of original research, and defense of the doctoral thesis.

In the first year, structured academic coursework is interspersed with three laboratory rotations leading up to selection of a thesis laboratory. In the second-year students develop a primary research project and generate preliminary data leading to a proposal of doctoral research, which is submitted and defended in written and oral form during a qualifying examination, passage of which provides advancement to candidacy for the doctoral degree. In the remaining years the students 1) conduct original research, 2) analyze, compile, and publish original research, 3) complete an approved dissertation that reports results and significance, 4) orally defend their dissertation.

Student Learning Objectives

SLO 1: Demonstrate mastery knowledge of central biomedical concepts and competency in biomedical research methods and strategies.

SLO 2: Critically evaluate the scientific literature in the biomedical sciences, including the choice of methods applied to problems and the interpretation of results.

SLO 3: Develop the ability to think critically and work collaboratively to design rigorous and reproducible experiments in order to solve scientific questions.

SLO 4: Communicate clearly, accurately, and professionally to disseminate scientific concepts and research results in visual, oral, and written form to diverse audiences.

SLO 5: Plan and execute, with independence, original and extensive laboratory research that advances knowledge in the selected area of concentration in the biomedical sciences.

SLO 6: Demonstrate advanced ability to effectively write and publish technical documents.

PhD – BIOMEDICAL SCIENCES
2025-2026 CORE CURRICULUM

Term	Year	Course No.	Course	Credits
Fall	1	BMS8011	Genes to Proteins	3
Fall	1	BMS8101	Cell Biology	3
Fall	1	BMS8201	Developmental Biology	3
Fall	1	BMS8312	Biostatistics	3
Fall	1	BMS8511	Topics in Clinical & Translational Research I	1
Fall	1	BMS8951	Laboratory Rotation I	3
			Fall	16
Spring	1	BMS8702	Cancer Biology	3
Spring	1	BMS8832	Immunology and Infectious Diseases	3
Spring	1	BMS8902	Pharmacology & Chemical Biology	2
Spring	1	BMS8512	Topics in Clinical & Translational Research II	1
Spring	1	BMS8952	Laboratory Rotation II	3
Spring	1	BMS8953	Laboratory Rotation III	3
Spring	1	BMS8301	Computational Biology	1
			Spring	16
Summer	1	BMS8994	Dissertation Research YR1 and YR2	4
			Summer	
Credits Earned Year 1				
Fall	2	BMS8971	Scientific Writing & Communications I	1.5
Fall	2	BMS8994	Dissertation Research YR2	9
Fall	2	BMS8411	Core Facilities I	0
			Fall	
Spring	2	BMS8994	Dissertation Research YR2	9
Spring	2	BMS8972	Scientific Writing & Communications II	1.5
Spring	2	BMS8422	Core Facilities II	0
			Spring	
Summer	2	BMS8994	Dissertation Research YR1 and YR2	4
			Summer	4
Credits Earned Year 2				
Fall	3	BMS9304	Dissertation Research	9
			Fall	
Spring	3	BMS9304	Dissertation Research	9
			Spring	
Summer	3	BMS9304	Dissertation Research	4
			Summer	
Credits Earned Year 3				
Fall	4	BMS9304	Dissertation Research	9
			Fall	
Spring	4	BMS9304	Dissertation Research	9
			Spring	
Summer	4	BMS9304	Dissertation Research	4
			Summer	
Credits Earned Year 4				

Fall	5	BMS9304	Dissertation Research	9
			Fall	
Spring	5	BMS9304	Dissertation Research	9
			Spring	
Credits Earned Year 5				
Minimum Credits Required				**90**

Note: The Doctoral Degree is awarded at the successful completion of a minimum of 90 credit hours, satisfactory academic progress, and successful defense of the student's dissertation.

MS – BIOMEDICAL SCIENCES

Admissions

There is no direct entry into the MS in Biomedical Sciences Program. All biomedical sciences applicants must apply to the PhD in Biomedical Sciences Program.

Program Overview

A student who does not successfully pass their Candidacy Qualifying Examination on the second attempt may not proceed in the PhD program. The student may request to be considered for a Master of Science degree in Biomedical Sciences or a Master of Science degree in Biomedical Sciences with Thesis.

To be considered for a Master of Science in Biomedical Sciences, the student must:

- Complete the first- and second-year core curriculum, and
- Complete substantial full-time research, and
- Document completed research with explanation and contextualization of the significance of this research.

The Associate Dean and the Dean will consider the request for a Master of Science degree. If the request is approved, the student will submit documentation of their research for review by their committee. The student's dissertation committee, the Associate Dean, and the Dean will assess the amount and quality of the student's work and determine whether it rises to a Master's level of research and academic accomplishment to award a Master of Science degree.

To be considered for a Master of Science in Biomedical Sciences with Thesis, the student must:

- Complete the first- and second-year core curriculum, and
- Complete substantial full-time research, and
- Complete sufficient body of research to write a Master's thesis
- Successfully defend a Master's thesis

The "with Thesis" designation would be noted on the official transcript.

Student Learning Objectives

SLO 1: Demonstrate mastery knowledge of central biomedical concepts and competency in biomedical research methods and strategies.

SLO 2: Critically evaluate the scientific literature in the biomedical sciences, including the choice of methods applied to problems and the interpretation of results.

SLO 3: Develop the ability to think critically and work collaboratively to design rigorous and reproducible experiments in order to solve scientific questions.

SLO 4: Communicate clearly, accurately, and professionally to disseminate scientific concepts and research results in visual, oral, and written form to diverse audiences.

MS – BIOMEDICAL SCIENCES
2025-2026 CORE CURRICULUM

Term	Year	Course No.	Course	Credits
Fall	1	BMS8011	Genes to Proteins	3
Fall	1	BMS8101	Cell Biology	3
Fall	1	BMS8201	Developmental Biology	3
Fall	1	BMS8312	Biostatistics	3
Fall	1	BMS8511	Topics in Clinical & Translational Research I	1
Fall	1	BMS8951	Laboratory Rotation I	3
			Fall	
Spring	1	BMS8702	Cancer Biology	3
Spring	1	BMS8832	Immunology and Infectious Diseases	3
Spring	1	BMS8902	Pharmacology & Chemical Biology	2
Spring	1	BMS8512	Topics in Clinical & Translational Research II	1
Spring	1	BMS8952	Laboratory Rotation II	3
Spring	1	BMS8953	Laboratory Rotation III	3
Spring	1	BMS8301	Computational Biology	1
			Spring	
Summer	1	BMS8994	Dissertation Research YR1 and YR2	4
			Summer	
Credits Earned Year 1				
Fall	2	BMS8971	Scientific Writing & Communications I	1.5
Fall	2	BMS8994	Dissertation Research YR2	9
Fall	2	BMS8411	Core Facilities I	0
			Fall	
Spring	2	BMS8994	Dissertation Research YR2	9
Spring	2	BMS8972	Scientific Writing & Communications II	1.5
Spring	2	BMS8412	Core Facilities II	0
			Spring	
Credits Earned Year 2				
Minimum Credits Required (Terminal Masters)				**56**

CLINICAL INVESTIGATIONS

ADMISSIONS

Admissions

The application for the Graduate School is free. Application information can be found at stjude.org/graduate-school. Applicants must complete the entire application and attach the required supporting documents (listed below) to be considered. There is no minimum grade-point average (GPA) however, it is expected that the application materials demonstrate that the applicant has broad training and is equipped to succeed in graduate coursework and research.

Eligibility

To be eligible for the Master of Science program in Clinical Investigations, applicants must be U.S.A. citizens, non-citizen nationals or lawfully admitted permanent residents of the U.S.A., or on a visa sponsored by another institution that allows for a full-time course of study in a degree-granting program. Applicants must also be residents of the state of Tennessee or Mississippi for the duration of the program. Applicants must have a bachelor's degree (i.e., BA, BS, or equivalent); an advanced clinical degree (i.e., MD, DDS, DMD, DO, DC, OD, or ND); a doctoral nursing degree; or a PhD with clinical responsibilities are preferred. Applicants must also agree to mentorship and oversight by an advisor in a clinical department.

Required Supporting Documents

1. A curriculum vitae giving full details of the candidate's personal history, education, honors, and previous experience.
2. Unofficial transcripts of academic records (final, official transcripts are due upon matriculation). The unofficial transcripts should be submitted via the online application. Transcripts not in English must be accompanied by a certified word-by-word, English translation and uploaded online during the application process. Official transcripts should be sent directly to the Graduate School Registrar (via mail service: 262 Danny Thomas Place, MS1500, Memphis, TN 38105 or via transcript delivery service: registrar@stjude.org).
3. Letters of reference from three mentors, professors, or program directors. The letters must be submitted directly via the website and should describe your academic successes, clinical background, potential for achievement at the graduate level, and capacity for creative, self-directed study.
    - If you are currently employed full-time at St. Jude Children's Research Hospital or elsewhere, one of the letters should be from a current supervisor supporting your participation in the program and willingness to allow you to attend synchronous class sessions on Tuesday/Thursday afternoons during the fall and spring semesters.
    - If you are a clinical fellow or junior faculty member, one letter of support must come from your department chair or division chief. This can also serve as the above-referenced supervisor letter, if appropriate.

4. A three-page personal statement (in English) that outlines:
    - your motivation for pursuing the MS in Clinical Investigations and how your past experiences and training have contributed to this interest;
    - what differentiates you as an applicant: your life experiences, why you are applying to this program, your research interests, your interest in contributing to new scientific knowledge, your commitment to fostering equity and innovation in healthcare and research, your experiences working/collaborating with others, and/or your leadership potential.
    - your professional goals upon completion of the program and how the MS in Clinical Investigations will contribute to attaining those goals.

Late Enrollment

Late enrollment is only available at the Dean's sole discretion and under advisement of the program Associate Dean(s) and the Admissions Committee.

English Language Proficiency

All students must be proficient in English because all instruction and course materials will be provided in the English language.

Admissions Procedure

The application opens September 1 and required supporting documents will be accepted through January 15 for admission to the following academic year. The application and required supporting documents must be received by 11:59 pm PST on January 15 for best consideration. The Dean may waive this deadline only under exceptional circumstances and at their discretion. The Admissions Committee will review all applications. Accepted candidates will be notified by April 15.

MS – CLINICAL INVESTIGATIONS

Program Overview

The Clinical Investigations MS program is a 33-credit hour master's degree program that seeks to provide transformative education that will create a cadre of health professionals adept at designing, conducting, and reporting clinical investigations that further the human health. The program creates a unique opportunity to understand these concepts contextually in a pediatric and young adult research setting. The three educational pillars of the program are (1) basic and applied knowledge of clinical investigation design and conduct, (2) familiarity with the ethical and legal requirements for conduct of human subjects research, and (3) basic and advanced analytic methods that support clinical investigation. The duration of the program is two years. In the first year, students complete required coursework in biostatistics, epidemiology, patient-oriented research, advanced clinical and translational research methods, and scientific writing to develop competencies in foundations of clinical investigation. In the second year, students move to more specialized studies with the selection of an elective course focused on a specific area of clinical investigation, as well as training in ethical and legal issues in conducting clinical investigation. The program culminates with a thesis research project under the guidance of a thesis advisor and thesis committee. Upon completion of the Clinical Investigations MS program, graduates will be able to critically appraise existing and new clinical research identifying new interventions and strategies to improve human health. They will also have the necessary skills to develop novel clinical research following scientifically sound and ethical principles.

Student Learning Objectives

SLO 1: Apply an understanding of the fundamental concepts of biostatistics, epidemiology, clinical research, and research methods to a research project.

SLO 2: Critically evaluate scientific literature in clinical research, including the choice of methods applied to problems and the interpretation of results.

SLO 3: Design and conduct clinical research using advanced research skills, data acquisition, data management, and analysis to investigate a selected research problem.

SLO 4: Communicate clearly, accurately, and professionally to disseminate scientific concepts and research results in visual, oral, and written form to diverse audiences.

Thesis Core Curriculum

The thesis is the demonstration of the student's mastery of both a specific content area as well as the methodology necessary to make significant contributions to medical literature. It serves as the primary locus for translation of the knowledge, tools, and skills that students acquire through the program. There are two options for the thesis in the Clinical Investigations program – the *Completed Research Option* and the *Prospective Clinical Trial Option*. Both options demonstrate the student's exercise in research, make a substantial contribution to the field, and provide the opportunity to work closely with the student's thesis committee.

1. Completed Research Option: The Completed Research Option will represent a completed research project that demonstrates an in-depth understanding of the subject matter, development of a hypothesis, collection/analysis of data to test the hypothesis and ability to place the results within the context of previously published literature. Broadly, the final thesis will consist of an introduction outlining the importance of the specific research, a summary of existing literature,

statement of a scientific hypothesis, description of methods used, including analytic methodology, results, and a discussion that places the thesis findings in the context of current knowledge with recommendations for future research and potential recommended changes in clinical management, measurement, or other interventions. Because this Thesis option requires collection and analysis of data, existing data or publicly available datasets are often used.

2. Prospective Clinical Trial Option: For the Prospective Clinical Trial, the student will write and submit a protocol for consideration as thesis work. The project should demonstrate the student's ability to apply the principles learned in the program's curriculum to their own research project. The submitted Prospective Clinical Research Study should benefit from the advice of colleagues and experts in the field. It should include sufficient details to ensure a uniform and standardized approach to carrying out the study with good quality control. A well-thought out and well-written protocol can be judged according to three main criteria:
    1) Is it adequate to answer the research question(s), and achieve the study objective?
    2) Is it feasible?
    3) Does it provide enough detail that another investigator can undertake the study and arrive at comparable conclusions?

The protocol should outline the rationale for the study, its objective, the methodology used and how the data will be managed and analyzed. It should highlight how ethical issues have been considered, and, where appropriate, how inclusion across different age groups and gender issues are being addressed. If the protocol is an interventional trial (therapeutic or non-therapeutic), it should follow protocol guidelines available in the literature to standardize the approach and outline its contents.

MS – CLINICAL INVESTIGATIONS
2025-2026 CORE CURRICULUM

Term	Year	Course No.	Course	Credits
Fall	1	CLI8101	Biostatistics for the Health Sciences I	3
Fall	1	CLI8301	Introduction to Epidemiology	3
Fall	1	CLI8401	Introduction to Patient-Oriented Research	3
			Fall	9
Spring	1	CLI8102	Biostatistics for the Health Sciences II	3
Spring	1	CLI8302	Advanced Clinical and Translational Research Methods	3
Spring	1	CLI8402	Scientific Writing and Communications	3
			Spring	9
			Credits Earned Year 1	**18**
Fall	2	CLI8501	Ethical and Legal Issues in Clinical Research	3
Fall	2		**Elective (see below)*	3
Fall	2	CLI8701	Critical Assessment of Contemporary Clinical Trials	1
Fall	2	CLI8814	Thesis Research Project I	2
			Fall	9
Spring	2	CLI8814	Thesis Research Project II	6
			Spring	6
			Credits Earned Year 2	**15**
			Minimum Credits Required	**33**
Fall	2	CLI8511	**Behavioral and Social Sciences*	
Fall	2	CLI8521	**Advanced Epidemiology*	
Fall	2	CLI8531	**Clinical Genomic Data Science*	
Fall	2	CLI8551	**Drug Development – from Bench to Bedside*	
Fall	2	CLI8561	**Translational Neuroscience*	
Fall	2	CLI8571	**Implementation Science*	

GLOBAL CHILD HEALTH

ADMISSIONS

Admissions

The application for the Graduate School is free. Application information can be found at stjude.org/graduate-school. Applicants must complete the entire application and attach the required supporting documents (listed below) to be considered. Applicants must have at least an undergraduate degree (i.e., BA, BS, or equivalent). Those with an advanced clinical degree (i.e., MD, DO, PharmD, DVM, DDS, etc.) will also be considered. Degrees can be awarded by a U.S.-accredited institution or from accredited institutions outside of the U.S. At the present time, the Global Child Health program can accept international applications from international students. There is no minimum grade-point average (GPA) however, it is expected that the application materials demonstrate that the applicant has broad training and is equipped to succeed in graduate coursework and research.

Eligibility

Applicants must have one of the following combinations of academic credentials and work experience:

- an advanced degree in a health-related field and at least five years of relevant work experience.
- bachelor's degree and at least five years of relevant post-baccalaureate work experience in a relevant health-related field (eg. epidemiology, global health, health and social behavior, health management or health policy).

Required Supporting Documents

1. A curriculum vitae that describes in full detail the applicant's academic background, including degrees, research experience, awards, publications, presentations, and other achievements.
2. Unofficial transcripts of academic records (final, official transcripts are due upon matriculation). The unofficial transcripts should be submitted via the online application. Transcripts not in English must be accompanied by a certified word-by-word, English translation and uploaded online during the application process. Official transcripts should be sent directly to the Graduate School Registrar (via mail service: 262 Danny Thomas Place, MS1500, Memphis, TN 38105 or via transcript delivery service: registrar@stjude.org).
3. Letters of reference from three mentors, professors, or supervisors. The letters must describe the student's academic successes, background in research, potential for achievement at the graduate level, and capacity for creative, self-directed study.
4. Three-page (single spaced, 11- or 12-point font) personal statement outlining:
   - your personal motivation for pursuing the MS in Global Child Health, how your past experiences and training have contributed to your interests
   - what differentiates you as an applicant: your strengths, areas to improve, research interests, academic interests, professional interests and leadership potential

- describe a child health issue that you find most pressing. How do you think this program will complement your professional experience and personal interests in addressing this issue?
- your professional goals upon completion of the program and why the MS in Global Child Health, at this point in your career, is the best way to attain those goals

Late Enrollment

Late enrollment is only available at the Dean's sole discretion and under advisement of the program Associate Dean(s) and the Admissions Committee.

English Language Proficiency

All students must be proficient in English because all instruction and course materials will be provided in the English language.

Admissions Procedure

The application opens September 1 and required supporting documents will be accepted through December 1 for admission to the following academic year. The application and required supporting documents must be received by 11:59 pm PST on December 1 for best consideration. The Dean may waive this deadline only under exceptional circumstances and at their discretion. The Admissions Committee will review all applications, and the top applicants will be invited to participate in an online interview. During the online interview, the students will meet with a member of the Admissions Committee.

MS – GLOBAL CHILD HEALTH

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 and improvise state, national, and global health systems, with consequent improvement in health care for children globally.

Mandatory In-Person Intersessions

Students have mandatory non-credit workshops and seminars during on-campus visits to the Graduate School. Orientation and visits during subsequent 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.

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.

Student Learning Objectives

SLO 1: Demonstrate competency in research methods and apply analytical frameworks in research design, data acquisition, analysis, and interpretation.

SLO 2: Understand the concepts, determinants, and implementation principles of global health and health systems.

SLO 3: Examine, interpret, and apply information and data, to identify problems, construct problem-solving strategies, and create evidence-based programs and policies drawing concurrently from a variety of disciplines and through critical thinking.

SLO 4: Apply adaptive leadership and management principles and tools to design, implement, manage, and evaluate innovative programs, research, and policies in effective, sustainable, equitable and efficient ways.

SLO 5: Communicate clearly, accurately, and professionally to disseminate scientific concepts and research results in visual, oral, and written form to diverse audiences.

MS – GLOBAL CHILD HEALTH
2025-2026 CORE 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
			Credits Earned Year 1	**18**
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
			Credits Earned Year 2	**12**
			Minimum Credits Required	**30**

ACADEMIC REGULATIONS

For access to full academic policies, please see the Graduate School website at www.stjude.org/graduate-school. Policies found on the Graduate School website will be considered the most recent, enforceable policies.

Admissions and Practices

1.1 All potential applicants are referred to the Graduate School website for information and instructions on how to apply and the detailed information of required admissions materials, supplementary materials, and admission timeline (admissions page for each program).

1.2 Financial incentives are strictly prohibited although applicants are fully supported during recruitment visits to the Graduate School. In addition, Graduate School staff and students host potential applicants at group events during meetings and other recruiting events.

1.3 Student selection into each program is overseen by Admissions Committees that are comprised of Graduate School faculty members. The Admissions Committee for each degree granting program is responsible for identifying the best candidates for entry into the program. Although the charter governing each program's Admissions Committee is largely uniform, there are some program specific admissions requirements that are fully described on the website. The Associate Dean may serve as an ex officio, non-voting member and must be free of all conflicts of interest. All members of the Admissions Committees must declare any potential conflicts of interest and abstain from discussion, ranking, and voting of any applicant with whom they have a conflict of interest.

1.4 The entire admissions process is coordinated by dedicated software that is widely used in the US and abroad by prospective graduate students.

1.5 A graduate student at another institution may not transfer into the Graduate School unless accompanied by a St. Jude-recruited and THEC-approved graduate faculty member; additionally, students who transfer with a St. Jude-recruited THEC-approved graduate faculty member may only transfer into the doctoral program and not into the master's program.

1.6 The Graduate School has specific guidelines for transfer admissions, which can be reviewed in the Transfer into the Graduate School from other Programs Policy.

1.7 St. Jude and the Graduate School encourage diversity on campus and do not discriminate on the basis of race, national origin, sex, genetic information, sexual orientation, age, religion, disability, veteran's status, disabled veteran's status, or any other status protected by federal or Tennessee law. The Graduate School is committed to creating an inclusive learning environment that provides cultural and ethnic diversity. Underrepresented minorities are encouraged to apply to the program.

1.8 Admissions decisions will be made initially without consideration to criminal history; however, all applicants must pass background and registry checks prior to final admission into the Graduate School (exceptions may be made for international applicants). Criminal history will be evaluated on a case-by-case basis.

1.9 All students must be proficient in English because all instruction will be given in English.

1.10 Late enrollment is available at the Dean's discretion, and the applicant must go through the Graduate School's admissions process.

PROCEDURE

2.1 Each Graduate School program follows the same admissions process, which comprises:

1) advertising and encouraging applications,
2) acceptance of applications until the deadline (typically the end of the day on December 1st PST),
3) review of applicants by the respective Program Admissions Committee,
4) a ranked list of all applicants,
5) selection of those for further consideration,
6) visits to the Graduate School for interviews with faculty, if applicable (or web-based interviews, if necessary, for example for overseas applicants)
7) final selection of applicants who will be offered admission. Depending on how the yield proceeds, the respective Admissions Committee may consider further offers and interviews based on the ranking list.

2.2 The Admissions Committees consult with the Dean prior to the admissions cycle to confirm the number of slots available for each program based on the strategy and budget of the Graduate School.

2.3 Once the application review process is complete, each Admissions Committee generates a final offer list.

2.4 The Graduate School uses the following admissions decisions:

- Acceptance: the student is granted admission into the Graduate School
- Conditional acceptance: the student is granted admission under specific circumstances
- Denial: the student is denied acceptance from the Graduate School
- Waitlist: the student is not granted denial or acceptance and is placed on a list that will be revisited depending on the yield for that program (depending on the program, this may be a ranked list)
- Deferral: the student is offered admission and may defer their admission for up to 2 years maximum

2.5 Applicants are required to accept/reject/defer offers by April 15th, which is the national acceptance date in the US. However, further offers can be made and accepted after this date. Depending on the number of accepted offers, additional applicants may be considered after April 15th. Such applicants must complete an application, be reviewed, and recommended by the respective Admissions Committee and interviewed (if applicable) by the Chair of the Admissions Committee and at least one additional Admissions Committee member, then reviewed and approved by the appropriate Admissions Committee.

2.6 All applicants must pass background and registry checks and drug screen prior to final admission into the Graduate School. Exceptions may be made for international applicants.

2.7 All offers of admission in any degree program are valid and in effect up to the deadline noted in the admit letter and their acceptance prior to the admit deadline will be honored irrespective of the number of offers that are accepted.

2.8 After the incoming cohort is confirmed for each degree program, a debrief meeting of the process is held with the respective Admissions Committee Chair, Associate Dean, and Assistant Dean, along with the Dean or the Dean's Designee to review the process and identify opportunities for improvement.

2.9 The Graduate School applies its Protection of Student Data Policy to admission records. Admission records are retained according to the retention periods outlined in the Records Retention policy.

Information eSecurity

In following the acceptable use agreement, you agree to:

1.1 General Use

1.1.1 Exercise good judgment regarding the protection and security of the Hospital and the Graduate School information assets. Failure to follow security policies and standards could place the Hospital and the Graduate School in violation of laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA) and Protection of Student Data.

1.1.2 Exercise good judgment when communicating as a member of the Graduate School over email, social media or other technology. Members of the Graduate School should not use language that may be offensive, obscene, sexually explicit, threatening, intimidating, discriminatory, retaliatory, or harassing.

1.1.3 Promptly report the theft, loss, or unauthorized disclosure of the Graduate School Confidential or Protected information (e.g., grades, student information, proprietary information) to the Graduate School and Information Security Office at information.security@stjude.org..

1.1.4 Use of Hospital or Graduate School technologies (network, Internet, email, computers, files shares and applications) is done so with the understanding that they are monitored for security purposes and there is no right to or expectation of privacy when using Hospital or Graduate School owned technology. The Hospital or the Graduate School reserves the right to access, monitor and disclose contents of the Internet, email, and voice mail messages or other communications made through the Hospital or Graduate School owned systems.

1.1.5 Use of Hospital or Graduate School information systems with the understanding that occasional personal use is allowed provided it is not associated with a personal business, does not interfere with productivity, and does not preempt legitimate Hospital or Graduate School business activity.

1.1.6 Refrain from attempting to test, circumvent, or defeat any security system or monitoring capability.

1.1.7 Refrain from using Hospital or the Graduate School information systems to engage in any unlawful or obscene activities that could put Hospital and/or the Graduate School at risk. Examples include, but are not limited to, the following:

- Gaining unauthorized access to any information system or network.

- Damaging, altering, or disrupting the operations of any information system or network.
- Making any inappropriate or discriminatory statements based on race, religion, national origin, sex, sexual orientation, transgender status, gender identity or expression, disability or veteran status.
- Accessing, reading, copying, storing or forwarding inappropriate or sexually explicit messages or materials.
- Engaging in illegal, fraudulent, or malicious conduct.

1.2 Asset Usage

1.2.1 Physically secure all Hospital and the Graduate School assets taken off-site at all times. Mobile devices should not be left in unattended bags, luggage, or vehicles.

1.2.2 Return all Hospital and the Graduate School issued assets upon termination of enrollment, employment, contract, or agreement. Access to Hospital and Graduate School systems, networks, and facilities will be disabled upon termination.

1.2.3 Use personal devices to store or access Hospital and Graduate School information only when authorized to do so and in accordance with defined policies and standards for personal devices.

1.3 Clear Desk/Clear Screen

1.3.1 Log off from applications or network services when they are no longer needed and lock workstations when leaving your workspace unattended.

1.3.2 Control physical access to confidential or protected information at all times to prevent unauthorized access, e.g. lock doors to offices and file cabinets, do not leave confidential or protected documents in view, stay with visitors in areas with confidential or protected information, and do not leave confidential or protected information on and immediately remove from fax machines and printers.

1.4 Data Protection

1.4.1 Refrain from transferring or storing electronic protected health information (ePHI) or student protected data to a cloud-based service that has not been approved by Information Services and the Office of Legal Services. Using an unauthorized cloud-based service for ePHI and student data may be a violation of HIPAA and the Hospital's requirement to perform due diligence on all third-parties that process or store ePHI and the Graduate School's requirement to safeguard student records. The Graduate School has a policy and procedure to protect the security of its student records and back up all data. Individuals should refer to the policies listed as reference documents for more information on record retention and protection of student data.

1.4.2 Use only authorized technologies, applications, and/or services verified to meet Hospital and Graduate School security requirements. If an alternative application or cloud-based service must be used, you agree not to transfer or store sensitive or confidential information on such applications or services.

1.4.3 Do not forward Hospital or Graduate School business related emails containing confidential or protected information to a personal account.

1.5 Information System Access

1.5.1 Maintain the confidentiality of authentication credentials you have been entrusted with (e.g. passwords, PINS, badges, etc.). Your authentication credentials must not be shared.

1.5.2 Create and change your passwords in accordance with Hospital Information Services password requirements (e.g. password length, password composition).

1.5.3 Be responsible for all activities that use your credentials.

1.6 Physical Security

1.6.1 Dispose of any electronic media containing confidential or protected information in accordance with Hospital and Graduate School disposal policies and standards.

1.6.2 Dispose of any paper containing confidential or protected Information securely using a locked disposal container or cross-cut paper shredder.

1.6.3 Refrain from using photographic, video, audio or other recording equipment, such as cameras in mobile devices, unless authorized.

1.7 Removable Media

1.7.1 Encrypt all removable media used to store confidential or protected information.

1.7.2 Refrain from connecting a removable media device from an unknown origin to a Hospital or Graduate School computer or information system as it may contain malware.

PROCEDURE

2.1 The Graduate School has internal procedures for addressing security breaches to protect Graduate School information (including student records).

Protection of Student Data

1.1 Graduate student personal records are confidential in nature and will be kept confidential by Graduate School Officials. Confidential personal information will not be released to persons other than the graduate student and staff of the Graduate School without the written authorization of the graduate student whose records are requested or as required by law.

1.2 Graduate student academic records are confidential in nature and will be kept confidential by Graduate School Officials. Confidential academic information will not be released to persons other than the graduate student and staff of the Graduate School without the written authorization of the graduate student whose records are requested or as required by law.

1.3 The Graduate School Registrar or designee must use reasonable methods to ensure that (i) School Officials obtain access to only those education records (personal and academic) in which they have legitimate educational interests; (ii) the Registrar has established control procedures to ensure that limitations are observed; and, (iii) if the Registrar does not use physical or technological access controls, the Registrar will ensure that its administrative policy for controlling access to education records is effective.

1.4 Generally, personally identifiable information from education records may not be disclosed to other parties without the student's prior written or electronic consent. Such consent shall be 1) signed (on paper or using an appropriate electronic signature method) and dated and 2) shall specify records or information to be disclosed, the purpose(s) of the disclosure, and 3) the party or class of parties to whom disclosure may be made.

1.5 The Graduate School may release a graduate student's education records to Graduate School officials with legitimate interests without the graduate student's consent to access or review the records to:

- Perform a task specified in their position description or contract;
- Disseminate academic and/or demographic and/or enrollment and/or financial and/or personal aggregated information internally and externally;
- Perform a task related to a graduate student's education or to graduate student discipline;
- Provide a service or benefit related to the graduate student (financial aid, transfer credit process, grants administration, etc.);
- Maintain a safe and secure campus;

1.6 The Graduate School may disclose a student's education records without consent to the following parties or under the following conditions:

Specified officials for audit or evaluation purposes (financial audit including grants funding audits, accrediting bodies, etc.);

- To carry out the functions of the U.S. Department of Education, the Comptroller General, state and local educational authorities, and accrediting organizations;
- In response to a lawfully issued subpoena or judicial order, provided that the Graduate School makes a reasonable effort to notify the student whose records is involved in advance of disclosing the information, unless the situation prohibits prior notification. All subpoenas and court orders should be directed to the Office of Legal Services and disclosure in response to them must be approved by that office;
- Comply with a judicial order or lawfully issued subpoena;
- Regarding directory information; and
- In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the graduate student or other individuals.

1.6.1 If such disclosure is made, it should be limited to information necessary for the purpose of the disclosure. Note also that specific requirements and qualifications may apply to these exceptions.

1.7 Student Privacy Training is required for faculty, staff, and teaching assistants.

PROCEDURE

2.1 Upon written request, the Graduate School will disclose education records to officials of another school at which a graduate student seeks or intends to apply.

2.1.1 The Graduate School will inform a party to whom a disclosure of personally identifiable information from the records of a graduate student is made that disclosure is made only on the condition that the party will not disclose the information to any other party without the student's prior written consent. Exceptions to this requirement include disclosure of directory information, disclosures to the student, to victims of certain disciplinary matters, and disclosures pursuant to court orders and valid subpoenas. Directory information includes information such as a student's name, address, telephone number, date of birth, honors and awards, and dates of attendance. The Graduate School will inform students about directory information and allow students to opt out of disclosures of directory information at any time.

2.1.2 Before disclosing personally identifiable information from education records, Graduate School employees must take reasonable steps to verify the identity of the requesting party as well as their authority to have access to the information.

2.2 Individuals who are, or have been, in attendance at the Graduate School are entitled to inspect and review their education records upon a written request. The request to inspect or review records must be honored within 45 days after the Graduate School has received the request. The request should be directed to the Registrar's office, and the Registrar may charge a reasonable fee for copies.

2.3 A student who believes that information contained in their education records is inaccurate or misleading or violates their privacy rights may request that the Graduate School amend them, and the Graduate School will decide whether to do so within a reasonable period of time.

2.3.1 If the Graduate School decides that the information is inaccurate or misleading or otherwise in violation of the privacy rights of a student, the Graduate School will amend the record and inform the student of the amendment in writing.

2.3.2 If the Graduate School declines to amend the student's records, it will so inform the student and inform them of the right to request a hearing to challenge the information believed to be inaccurate, misleading or in violation of their privacy rights. A hearing, however, may not be requested by a student to contest the appropriateness of a grade.

2.3.3 The hearing will be conducted by the Senior Associate Dean of Student and Faculty Affairs who does not have a direct interest in the outcome of the hearing and will provide the student an opportunity to present evidence relevant to the request to amend the student's records. The Senior Associate Dean of Student and Faculty Affairs will provide to the Graduate School and the student a written decision based on the evidence presented at the hearing within a reasonable time after the hearing. The decision will include a summary of the evidence and the reasons for the decision. Additionally, information regarding hearing procedures will be provided when the student receives notice of their rights.

2.3.4 If, after a hearing, the Graduate School determines that a student's challenge is without merit it will notify the student of the right to place in their records a statement commenting on the challenged information and/or setting forth reasons for disagreeing with the Graduate School 's decision. The Graduate School will maintain such a statement with the student's record and disclose the statement whenever it discloses the portion of the record to which the statement relates.

2.4 A graduate student does not have a right to inspect or review the following:

- Confidential letters and statements of recommendation related to admission to an educational institution, application for employment, or the receipt of an honor or honorary recognition that were placed in a student's records and as to which the student has executed a written waiver of their right to inspect and review; provided that the Graduate School uses the letters and statements only for the purpose for which they were originally intended and notifies the graduate student upon request of the names of all individuals providing such letters and statements.
- Other records as to which the graduate student has executed a written waiver of their right to inspect and review.
- Those portions of records that contain information on other graduate students.

2.5 The Graduate School has internal procedures for addressing security breaches to protect Graduate School information (including student records).

Record Retention

1.1 The Graduate School complies with state and federal regulations and professional practice standards in matters of records retention policies and procedures. For purposes of this policy, please note that the Graduate School maintains records related to students. We may choose to maintain records beyond the minimum retention requirement.

1.2 All records created or received by Graduate School programs are the property of the Graduate School and must be retained and disposed of in accordance with this policy. Under Tennessee regulations, records, regardless of storage medium, may be disposed of provided that the minimum retention period stated below has elapsed and the Graduate School does not need the records for future administrative, legal, research/historical, or fiscal purposes. No documents should be destroyed during the pendency of threatened or active litigation, when a litigation hold has been issued by the Office of Legal Services or if any pending or actual federal, state or other audit is being conducted.

1.3 Unless authorized by the Dean, Graduate School records must be stored on Graduate School premises. Student records are kept in either a locked, fireproof file cabinet or within locked file cabinets in locked offices. Records are also stored electronically on a secure platform whenever possible.

1.4 Whenever possible, administrative staff members should ensure that records are backed up appropriately.

1.5 The Graduate School follows the disaster recovery plan outlined in the Assurance Management – Disaster Recovery Standard Policy.

1.6 The Graduate School must implement practices that protect confidential information contained in Graduate School records in accordance with relevant laws and the Graduate School's Protection of Student Data Policy. These practices must be applied in the preservation, maintenance, and disposal of confidential paper and electronic records.

PROCEDURE

2.1 Review of Records

2.1.1 The Registrar (or designee) is responsible for performing, at least annually, a review to determine the value or usefulness of the Graduate School's records. During this review, the Registrar (or designee) should identify all records that have met their relevant retention period (time in office plus time in storage) and are no longer needed for any purpose identified in this policy. The Registrar (or designee) must designate each record as either an historical document archives or a document ready for destruction.

2.2 Maintenance of Records

2.2.1 The Graduate School has internal procedures for addressing security breaches to protect Graduate School information (including student records).

2.2.2 Information and reports retained permanently in the aggregate:

- Graduation lists
- Enrollment statistics
- Degree statistics
- Schedules of classes
- Requests for disclosures of student privacy information

	Student Records	Minimum Retention Period:
Academic	Entrance exam	5 years after graduation or date of last attendance
	Admission correspondence	3 years after application term
	Admissions - completed international files *	Permanently
	Acceptance letter	7 years after graduation or date of last attendance
	Application - admitted and enrolled	5 years after graduation or date of last attendance
	Application - admitted and not enrolled	3 years after decision to admit
	Applications - not admitted	3 years after decision not to admit
	Applications - incomplete	1 year after application term
	Waivers for rights to view letter of recommendation	7 years after graduation or date of last attendance
	International student documents (I-20, employment authorization, passport, I-94, statement of financial responsibility, statement of educational costs) *	Permanently
	Information pertaining to appeals - grades	Permanently
	Intent to graduate	7 years after graduation or date of last attendance
	Application to graduate	7 years after graduation or date of last attendance
	Advising records	6 years after graduation or date of last interaction
	Correspondence and catalogs for non-credit courses	3 years
	Rosters and payments for non-credit courses	7 years unless longer by contract
	Registration forms (drop/add rolls, scheduling forms)	7 years after graduation or date of last attendance

	Name change and address change authorizations	7 years after graduation or date of last attendance
	Documentation of request and approval/ denial of accommodations	3 years after graduation or date of last attendance
	Advance placement, waivers, transfer credit approvals, experiential credit approvals	7 years after graduation or date of last attendance
	Transfer credit requests that are rejected	7 years after graduation or date of last attendance
	Correspondence related to enrollment and degree verification	7 years after graduation or date of last attendance
	Correspondence grade reports	Permanently
	Correspondence related to student privacy disclosures or student consent for disclosure	7 years after graduation or date of last attendance
	Correspondence not related to academic progress or student privacy disclosure	7 years after graduation or date of last attendance
	Final grade rolls	Permanently
	Final Graduate School transcript	Permanently
	Transcripts from other colleges	7 years after graduation or date of last attendance
	Transcript translation service evaluation of transcript from outside US	7 years after graduation or date of last attendance
	Degree audits	7 years after graduation or date of last attendance
	Supplemental grade changes	Permanently
	Grade change forms	7 years after graduation or date of last attendance
	Documentation for leave of absence	3 years after graduation or date of last attendance
	Documentation related to attendance	3 years after graduation or date of last attendance
	Documentation related to satisfactory academic progress	3 years after graduation or date of last attendance
	Request for withdrawal	7 years after graduation or date of last attendance
	Withdrawal authorization	7 years after graduation or date of last attendance
	Hospital agreement	3 years after graduation or date of last attendance
	Student media consent	3 years after graduation or date of last attendance
	Mentorship agreements	3 years after graduation or date of last attendance
Programmatic	Satisfactory academic progress letters (each semester)	3 years after graduation or date of last attendance
	Program documentation of completion of all degree requirements	7 years after graduation or date of last attendance
	Completion of responsible conduct in research training	3 years after graduation or date of last attendance
	Graduate School awards or recognitions	3 years after graduation or date of last attendance
	Official list of committee members and changes	3 years after graduation or date of last attendance
	Bi-annual student progress report	3 years after graduation or date of last attendance
	Lab rotation agreements	3 years after graduation or date of last attendance
	Qualifying exam	7 years after graduation or date of last attendance
	Grant submission	3 years after graduation or date of last attendance
	Dissertation	3 years after graduation or date of last attendance
	Thesis committee records- thesis committee agreement form, final approval of thesis form	3 years after graduation or date of last attendance
	Student meeting minutes	3 years after graduation or date of last attendance

	Thesis committee meeting forms, confirming date of each required thesis committee meeting	3 years after graduation or date of last attendance
Student Accounts	Annual stipend letters	5 years after graduation or date of last attendance
	Grants and awards, with stipend and supply supplements	5 years after graduation or date of last attendance
	Annual tuition and subsidiary ledger	5 years after graduation or date of last attendance
Student Affairs	Information pertaining to student conduct or violations of student conduct policy	Permanently
	Information pertaining to appeals - dismissals	Permanently
	Complaints and related documents (investigatory documents, statement of the matter's disposition)	7 years after graduation or date of last attendance
	Code of conduct policy and signature	3 years after graduation or date of last attendance
	Honor board pledge and signature	3 years after graduation or date of last attendance
Registrar	Education and enrollment verification request	1 year after graduation
	Certificate of good standing	1 year after graduation
	Record access requests	1 year after graduation
	Transcript request	1 year after graduation
	Diploma request	1 year after graduation
Miscellaneous	Military records (including Veterans' records)	3 years after graduation or date of last attendance

* If a student wishes, these documents may be returned to them.

Satisfactory Academic Progress

1.1 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 each program are described below. Overall performance will be assessed by the Assistant Dean or Associate Dean of each respective program 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.

1.2 Letter grades are associated with numeric values as follows, which are the same across all degree programs:

A+ (4.0), A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7), and F (0.0).

1.2.1 Students may also receive the following marks: Pass/Fail, S/U (Satisfactory/Unsatisfactory), W (Withdrawal), I (Incomplete), O (No Grade Reported).

1.2.2 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.

PROCEDURE

2.1 Academic Sanctions

2.1.1 Failure to meet SAP requirements will result in an academic sanction. These include Academic Warning, Academic Probation or Academic Dismissal.

2.1.2 Academic Warning: The academic warning sanction alerts the student and the Graduate School of the student's need for academic improvement. Measures of poor performance include excessive absences, failure to participate in mandatory workshops and seminars, or hold committee meetings. These issues will be reviewed by the Associate Dean of the respective program. The student will receive notification of failure to meet minimum standards of performance and/or engagement and must meet with the Assistant or Associate Dean to discuss and determine next steps.

2.1.3 Academic Probation: Students who fall below an average GPA of 3.0 are placed on academic probation for one semester. The student will receive notification from the Registrar regarding their probation status. If the student raises their GPA to the required minimum standard of 3.0 during that semester, then they will be released from probation. Intervention Measures are initiated as

soon as low grades are noted in a single course to prevent probation, and continue during probation to assist students in raising their GPA:

- Regular check-in meeting with the Assistant/Associate Dean of their respective program.
- A plan for corrective action will be devised.
- The student advisor will maintain status updates on the Corrective Action Plan.

2.1.4 Academic Dismissal: A student may be dismissed from the Graduate School for a number of academic reasons, including but not limited to: failure to pass the Candidacy Qualifying Examination; failure to identify a thesis/dissertation advisor; consistently poor performance as evidenced by grades, work-in-progress reports, and failure to attend required core courses, journal clubs, and laboratory meetings.

2.1.4.1 If a student on academic probation does not raise their GPA to 3.0 by the end of the first semester of probation, the student will be dismissed from the Graduate School. The Associate Dean of the respective program with approval of the Dean may decide to allow the continuation of probation for one semester in exceptional circumstances. During the probation period, the student will be given the option to withdraw before facing academic dismissal. If at the end of the second semester of probation the grade point average is still below 3.0, the student will be dismissed from the Graduate School.

2.1.4.2 The Associate Dean shall provide a time-stamped and dated copy of the formal student dismissal request to the instructor(s) and the advisor. The Associate Dean will then request input and/or response from the instructor(s) and the advisor. The Associate Dean may convene an ad hoc special review committee to advise on any dismissal. Dismissal from the Graduate School requires approval by the Dean. The Graduate School will offer coaching to aid in the decision and assist the student in determining next steps.

2.2 Appeal an Academic Dismissal

2.2.1 Students may appeal an academic dismissal by submitting an appeal to the Dean in writing within ten calendar days of the decision. The appeal should contain the student's plan for returning to good standing, any unusual or extenuating circumstances that prevented the student from being successful, and other information that the student would like the Dean to consider. The Dean shall review all documentation and respond in writing to the student within thirty calendar days of receiving the formal dismissal appeal. The decision of the Dean is the final decision. The Registrar retains all dismissal appeal records permanently.

2.3 Readmission

2.3.1 A student who has been dismissed from the Graduate School will not be readmitted under any conditions.

Attendance

1.1 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.

1.2 In unusual and exceptional circumstances, students may request an excused absence in advance. Excused absences (such as for illness, bereavement, doctor's or medical appointments, dental appointments, provision of urgent family care, pre-arranged work responsibilities, and jury duty) can be requested from the Course Leader, Instructor, and the Assistant Dean of the respective program.

1.3 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). The student is solely responsible for checking updates related to the course.

1.4 Attendance will be monitored and excessive absences and/or late arrivals may lead to sanctions, per the Student Professionalism Policy and the Satisfactory Academic Progress Policy. Absences will be reviewed by the Associate Dean of the respective program.

1.5 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.

1.6 Students enrolled in the United States Armed Forces who are called to a military service obligation will be able to suspend their class attendance, without taking a leave of absence, for a period of 5 business days. Procedures to request a leave of absence can be found in the Military Leave of Absence Policy.
1.7 A student with a disability who requires an exception or modification to the requirements in this policy must submit a request pursuant to the Accommodations Policy.

Syllabus

1.1 Mandatory Course Information

1.1.1 Mandatory course information is as follows:

- Name of Course Leader(s) and lecturers;
- Course Leader(s) office number and location, department affiliations, and phone numbers;
- Times and locations for Course Leader(s) office hours;
- Course number, section, and title;
- Semester (fall or spring) and year;
- Prerequisites and any other enrollment requirements;
- Overview of the scope, purpose of the course, and course description;
- Due dates for problem sets and examinations;
- Method(s) for submitting problem sets and assignments;
- Date and format of examination(s);
- Explanation of the grading rubric of assignments, problem sets, examination(s) and participation;
- Required and optional texts and other resources;
- Copyright usage policy;
- Expected objectives for the course.

1.2 Course Materials

1.2.1 Course materials include, but are not limited to, lecture presentations, lecture recordings, required and recommended readings, links to papers and/or relevant sites.

1.2.2 Course materials may not be shared once the course is completed.

1.3 Submission of Coursework

1.3.1 Coursework must be submitted by the dates specified by the instructor and as detailed on the syllabus and in the LMS course calendar. Grace periods will only be granted in exceptional circumstances (e.g. illness, personal, or family issues) and at the discretion of the course leader, in consultation with the relevant Associate Dean. Computer failure is not accepted as a reason for missing an assignment deadline and students are expected to back up their data at regular intervals to avoid losing their work. All students are strongly encouraged to make use of the shared drive to back up data and coursework. Loaner laptops are available upon request.

Class Cancellation

1.1. A class may be cancelled due to extreme conditions, including severe weather or an unavoidable event such as an epidemic, natural disaster, civil unrest, or threat of terrorist activity. If these extreme conditions result in the cancellation of a class or classes, students, faculty, and staff will be notified, and the current situation will be evaluated to determine the appropriate plan moving forward.

Degree and Degree Requirements

1.1 Degree Completion Time Limit

1.1.1 Students are expected to complete the doctoral degree within five years, time beyond 5 years will require a written request and approval from the Dean.

1.1.2 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.

1.1.3 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.

1.1.4 If a student's registration is interrupted for any reason such that they are not registered for three consecutive academic sessions (including the spring, summer and fall sessions), the student must apply for readmission. The graduate program will stipulate the application requirements for readmission.

1.2 An *Intent to Graduate* form must be submitted to the Graduate School at the beginning of the semester in which the student expects to complete a degree.

1.3 Degree conferral is an institutional action that represents a student's completion of the requirements necessary for a degree. Degrees from the Graduate School are conferred in either June or December of each year. A single Commencement Exercise will typically be scheduled once each year. A student who has had their terminal degree conferred - doctoral or master's - will be assigned "graduate" status, which will prohibit their registration in a subsequent semester.

Responsible Conduct of Research Training

1.1 Students working towards a PhD degree are required to complete at least eight contact hours of training over a period of four years. Master's students are strongly recommended to attend any and all trainings of interest.

1.2 PhD in Biomedical Sciences

1.2.1 The PhD in Biomedical Sciences program follows the National Institutes of Health's RCR mandate for scientific trainees. All students enrolled in the PhD in Biomedical Sciences program must complete CITI training in their first year and at least eight (8) hours of RCR training by the end of the Spring semester of their second year. Qualifying RCR training is administered by the Academic Programs Office (APO) in St. Jude Children's Research Hospital. This training is based on a formal, comprehensive series of didactic lectures and discussion groups led by senior faculty and administrators. Instruction should involve substantive contact hours between the trainees and the participating faculty. APO will record attendance for all RCR sessions and forward attendance rosters to the Assistant Dean. The Assistant Dean will notify the Registrar when students have completed their RCR training requirements. The Registrar will note RCR training completion on the student's official transcript. Completion of RCR training is a mandatory entry on the student transcript.

1.3 MS in Clinical Investigations

1.3.1 Students enrolled in the MS in Clinical Investigations program will fulfill the Graduate School's RCR training requirements by the successful completion of the "Advanced Research Methods" course.

1.4 MS in Global Child Health

1.4.1 Students enrolled in the MS in Global Child Health program will fulfill the Graduate School's RCR training requirements by the successful completion of the "Research Methods in Global Health" course.

Grades and Grading

1.1 Students will be awarded grades for all coursework. Letter grades are associated with numeric values as follows, which is the same across all degree programs:

A+ (4.0), A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7), and F (0.0). For calculating the GPA, reference procedure section 2.1.

1.1.1 Students may also receive the following marks: Pass/Fail, S/U (Satisfactory/Unsatisfactory), I (Incomplete), W (Withdrawal), O (No Grade Reported).

1.1.2 Only letter grades A+ through C as well as Pass and Satisfactory marks will count toward the degree requirements.

1.2 Pass/Fail

1.2.1 A student's earned grade in a course designated as Pass/Fail will be a "Pass" if the student has earned a course grade of C or above (2.0 or above). A student's earned grade in a course will be "Fail" if the student has earned a course grade below a C (below 2.0). A Pass/Fail grade is not used in calculating the student's GPA.

1.2.2 When a student earns a "Pass" in a course that is designated as Pass/Fail, the credits from that course count toward the degree requirements, but the credits are not used in calculating the student's GPA.

1.2.3 A student who receives a "Fail" grade in a Pass/Fail course will immediately be placed on academic warning as successful completion of the degree requirements will be at risk. The credits of any failed course will not be counted toward the degree requirements. A student will have the opportunity to earn a "Pass" in a course where the student received a "Fail" with the successful completion of an individualized academic plan designed in consult with the Associate Dean (or designee) and the relevant Graduate Faculty member.

1.3 Satisfactory/Unsatisfactory (S/U)

1.3.1 The Satisfactory/Unsatisfactory grading option is typically used for research courses.

1.3.2 A mark of “Satisfactory” is given if a student has received a grade of C or above (2.0 or above) in a course. The credits from that course count toward the degree requirements, but the credits are not used in calculating the student’s GPA.

1.3.3 A mark of “Unsatisfactory” is given if a student has received a grade of below a C (below 2.0). The credits from that course will not count toward the degree requirements, and the credits are not used in calculating the student’s GPA. A student will have the opportunity to earn a “Satisfactory” in a course where the student received an “Unsatisfactory” with the successful completion of an individualized academic plan designed in consult with the Associate Dean (or designee) and the relevant Graduate Faculty member.

1.4 Incomplete (I)

1.4.1 A mark of “Incomplete” is given when the semester ends and a student’s work is academically acceptable, but for a valid reason the student has been unable to complete all required work. An “I” is not included in the calculation of the GPA. An “I” will convert to a failing grade (F) if the incomplete work is not made up before the end of the next semester which may jeopardize the student’s continued enrollment in the graduate program.

1.5 Student-Initiated Withdrawal (W)

1.5.1 This mark is given to a student who initiates the process to officially withdraw from the Graduate School during the time specified in the academic period. A "W" does not satisfy prerequisites and is not included in the calculation of GPA.

1.6 No Grade Reported (O)

1.6.1 This mark is given to a student when no grade is reported by the instructor. This mark does not affect the student's GPA and will be replaced with the appropriate grade upon submission of that grade by the instructor.

1.7 Retaking a Course

1.7.1 A student will have the opportunity to retake a course in which they received a letter grade of a C or below. Students are only allowed to retake a course once.

1.7.2 For students retaking a course, the second grade a student receives in the course will be considered the final grade for the course. The second and final grade will be used in calculating the student’s GPA. The transcript will include both the first grade the student received as well as the final grade from the course that was retaken.

PROCEDURE

2.1 Grade Point Average Calculation

2.1.1 To determine a student’s progress toward a degree and scholastic standing, the GPA is calculated at the end of each semester and immediately prior to graduation. This calculation relies on quality points derived from the grade assigned to each course. Grades are available online at the close of each semester.

2.1.2 GPA Formula = Total quality points earned divided by credit hours (standard letter grade courses only) associated with the quality points awarded

2.1.3 Example: A student has successfully completed the Genes to Proteins course (3 credits) with a grade of A- (3.7 points) and Cell Biology course (3 credits) with a grade of A (4.0 points).

Quality Points:

Genes to Proteins = 3.0 x 3.7 = 11.1 Cell Biology = 3.0 x 4.0 = 12.0
Total Quality Points = 11.1 + 12.0 = 23.1 Total Credits = 6
GPA = 23.1/6 = 3.85

2.1.4 The Graduate School will cap GPAs at 4.0. GPAs calculated above 4.0 will be rounded to 4.0.

Grade Appeals

1.1 Appeals for final course grades must be submitted to the relevant Associate Dean before the end of the following semester. Any grade standing beyond that period is not available for review and will remain on the transcript. Students are advised to discuss concerns about grades and academic progress with their advisors at the earliest possible time.

PROCEDURE

2.1 Process for Formal Final Course Grade Appeal

2.1.1 When appealing a grade, the student should provide a written statement of the basis of the appeal; description of attempts to resolve the complaint; documentation regarding policies including but not limited to the course syllabus; and documentation of

coursework associated with the complaint. Grade appeals alleging prohibited discrimination or harassment will be referred for handling under the applicable policy and procedure and will not be addressed through the grade appeal process described in this section.

2.1.2 The Associate Dean shall provide a time-stamped and dated copy of the formal student course grade appeal to the instructor(s). The Course Leader will then request input and/or response from the instructor(s).

2.1.3 The Associate Dean may convene an ad hoc special review committee to advise on any dispute.

2.1.4 The Associate Dean shall review all documentation and respond in writing to the student within thirty calendar days of receiving the formal course grade appeal. The Associate Dean will place, in writing, the final decision to the student and instructor(s), and grade appeal committee or the reason for any delay in decision. The decision of the Associate Dean can be appealed to the Dean.

2.1.5 Appeals to the Dean must be submitted in writing within ten calendar days of the postmarked response from the Associate Dean. The Dean or their designee must respond to the student appeal within thirty calendar days. The decision of the Dean or their designee is the final decision. No further appeal is possible.

2.1.6 The Registrar retains all grade appeal records permanently

2.1.7 The decision/resolution at the institutional level is considered final. However, students in the state of Tennessee may appeal a decision to the Tennessee Higher Education Commission licensure staff at 404 James Robertson Parkway, Suite 1900, Nashville, TN 37243; phone: (615) 741-5293, if the student does not feel that the issue has been adequately addressed.

Leave of Absences

1.1 A leave of absence (LOA) is an approved temporary interruption of studies.

1.2 Requests for LOA will be reviewed and approved on a case-by-case basis by the Graduate School.

1.3 The length of time for LOA, in any combination, cannot exceed 1 year (52 weeks) total for the entire duration of the student's enrollment in the Graduate School.

1.4 While on approved leave, the student's enrollment status is "Leave of absence (LOA)"; however, the student is considered actively enrolled to their program. Tuition will be accessed accordingly.

1.5 Funding for medical insurance will be continued without interruption as long as the student remains eligible for the medical plan according to the Plan document.

1.6 Stipend will be paid under the terms defined per LOA category.

1.7 If the student is funded by an F30 or an F31 NIH grant, they must also follow NIH policy on (https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-154.html). If a student is funded by any other grant, they must also follow the relevant leave of absence policies for that grant.

1.8 The Graduate School reserves the right to approve or deny all LOA requests in accordance with applicable state, federal and other regulatory agencies.

1.9 The categories of LOA and their specific details are as follows:

1.10 Medical Leave

1.10.1 A student may request up to 26 weeks (one semester) of continuous leave for a medical LOA if the student suffers from a medical condition or issue. Students will be approved for a leave of absence extending beyond 26 weeks if such an absence is medically necessary. During this period, the student will receive up to 2 weeks paid leave. The Accommodations Policy may be followed as needed.

1.11 Parental Leave

1.11.1 A student may request up to 8 weeks of continuous paid leave for a parental LOA under one of the following four categories:

- A student who is a birth parent.
- A student who is a non-birth parent with significant responsibility for the care of the newborn child(ren); this includes a non-birth parent caring for a child born by surrogacy.
- A student who adopts or fosters a child under the age of 18 (or a child under the age of 23 if the child is mentally or physically disabled).
- A student who has a child under the age of 18 (or a child under the age of 23 if the child is mentally or physically disabled) placed with them pursuant to a court order.

1.11.2 Approved paid parental leave may be taken at any time during the twelve (12) month period following the birth or adoption of the child or placement of a child pursuant to a court order.

1.11.3 Students who need or wish to take a longer period of leave may request a medical leave or personal leave depending on the reason.

1.12 Personal Leave

1.12.1 A student may request up to 26 weeks (one semester) of continuous leave for a personal LOA for a reason not otherwise covered, for example, to attend to an illness in the family. During this period, the student will receive up to 2 weeks paid leave.

1.13 Bereavement Leave

1.13.1 Notify the Senior Associate Dean of Student and Faculty Affairs as soon as possible.

1.13.2 Bereavement leave is available within six (6) months of the date of death.

1.13.3 Three (3) days are available in the event of the death of an "immediate" family member, such as spouse, mother, father, sister, brother, step-parent, legal guardian, grandparent, grandchild, child (including legally adopted child, stepchild), mother-in-law, father-in-law.

1.13.4 One (1) bereavement day is available in the event of the death of an "other" family member, such as brother-in-law, sister-in-law, daughter-in-law, son-in-law.

1.14 Extended Leave

1.14.1 In exceptional circumstances, a student may request an extended LOA if additional time is required after exhausting the terms of one of the above listed approved LOAs. The length of time, in any combination, cannot exceed 1 year (52 weeks) total for the entire duration of the student's enrollment in the Graduate School, except to the extent required by law.

1.15 Military Leave

1.15.1 For leave of absence for military service, students should reference the Military Leave of Absence Policy for more information and instructions on how to request a military leave of absence.

PROCEDURE

2.1 LOA requests must first be discussed with the dissertation/thesis advisor and the Associate Dean of the Program prior to submission of the formal request to the Senior Associate Dean of Student and Faculty Affairs.

2.2 All LOAs must formally be requested using the Graduate School "Leave of Absence Request Form" and supporting documentation provided to the Senior Associate Dean of Student and Faculty Affairs at least thirty (30) days prior to the beginning of the anticipated leave. Students who cannot foresee the need for leave 30 days in advance must give as much notice as possible. Students in emergency situations or in a state of diminished capacity will be placed on a leave and applicable paperwork collected retroactively.

2.3 The St. Jude Human Resources department may be contacted by the Senior Associate Dean of Student and Faculty Affairs for support in the leave process as needed.

2.4 Students are required to respond to requests for documentation and other information in a timely manner. Failure to respond to repeated requests for information will be seen as a failure to engage in the process and may cause the request for a leave to be denied. This includes requests during the leave, including intent to return or intent to apply for additional applicable leaves.

2.5 The LOA will not be considered granted until approved in writing by the Senior Associate Dean of Student and Faculty Affairs and signed off by the Dean.

2.6 Upon approval of the LOA, the Senior Associate Dean of Student and Faculty Affairs will confirm the leave with the student, the student's advisor, and the Associate Dean of the enrolled program and will also notify the Registrar and St. Jude HR Benefits of the period of time for which the leave has been granted. The documents will be maintained by the Registrar and records specifically related to medical LOA will be maintained by the St. Jude ADA Coordinator.

2.7 In emergency situations or cases where students have been in a state of diminished capacity, temporary approval may be granted at the discretion of the Dean while paperwork is being collected; temporary approval will only cover the time period granted for submitting paperwork and the Graduate School's completion of the formal approval/disapproval process.

2.8 Students on LOA will receive limited access to their St. Jude accounts and systems, and must request support from the Graduate School staff, as needed.

2.9 Students should contact the Associate Dean(s) of their program and the Registrar 14 days prior to their planned return to the Graduate School to request reinstatement. If the LOA request was approved with stipulations for reinstatement, the student must submit in writing the request for reinstatement outlining how they have met each of the stipulations.

2.10 It is the student's responsibility to work directly with their dissertation/thesis advisor and Associate Dean of the program to determine the arrangements for course completion and continuation of research activities following the leave period.

2.11 If a student does not return at the end of the approved leave or fails to make the appropriate arrangements for course completion or continuation of research activities following the leave, the student will be withdrawn from the program and must reapply through the entering application process. Exceptions to this policy require the approval of the Dean. Withdrawal from active student status will impact eligibility of medical and other health insurances and stipend funding.

2.12 If the LOA severely impacts the mandatory curriculum of the relevant program as determined by the Associate Dean, the student will be required to join the next cohort.

2.13 Additional Leave of Absence Considerations

2.13.1 Time taken on an approved LOA will not be included in the time-to-degree calculation for degree completion and does not require the student to make degree progress during the leave period.

2.13.2 A LOA does not affect the student's obligation to comply with other Graduate School policies or the sanctions to which the student may be subject for violation of any such policies. Pending or related student conduct or academic proceedings may continue even when a student is on a LOA.

2.13.3 All information provided to the Graduate School relating to a LOA will be handled confidentially and disclosed only in accordance with Graduate School policies and in compliance with state and federal laws.

Refunds of tuition and fees while a student is on an approved LOA will be handled in accordance with the Refunds Policy.

Military Service Leave of Absence

1.1 Leave is provided when necessitated by service, voluntary or involuntary, in the U.S. Armed Forces. Such service includes, active duty, active duty for training, full-time National Guard or Reserve duty, or mandatory training or mandatory temporary duty that must occur during the time a student is actively enrolled at the Graduate School.

1.2 Non U.S. students who serve in their countries' armed forces will be considered on a case-by-case basis.

1.3 Leave will be provided for a period of not more than one cumulative year, but readmission is allowed for up to five cumulative years, unless an extension is required by law.

1.4 While on approved leave, the student's enrollment status is "Leave of absence (LOA)"; however, the student is considered actively enrolled to their program. Tuition will be assessed accordingly.

1.5 The Graduate School Insurance coverage will automatically continue for up to than 30 days. Coverage can be continued upon request for more than 30 days but not to exceed 1 Year.

PROCEDURE

2.1 Military LOA requests must first be discussed with the dissertation/thesis advisor and the Associate Dean of the Program prior to submission of the formal request to the Senior Associate Dean of Student and Faculty Affairs.

2.2 Students requiring military leave are formally responsible for submitting the "Request for Leave of Absence Form" and supporting documentation to the Senior Associate Dean of Student and Faculty Affairs as soon as possible. Once approved, it will be submitted to the Dean for final approval.

2.3 Upon approval of the LOA, the Senior Associate Dean of Student and Faculty Affairs will confirm the leave with the student, the student's dissertation/thesis advisor, and the Associate Dean of the program, and will also notify the Registrar and St. Jude HR Benefits of the period of time for which the leave has been granted. All documentation will be maintained by the Registrar.

2.4 Students on military LOA will receive limited access to their St. Jude accounts and systems, and must request support from the Graduate School staff, as needed.

2.5 When the student satisfactorily completes the military service LOA, the student must provide written notice and a copy of their completion documentation to the Senior Associate Dean of Student and Faculty Affairs of their intent to return to the program.

2.6 For periods of military service of more than 180 days, the student is required to submit to the Senior Associate Dean of Student and Faculty Affairs written notice of their intent to return no later than 90 days after completion of service. The Graduate School will require documentation to establish that the notice of intent to return is timely, that the nature of the student's separation from uniformed service was not disqualifying, and that the student has not exceeded applicable time limits on the duration of leave.

2.7 For periods of military service of 31 to 180 days, the student is required to submit to the Senior Associate Dean of Student and Faculty Affairs written notice of their intent to return no later than 14 days after completion of service. The Graduate School will require documentation to establish that the notice of intent to return is timely, that the nature of the student's separation from uniformed service was not disqualifying and that the student has not exceeded applicable time limits on the duration of service.

2.8 For periods of military service up to 30 consecutive days (or for a period of any length for the purpose of a fitness examination), the student must report to the Graduate School after the completion of service and transportation home plus 24 hours rest.

2.9 Leave time taken will not be included in the time-to-degree calculation for degree completion and the student is not required to make degree progress during the period of the leave.

2.10 If a student is hospitalized or disabled as the result of a service-connected injury or illness, the deadlines stated above may be extended for up to 1 year.

2.11 If the military LOA severely impacts the mandatory curriculum of the relevant program as determined by the Associate Dean, the student will be required to join the next cohort.

2.12 An LOA does not affect the student's obligation to comply with other Graduate School policies or the sanctions to which the student may be subject for violation of any such policies. Pending or related student conduct or academic proceedings may continue even when a student is on a LOA.

2.13 If a student does not return at the end of the approved leave, the student will be withdrawn from the program and must reapply through the entering application process. Exceptions to this policy require the approval of the Dean. Withdrawal from active student status will impact eligibility of medical and other health insurances and stipend funding.

2.14 All information provided to the Graduate School in connection with a LOA will be handled in a confidential manner and disclosed only in accordance with Graduate School policies and in compliance with state and federal laws.

Withdrawal

1.1 Withdrawal

1.1.1 A student may voluntarily withdraw from the Graduate School at any time. If a student is not certain about withdrawing from the entire program or even a semester, alternatives are available with the Dean's approval.

1.1.2 A student who formally withdraws in good standing from the program and later wishes to be reinstated must reapply through the same application process as all entering applicants, unless prior arrangements have been made and approved by the Dean.

1.1.3 A student who formally withdraws from the Graduate School is eligible for a refund if they meet the criteria specified in the Refunds Policy. The refund amount is based on the student's official withdrawal date.

PROCEDURE

2.1 Requesting a Withdrawal from the Graduate School

2.1.1 A student in the Graduate School who wishes to withdraw from the program for any reason should first meet with their research advisor to discuss the withdrawal request, and then meet with the Dean to finalize the written and signed withdrawal notice.

2.1.2 The student's research data must be stored on the network drive; laboratory notebooks must be complete; and Graduate School property, including the assigned laptop computer, must be returned before the Dean approves withdrawal.

2.1.3 The student's transcript will indicate a "W" for the student's currently enrolled courses. "Withdrawal from the Program" and the date of the withdrawal will be noted on the transcript in the current academic term. The effective date of withdrawal is the date the Registrar receives the written withdrawal notice.

PhD Advisor Relocation

1.1 Graduate Student Discontinues Graduate Education

1.1.1 A student who does not wish to continue their PhD studies upon departure of their advisor can leave the Graduate School with a terminal MS degree;

1.1.2 The student must have completed all the requirements for the terminal MS degree as described in the Degree and Degree Requirements Policy.

PROCEDURE

2.1 Junior Graduate Student Moves with Advisor – Institution Provides PhD Training

2.1.1 Advisor can invite the student to relocate to the graduate school of that institution;

2.1.2 The Graduate School will provide transcripts and other requested information to the new institution, but it is the new institution's discretion to approve and accept credits;

2.1.3 The new institution may require the student to meet other mandatory needs of their curriculum; examples include repeating or taking additional coursework and retaking the qualifying examination according to the new institution's policies and standards;

2.1.4 The Graduate School provides no financial support or medical benefits for the student.

2.2 Junior Graduate Student does not Move with Advisor

2.2.1 Students in their 2nd and 3rd years who wish to remain at the Graduate School and/or cannot relocate to a graduate school at the advisor's new institution may select another dissertation advisor from the Graduate Faculty;

2.2.2 The transition should occur quickly to avoid undue delay to the student's progress;

2.2.3 A four-week rotation will be necessary if the student has not previously rotated in the new advisor's laboratory, and a second four-week rotation is allowed if the match proves to be unsuitable;

2.2.4 If the qualifying examination has been successfully completed, a retake is not necessary;

2.2.5 If the examination has not been completed, it must be based on the new project and a delay will be granted to allow sufficient time to acquire the necessary knowledge and research data;

2.2.6 The required NIH grant application will be delayed as necessary;

2.2.7 A new dissertation committee will be convened. Members of the original committee may remain on the new committee, but the departing advisor may not continue as a committee member.

2.3 Senior Graduate Student Moves but Remains Enrolled in the Graduate School

2.3.1 If close to completing their PhD, the student is encouraged to apply to relocate to the advisor's new institution to complete their dissertation research and obtain their PhD from the St. Jude Graduate School;

2.3.2 Permission must be obtained from the Dean;

2.3.3 The dissertation advisor is responsible for obtaining permission from the new institution and making the necessary arrangements. The student should verify any state regulations regarding distance education and reciprocity between states that could impact their decision;

2.3.4 The student will continue to receive a stipend and health care benefits from the St. Jude Graduate School, but support for supplies and travel will not be provided. The advisor will be billed at the new institution for these costs;

2.3.5 The student will keep the formed dissertation committees, return to the St. Jude Graduate School for scheduled committee meetings and defend their dissertation at the St. Jude Graduate School;

2.3.6 The dissertation advisor must attend the PhD defense, but may participate in committee meetings via teleconferencing to review documents and data;

2.3.7 The dissertation advisor is responsible for dissertation-related travel expenses;

2.3.8 The dissertation advisor is responsible for required tuition fees at the new institution.

2.4 Senior Graduate Student Remains in the Graduate School

2.4.1 If the student is close to the completion of their PhD degree but cannot relocate with their advisor, the student must identify a member of the Graduate Faculty who can facilitate the completion of the PhD in a timely manner.

2.4.2 The Department Chair and the departing advisor (if available) will play an important role in identifying the most appropriate Graduate Faculty member;

2.4.3 Ideally, the student's project can continue in the new laboratory and the departing advisor can remain on the dissertation committee and provide mentorship and guidance;

2.4.4 If that is not feasible, the new project should be closely related to the original project, involving similar techniques, concepts and fundamental mechanisms. The dissertation committee membership can be modified if necessary;

2.4.5 If a new project is necessary, data, results and publications from the original project can be included in the dissertation document.

Credit Hour

1.1 Credit Hour and Semester Definition

1.1.1 The U.S. Department of Education defines a credit hour as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

1.1.2 The Graduate School follows the federal definition of a semester, which is approximately 15 weeks long. Faculty on the subcommittees of the Curriculum Committee are responsible for determining credit hour assignments for each course. The Curriculum Committee is responsible for approving credit hour assignments, including the level and amount of credit awarded for each course.

1.2 Credit Hour Assignment

1.2.1 The standard for a one semester credit hour course is one class hour (50 minutes) of direct instruction and a minimum of two class hours (100 minutes) of out-of-class student work/student academic engagement activities each week during the standard semester (15 weeks). This equates to a total of 750 minutes of direct instruction and 1,500 minutes of out-of-class student work per standard semester (15 weeks). A course offered in fewer than 15 weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

1.2.2 While minutes of work and contact time can provide guidance in the establishment of credit hour equivalencies, it is understood that the student achievement associated with any credit hour can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a credit hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica, or internships), and the mode of delivery (e.g., face-to-face or online). This definition is a minimum standard that does not restrict graduate faculty from setting a higher standard that requires more student work per credit hour.

1.3 Transfer credit

1.3.1 Transfer credit may be granted for a student transferring into the Graduate School from another program. The transfer credit request will be evaluated by the Curriculum Committee, which typically occurs prior to student enrollment. After the conclusion of the evaluation, the Curriculum Committee will submit a recommendation to the Associate Dean of the respective program. The maximum number of transfer credits will vary across programs; however the student must still meet the minimum percentage of credits that must be earned through instruction by the Graduate School.

1.3.2 After admission to the Graduate School, graduate credit from another university may be accepted by the St. Jude Graduate Program with the approval of the appropriate Associate Dean.

1.4 Graduate School Credits for a Graduate Degree

1.4.1 The Graduate School requires that a minimum percentage of the credits towards a degree must be earned through instruction provided by the Graduate School.

1.4.2 At least 60% of the credits earned towards a Doctor of Philosophy degree must be earned through instruction provided by the Graduate School.

1.4.3 At least 75% of the credits earned towards a Master of Science degree must be earned through instruction provided by the Graduate School.

1.5 Transferability of Credit to Other Institutions

1.5.1 The St. Jude Children's Research Hospital Graduate School of Biomedical Sciences is a special purpose institution. The mission of St. Jude Children's Research Hospital is to advance cures, and means of prevention, for pediatric catastrophic diseases through research and treatment. The St. Jude Graduate School of Biomedical Sciences drives this mission by educating the next generation of biomedical researchers to probe the molecular basis of disease, develop novel therapy and train medical professionals to advance global health for children with catastrophic diseases.

1.5.2 Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institutions. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

1.6 Course Numbering

1.6.1 The Graduate School courses are labelled with a seven-character field. The first three characters represent an alphabetic prefix that defines the program to which each course is attached. The fourth character indicates courses earned toward a degree level. The fifth and sixth characters indicate the numbering of courses. The seventh character typically indicates the term the course is offered and/or whether the assigned credit hours for the course are scalable.

Examples:

BMS9301 - 'BMS': Biomedical Sciences '9': Doctoral level '30': Sequence of course '1': Fall term

GCH8132 - 'GCH': Global Child Health '8': Master's level '13': Sequence of course '2': Spring term

Experiential Credit

1.1 Experiential credit allows students to receive Graduate School credit for relevant, well-documented learning experiences outside of the traditional classroom setting. These experiences may include (but are not limited to) research experience and work experience.

1.2 Students enrolled in the Graduate School have the opportunity to petition for experiential credit by submitting a portfolio that demonstrates their learning and mastery of specific courses.

PROCEDURE

2.1 Petition and Portfolio Submission

2.1.1 Students interested in applying for experiential credit must complete the Experiential Credit Petition Form and develop a comprehensive portfolio that showcases the relevant learning experiences.

2.1.3 The portfolio should include supporting documentation such as certificates and industry licensures, transcripts, performance reviews and commendations, letters of recommendation, artifacts and work examples, and any other materials that demonstrate the student's proficiency in the desired courses.

2.1.2 The form and portfolio should be submitted to the Associate Dean of the program, who will conduct an initial review and forward the materials to the programmatic subcommittee of the Curriculum Committee.

2.2 Programmatic Subcommittee Review

2.2.1 The programmatic subcommittee will review the submitted portfolio within a reasonable timeframe.

2.2.2 The subcommittee will assess the portfolio based on evaluation rubric that consider the following criteria:

- Relevance: The extent to which the learning experiences align with the knowledge, skills, and experiences outlined in the Graduate School's curriculum for the program, including the extent to which the learning experience is comparable to a designated credit experience and consistent with the Graduate School's mission.
- Depth and breadth: The depth and breadth of knowledge acquired through experiential learning.
- Quality of evidence: The quality and reliability of the supporting documentation provided in the portfolio.
- Mastery of outcomes: The extent to which the student demonstrates mastery of the program's student learning outcomes.

2.2.3 The subcommittee may request additional information or clarification from the student if deemed necessary.

2.3 Determination of Experiential Credit

2.3.1 Based on the review, the programmatic subcommittee will determine whether to grant the experiential credit and the number of credits to be awarded.

2.3.2 The decision will be communicated to the student in writing, along with a rationale for the determination.

2.3.3 If the experiential credit is granted, it will be recorded on the student's academic transcript with an experiential credit denotation, indicating the courses covered and the number of credits earned toward the Graduate School degree.

2.4 The maximum number of experiential credits will vary across programs; however, students must still meet the minimum percentage of credits that must be earned through instruction by the Graduate School (reference the Credit Hour Policy for more information).

Transfer into the Graduate School from other Programs

1.1 A graduate student at another institution may not transfer into the Graduate School unless accompanied by a St. Jude-recruited and THEC-approved Graduate Faculty member;

1.2 International doctoral students cannot transfer into the Graduate School currently;

1.3 Students who transfer with a St. Jude-recruited THEC-approved Graduate Faculty member may only transfer into the doctoral program and not into the master's program;

1.4 Transfer student applicants must pass background and registry checks and drug screen prior to final admission into the Graduate School;

1.5 A doctoral student who has completed their Candidacy Examination at another institution may not transfer into the Graduate School but may complete the research for a PhD degree at St. Jude through an agreement between St. Jude and the home institution, and the student's dissertation advisor. The Graduate School has no formal role in the student's training. However, the student may informally participate in lectures and presentations with permission of the Associate Dean of Academic Affairs and the Graduate Faculty member(s) overseeing and conducting the course(s);

1.6 A doctoral student at another institution who has not passed their Candidacy Examination may formally apply to transfer into the Graduate School if the dissertation advisor is a member of the Graduate Faculty;

PROCEDURE

2.1 Prior to accepting a transfer student, the dissertation advisor, Associate Dean, Dean, and other designees will review the transfer applicant's academic and student record and evaluate the student's prior graduate-level coursework for academic credit at the Graduate School. Key factors for academic credit evaluation include level and content of prior coursework, comparability to Graduate School courses, and relevance to the Graduate School curriculum.

2.2 For a doctoral student who has been approved to transfer from another institution, a plan will be formulated to complete their graduate training. The student must complete necessary courses in the first-year curriculum as determined by the dissertation advisor, Associate Dean, Dean, and other designees of the student's prior graduate-level coursework. Depending on when in the academic year and in the stage of the student's graduate studies the transfer occurs, and with the Dean's approval, the requisite sections of the Graduate School curriculum may be completed in the student's second year.

2.3 Transfer students are required to complete three distinct laboratory rotations. Rotations completed at the student's prior institution may count towards this requirement.

2.4 Candidacy Examinations occur during the spring semester of the student's second year and the grant proposal is submitted after passing the Candidacy Examination. The dissertation advisor and Dean may adjust timing for a transfer student's Candidacy Examination accordingly.

2.5 Once formulated, the dissertation advisor will present the training plan of the transfer student to the Graduate Advisory Council. The Graduate Advisory Council will provide feedback on the training plan to the Dean prior to their approval.

2.6 Accepted transfer students will receive the full benefits that the Graduate School provides to students in the same degree program.

2.7 Accepted transfer students are required to follow the Graduate School Policies & Procedures.

Student Professionalism

1.1 Statement of Academic Integrity

1.1.1 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.

1.1.2 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.

1.1.3 The Graduate School uses educational technologies to monitor academic integrity. This includes the use of anti-plagiarism software to screen documents (including papers, theses, dissertations, etc.) for copied text to ensure originality and the proper use of citations. The Graduate School also uses proctoring software to monitor the examination process and ensure the integrity of online exams.

1.2 Academic Freedom and Responsibility

1.2.1 Academic freedom is the unrestricted search for knowledge and truth and its free expression in the academic community. Academic freedom is vital to the acquisition and dissemination of knowledge for the benefit of the faculty, educational officers, students, administrators, the institution, the academic community, and the public. All members of this community must be able to pursue knowledge and express and defend their viewpoints in an atmosphere of mutual respect.

1.2.2 Persons engaged in research, dissemination of knowledge, and student advisement and advocacy are entitled to full freedom in research and in the publication of the results. Any academic related and creative activities are subject to the Graduate School policies. Students are entitled to freedom in the classroom in discussing their subject, maintaining awareness of the relevance of their contribution to the course or to the mission of the Graduate School. Quality education requires a climate of academic freedom and academic responsibility.

1.2.3 Professional responsibility is the logical correlative of academic freedom. As members of a profession possessing the right of self-government, the academic community has an obligation to define the rights and responsibilities necessary for research and teaching. All members of the academic community are responsible for conducting themselves in ways that will promote the achievement of the purposes for which academic freedom exists. All members of this community shall be free from institutional censorship and retributive measures in response to exercising academic freedom. Students shall attempt, at all times and in good faith, to be accurate, exercise appropriate restraint, show respect for the opinions of others, and clarify that they are not speaking for the institution.

1.3 Professionalism Expectations

1.3.1 Professional and ethical behavior is essential to the Graduate School mission. We are only as strong as our reputations as individuals and as an institution, which includes a commitment to ensure a culture of excellence, innovation, mutual respect, inclusion, and creativity in research, scholarship, and everything we do. It also includes a commitment to respect ethnic, cultural, religious, and lifestyle differences of faculty, staff, colleagues, students, and supporters. Specifically, the Graduate School expects and seeks to foster:

- A drive and sense of urgency to succeed;
- Honesty, integrity, and accountability in actions and decisions;
- A culture of trust and teamwork;
- Respect for employees and other students and trainees;
- A commitment to the continuous development of our employees and students;
- A commitment to diversity and inclusion;
- A commitment to local, state, national, and global social responsibility and institutional citizenship.

1.3.2 Students are expected to conduct themselves in a professional manner and foster a safe and effective learning environment. Professional behavior includes acting with integrity and honesty and exhibiting care, compassion, and respect for others. Students are also expected to behave professionally when representing the Graduate School outside of the St. Jude Campus.

1.3.3 The Graduate School's expectations for student professionalism apply to both the in-person and online environments. The classroom and learning management system are academic environments and certain behaviors are expected when you communicate with your peers and your instructors. These guidelines for online behavior and interaction are known as "netiquette."

1.3.3.1 When communicating in writing, whether online or otherwise, students are expected to:

- Treat instructors and classmates with respect in email or any other form of communication;
- Use the instructor's proper title (e.g., Dr. Smith or, if in doubt, Mr. or Ms. Smith);
- Use clear and concise language;
- Remember that all graduate level communication should have correct spelling and grammar (this includes discussion boards);
- Avoid using slang terms and texting abbreviations;
- Use standard fonts and a font size of 12 point;
- Avoid using the caps lock feature;
- Limit or avoid altogether the use of emojis;
- Be cautious when using humor or sarcasm as tone is often misunderstood in an email or discussion post and your attempt at humor might be taken seriously or sound offensive;
- Do not send personal and/or confidential information – remember student privacy and confidentiality and HIPAA.

1.3.3.2 In addition to the above-mentioned guidelines, when sending an email to an instructor, teaching assistant, or classmate, students should:

- Use a descriptive subject line;
- Be brief;
- Avoid attachments unless it is certain the recipients can open them;
- Use plain text instead of HTML;
- Sign the message with their name and return email address;
- Think carefully before sending the email to more than one person;
- Be mindful about the use of "reply all";
- Do not forward an email message from someone else without their consent.

1.3.3.3 When posting on the discussion board in an online class, students should:

- Make posts that are on topic and within the scope of the course material;
- Review and edit posts before sending them;
- Be as brief as possible while still making a thorough comment;
- Always give proper credit when either referencing or quoting another source;
- Be sure to read all discussion points in a thread before replying;
- Do not repeat someone else's post without adding something of their own to it;
- Avoid short, generic replies such as, "I agree." Students should include why they agree or add to the previous point;
- Always be respectful of others' opinions even when they differ from their own;
- Express their differing opinion in a respectful, non-critical way;
- Do not make either personal or insulting remarks;
- Be open-minded.

1.4 Breaches of Professionalism

1.4.1 The Graduate School will use reasonable methods to address breaches of professionalism. Retaliation against students, faculty, or staff for reporting breaches of professionalism in good faith will not be tolerated (see the Non-Retaliation Policy).

1.4.2 Breaches of professionalism or violations of professionalism may trigger other Graduate School policies and result in disciplinary action.

1.4.3 Breaches of professionalism when conducting activities on behalf of the Graduate School or when representing the Graduate School outside of the St. Jude campus will be subject to this policy.

1.4.4 Examples of minor breaches of professional behavior include but are not limited to the following:

- Occasional tardiness
- Inappropriate use of mobile devices during class or within the lab

- Failure to dress appropriately in classroom and other Graduate School settings
- Failure to respond in a timely manner to multiple communications

1.4.5 Examples of moderate breaches of professional behavior include but are not limited to the following:

- Failure to submit assignments without a valid or approved excuse
- Excessive or habitual tardiness and absence from courses or research commitment
- Disrespectful behavior towards other students, faculty, or staff
- Habitual non-responsive communication to faculty and staff
- Failure to collaborate with peers or clarify responsibilities

1.4.6 Examples of serious breaches of professional behavior include but are not limited to the following:

- Having more than three moderate breaches of professionalism
- Committing forgery or altering or misusing Graduate School documents, records, instruments of identification, computer programs or accounts
- Expressing criticism or issues, in in-person and virtual academic settings, in a threatening, abusive, and/or negative manner. This does not include simple disagreements or differences of personal views, opinions, or beliefs).
- Committing a violent act
- Engaging in illegal activity, including but not limited to illegal activities related to alcoholic beverages, illegal drugs, and gambling violations (see the St. Jude Drug Free Workplace Policy)
- Falsely accusing another student of violating this policy
- Retaliating against someone who has reported a violation of this policy or participated in the Graduate School's review of a suspected violation of this policy
- Engaging in academic misconduct, which includes but is not limited to the following actions:
    - Violating the statement of academic integrity (see section 1.1 above)
    - Submitting the same assignment for credit in more than one course without prior authorization
    - Using, providing, or receiving unauthorized assistance or materials for any assignment or examination (especially in the instance of online assessments)
    - Collaborating with others on independent assignments and activities
    - Sharing materials with individuals not enrolled in the Graduate School
    - Posting lectures or resource materials to external sites
    - Substituting for another student or having another student substitute for oneself to complete exams or assignments
    - Forging a signature or allowing forgery of any academic-related document
    - Engaging in any activity that places another student at an unfair disadvantage, such as taking, altering, or withholding resource materials
    - Failing to follow faculty instructions on exams or assignments that may compromise the integrity of the assignment
    - Misrepresenting or falsifying academic status and records
    - Unauthorized tampering with faculty, administrative, and staff office property
- Engaging in research misconduct (see the Research Misconduct Policy)
- Violating the alcohol use policy (see the Alcohol Use Policy)
- Being complicit in any serious breach of professionalism prohibited by this policy
- Engaging in disruptive conduct, which includes but is not limited to disrupting classes and academic activities and/or interfering with course instruction or exam administration to the detriment of other students
- Participating in endangering behavior, including but not limited to carrying or transporting a firearm (see the St. Jude Weapons Policy)
- Failing to comply with security directives
- Engaging in fire safety violations
- Furnishing false information to Graduate School officials
- Engaging in harassment, discrimination, or bullying. Examples include but are not limited to:

- Making derogatory remarks based on an individual's membership or perceived membership in a protected group
- Making inappropriate jokes and comments
- Communicating offensive imagery
- Making unwelcome sexual advances or suggestive comments and gestures (see Sexual Harassment in Educational Programs or Activities Policy)

- Engaging in sexual misconduct or harassment (see the Sexual Harassment Policy)
- Committing an act considered invasion of privacy and unauthorized recording
- Engaging in misuse or unauthorized possession or use of campus property
- Entering facilities that one is not authorized to enter
- Committing an act considered public indecency
- Obstructing the Graduate School student complaint process or student professionalism process

1.5 St. Jude Children's Research Hospital Graduate School of Biomedical Sciences Anti-Hazing Policy

1.5.1 Tennessee state law requires all institutions of higher education to adopt a policy prohibiting hazing. Under Tennessee Code Annotated § 49-7-123, hazing is defined as "any intentional or reckless act in this state on or off the property of any higher education institution by one (1) student acting alone or with others that is directed against any other student, that endangers the mental or physical health or safety of that student or that induces or coerces a student to endanger the student's mental or physical health or safety. Hazing does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization."

1.5.2 Examples of act prohibited by the Graduate School's Anti-Hazing Policy:

- Violating federal, state, or local laws
- Coercing individual(s) to consume food, liquid, alcohol liquid, drug, or other substances in any non-customary manner
- Coercing individual(s) to perform activities intended to produce, mental or physical discomfort, embarrassment, harassment, or ridicule
- Coercing individual(s) to perform activities that are humiliating, intimidating, or demeaning, or that endanger the health and safety of others
- Engaging in abuse, humiliation, or threats for non-cooperation

PROCEDURE

2.1 Reporting Professionalism Concerns

2.1.1 Any student, faculty, staff member, or individual associated with the Graduate School may report a student for lack of professional behavior. The individual who reports a professionalism concern is referred to as a "Reporter." The student who is alleged to have violated the professionalism policy is referred to as a "Respondent."

2.1.2 Breaches of professionalism should be reported through EthicsPoint. Complaints can also be filed through EthicsPoint by calling 1-800-433-1847. EthicsPoint is available 24 hours a day, 7 days a week, and individuals may submit a report confidentially and anonymously. All professionalism concerns that are reported through EthicsPoint will be categorized by the Senior Associate Dean of Student and Faculty Affairs as minor, moderate, or serious breaches of professionalism.

2.2 Addressing Professionalism Breaches of Minor or Moderate Concern

2.2.1 Breaches of professionalism deemed to be minor or moderate are remediated by an informal meeting with the course leader, the Senior Associate Dean of Student and Faculty Affairs (or designee), and/or the Associate/Assistant Dean(s) of the relevant program to provide feedback and offer guidance about unprofessional behavior.

2.3 Addressing Professionalism Breaches of Serious Concern

2.3.1 Alleged breaches of professionalism deemed to be serious are triaged to the Student Affairs Committee for review and adjudication. If the serious breach of professionalism is related to discriminatory harassment, Sexual Harassment, or Research Misconduct, the policy and procedures outlined in the Nondiscrimination Policy, Sexual Harassment Policy, and the Research Misconduct Policy, respectively, will be followed. The Student Affairs Committee is chaired by the Senior Associate Dean of Student

and Faculty Affairs and its membership is outlined in the Student Complaints Policy. A representative from the St. Jude Office of Legal Services shall act as legal support to the Student Affairs Committee. If one or more of the members of the Student Affairs Committee is temporarily unavailable to serve, the Dean may appoint designees for this purpose. If a conflict of interest exists, a member must recuse themself. The committee is charged with determining, based on a preponderance of the evidence, whether a Respondent's actions constitute a serious breach of professionalism and, if so, determining appropriate sanction(s). The committee will review materials from the Senior Associate Dean of Student and Faculty Affairs prior to the Student Affairs Committee hearing.

2.3.2 The Student Affairs Committee may place a student on a temporary leave of absence while the professionalism process is pending in circumstances when the committee has received credible information that the student has (1) engaged in, or threatened to engage in, behavior that creates a direct threat to the safety or health of individuals, or (2) the student has engaged in, or threatened to engage in, behavior that significantly disrupts the programs, services, or activities of the Graduate School. The student shall be provided an opportunity to meet with the Chair of the Student Affairs Committee, either in person or electronically, within two (2) business days from the effective date of the temporary leave. During this meeting, the student may present information relevant to the question of whether the student poses a threat to health or safety or significant disruption. After considering all the information presented, the Chair will determine whether to continue the temporary leave, and the student will be notified of the decision within two (2) business days. The outcome of the meeting shall not preclude, render irrelevant, or predetermine the outcome of any subsequent action taken.

2.3.3 Both Reporter and Respondent may be accompanied to any meeting or hearing held pursuant to this policy by an advisor (limited to Graduate School faculty). An advisor may not be an attorney or witness. During any such meeting or proceeding, an advisor may advise and provide support to the party but may not speak on the party's behalf or otherwise participate or address or question the Senior Associate Dean of Student and Faculty Affairs/conduct administrator or Student Affairs Committee, or other parties or witnesses.

2.3.4 The hearing is a closed proceeding, meaning that no one other than the Respondent, Respondent's advisor, committee members, and necessary Graduate School personnel, may be present. The Reporter (if not anonymous), Reporter's advisor, and witnesses called to the hearing will be present in the hearing room only when making a statement or being questioned by the committee. In general, hearings will proceed as follows, although the committee has discretion to alter the order or way it hears or receives evidence, and to impose time limits on any stage of the process.

- Upon receiving the report, the Student Affairs Committee will typically meet within 30 [thirty] business days, but no more than 60 [sixty] business days to:
    - Meet to discuss the report;
    - Meet with the Reporter (if identified) to discuss the report;
    - Meet with the Respondent(s) to discuss the report;
    - Meet with any witnesses;
    - Determine if a serious breach of professionalism occurred
    - Render a decision by majority vote and possible sanction and/or corrective actions;
    - If, under extraordinary circumstances, this deadline cannot be met, the chair of the Student Affairs Committee shall inform the Reporter and Respondent of the delay.

2.3.5 Once the decision has been made by the Student Affairs Committee, the following notifications will be sent:

- The Reporter and the Respondent(s) will be notified of the decision and any required follow up on actions in writing from the Student Affairs Committee.
- The Reporter and the Respondent(s) will be notified of the appeal process.

2.3.6 If follow-up corrective actions or sanctions are required, the Senior Associate Dean of Student and Faculty Affairs will ensure these requirements are met and documented. These records will be kept in the appropriate student file with the Registrar.

2.3.7 Possible sanctions as a result of the adjudication may include but are not limited to:

- **Formal Warning:** Respondent is notified that the Respondent's actions constituted a violation of the Professionalism Policy and that further violations will result in further disciplinary action.

- **Educational Activity:** Respondent is required to complete corrective measures designed to be educational, developmental, or restorative in nature that promote enhanced ethical decision-making.
- **Restitution:** Respondent is required to make restitution for misuse, damage or destruction of or to Graduate School, public or private property or services. Examples include without limitation costs of repair, replacement, recovery, cleaning, or otherwise restoring the property or services affected.
- **Denial of Privileges or Associations:** Respondent is notified that, for a specified period, certain privileges or associations within or related to the Graduate School are withdrawn. This sanction may include without limitation the termination of housing contracts and revocation of the privileges of using certain campus facilities.
- **Probation:** Respondent is notified that their status with the Graduate School for a specified period is such that further violations of any applicable Graduate School policies will result in them being considered for a "higher level" sanction, including deferred suspension, suspension, or dismissal from the Graduate School. If at the end of the specified period no further violations have occurred, the Respondent is removed from active probationary status.
- **Deferred Suspension:** In some cases, a sanction may be held in abeyance for a specified period. This means that if the Respondent is found responsible for any violation of Graduate School policy during that period, the Respondent will be subject to the deferred sanction without further review in addition to the disciplinary action appropriate to the new violation. For serious misconduct, the conferring of an academic degree will be deferred for the duration of the sanction.
- **Suspension:** Respondent is notified that they will be separated from the Graduate School for a specified period. The Respondent must leave campus and vacate student housing, if applicable, within the time prescribed and is prohibited from St. Jude and St. Jude Graduate School property and events. A suspension may be effective immediately or at a later date under the discretion of the Dean based on consideration of relevant factors, including without limitation the nature of the misconduct and the health and safety of the Respondent and others in the Graduate School community. Any requirements for re-enrollment at the conclusion of the suspension will be listed in the written notice to the Respondent. The Respondent's academic transcript will contain a notation of the suspension stating that the Respondent was suspended by Graduate School action. The conferring of an academic degree may be deferred for the duration of the suspension. The Respondent must receive written permission from the Graduate School Dean prior to re-enrollment.
- **Dismissal:** Dismissal means the permanent removal of the Respondent from the Graduate School, which includes a forfeiture of all rights and degrees not actually conferred at the time of the dismissal, notification of the dismissal to the Graduate School community (as necessary), permanent notation of the dismissal on the Respondent's Graduate School records, and withdrawal from all courses. Any Respondent dismissed from the Graduate School is prohibited from St. Jude and St. Jude Graduate School property and events and will not be readmitted to the Graduate School. **Note**: This definition refers to the *student*. In a separate context in this policy, 'dismissal' can also refer to a *complaint*, *case* or *appeal*.

2.4 The confidentiality of all students will be maintained during the professionalism process to the extent possible.

2.5 It is prohibited to interfere with or obstruct the professionalism process, by any means and through any medium, including but not limited to the following:

- Knowingly filing a false report that a violation was committed.
- Falsification, distortion, or misrepresentation of information relevant to the process.
- Disruption or interference with the orderly conduct of any meeting as outlined in this policy.
- Attempting to influence the impartiality of a Student Affairs Committee member prior to, or during, the professionalism process.
- Harassment or intimidation of a Student Affairs Committee member, and/or participant, prior to, during or after any meeting as outlined in this policy.
- Influencing or attempting to influence another person to commit an obstruction of the Graduate School professionalism process.
- Threatening or attempting to threaten a Student Affairs Committee member, a witness, or a participant.
- Retaliating or attempting to retaliate against a Student Affairs Committee member, witness, or participant.

2.6 Student Rights and Responsibilities

2.6.1 While the Graduate School encourages the parties to participate fully in the professionalism process, the Reporter and/or Respondent(s) may decline to participate. The Graduate School may, however, continue the process without the Reporter and/or

Respondent's participation, including, without limitation, cases in which a party has withdrawn, transferred, or graduated from the Graduate School. A Respondent must comply with any disciplinary measures or sanctions/corrective actions issued pursuant to the professionalism process, even if the Respondent has declined to participate in the process.

2.6.2 Any student or student group/organization who participates in the professionalism process, whether as a Reporter, Respondent, witness or otherwise, has the following rights in the process, as may be applicable to the party:

- Treated with dignity and respect throughout the process.
- A prompt, fair, and impartial adjudication of the alleged misconduct.
- Allegations adjudicated by individuals who are appropriately trained and impartial.
- Confidential information protected as provided in Graduate School policies.
- Maintain privacy in the proceedings.
- Report any potential conflict of any Graduate School personnel or student participating in the professionalism process. The Student Affairs Committee will determine if a conflict exists.
- Accompanied by an advisor (other than an attorney or witness) to meetings and hearings, if any, in the process (see below).
- No retaliation for participation in the process.
- Receive notice of the outcome of the process in writing.
- Advised of the appeals process.

2.6.3 Respondents in the process have the following additional rights:

- Notified by the Graduate School of the allegations at least five (5) business days prior to any proceeding
- Opportunity to respond to information considered

2.7 Appeal

2.7.1 A Reporter or Respondent may appeal the outcome of a hearing in writing to the Dean within five (5) business days of the date of the notice of outcome on the grounds of:

- A procedural error that could have affected the determination or sanction(s); and/or
- New information that was not available at the time of the investigation or hearing and that could reasonably have affected the determination or sanction(s); and/or
- Excessiveness or insufficiency of the sanction(s).

2.7.2 The appeal is not a re-hearing of the case, but an opportunity to provide a written statement specifically stating the grounds for the appeal and any supporting information. The burden is on the Reporter or the Respondent bringing the appeal to demonstrate why the finding or sanction should be altered. Appeal requests will be denied if there are insufficient grounds for the appeal.

2.7.3 The Dean or their designee ("appellate officer") is responsible for deciding the appeal. The appellate officer may, in their discretion, request to meet with either party to discuss the appealing party's basis for the appeal, review evidence and/or consult with other individuals as deemed appropriate. If the appellate officer meets with one party, the appellate officer will extend an invitation to meet separately with the other party. The appellate officer may also request that the non-appealing party submit a written response to the appeal. The appellate officer will then decide the appeal and notify both parties of the decision in writing. The appellate officer may decide to deny the appeal and uphold the initial decision and sanction; impose a greater or lesser sanction; or refer the matter back to the Senior Associate Dean of Student and Faculty Affairs or Student Affairs Committee for further consideration with instruction.

Student Complaints

1.1 The Graduate School will use reasonable methods to respond to all Complaints in a timely manner. Retaliation against graduate students for raising or filing Complaints in good faith will not be tolerated.

PROCEDURE

2.1 When appropriate, a graduate student should speak directly to the source of their concern. When possible and appropriate, students should attempt to resolve the problem with the other person or persons who are the alleged cause of the Complaint. The parties involved should make every effort to resolve the issue fairly and promptly. If a graduate student is uncomfortable or unable to speak directly with the source of the concern, the student should promptly (within 6 [six] months from the date of the event or incident leading to the Complaint) file a formal written Complaint through EthicsPoint - St. Jude Children's Research Hospital.

Complaints can also be filed through EthicsPoint by calling 1-800-433-1847. EthicsPoint is available 24 hours a day, 7 days a week, and students may submit a report confidentially and anonymously.

2.2 Unless named in the Complaint, all submitted complaints that originate from the Graduate School are routed to the Senior Associate Dean of Student and Faculty Affairs, Dr. Stacey Schultz-Cherry (D2006F Danny Thomas Research Center, 901-595-6629 or cell 901-216-2627) for triage and assignment. The Complaint is triaged and assigned by the Senior Associate Dean of Student and Faculty Affairs to the appropriate reviewer (see Table 1). Based on the nature of the Complaint, and if it is not governed by other policies noted in Table 1, the Senior Associate Dean of Student and Faculty Affairs may decide that the Complaint warrants a review by the Student Affairs Committee. If the Senior Associate Dean of Student and Faculty Affairs is named in the Complaint, the Dean or their Designee will triage the Complaint. If a Complaint alleges a willful violation of a policy or procedure by Graduate School leadership, the Graduate School Board of Trustees will select appropriate individuals to fulfill appropriate functions under this policy, including, but not limited to, the reviewer.

Table 1: Triage and Assignment of Graduate School Student Complaints

Type of Complaint (by subject)	Related Policy	Designated Reviewer (s)
Lapse in Professionalism by another student	Student Professionalism Policy	Senior Associate Dean of Student and Faculty Affairs or Designee
Lapse in Professionalism by a Graduate Faculty member	Graduate Faculty Professionalism Policy	Senior Associate Dean of Student and Faculty Affairs or Designee
Academic Issues/Concerns	Various (See Academic Catalog and Graduate School Student Handbook)	Dean or Designee
Sexual Misconduct	Sexual Harassment in Educational Programs or Activities Policy	Title IX Coordinator
Research Misconduct	Research Misconduct Policy	Research Integrity Officer or Designee

2.3 The Student Affairs Committee consists of the Senior Associate Dean of Student and Faculty Affairs who will act as chair, the Assistant Deans for each of the degree-granting programs, an additional ad hoc faculty member at large appointed by the Dean, and one rotating student representative. A representative from Legal Services shall act as legal support to the Student Affairs Committee. If one or more of the members of the Student Affairs Committee is temporarily unavailable to serve, the Dean may appoint designees for this purpose. If the formal written Complaint is about one of the members of the Student Affairs Committee, that member will be recused, and the Dean will appoint a designee in their place. The Student Affairs Committee will typically meet within 30 [thirty] business days, but no more than 60 [sixty] business days upon receiving the report to:

- Discuss the Complaint
- Meet with the Reporter (if identified) to discuss the Complaint
- Meet with the Respondent(s) to discuss the Complaint
- Determine if a violation of a policy or multiple policies occurred
- Render a decision and possible sanction and/or corrective actions
- Issue a decision and recommendation for any sanction and/or corrective actions in writing to the Dean
- If, under extraordinary circumstances, this deadline cannot be met, the chair of the Student Affairs Committee or the appropriate reviewer(s) shall inform the Reporter and Respondent(s) of the delay

2.4 Once the decision has been made by the Student Affairs Committee, the following notifications will be sent:

- The Reporter and the Respondent(s) will be notified of the decision and any required follow up actions in writing from the Dean
- The Reporter and the Respondent(s) will be notified of the appeal process, if applicable
- If necessary, additional notifications will be made to the appropriate St. Jude Children's Research Hospital department chair

2.5 If follow up corrective actions or sanctions are required, the Senior Associate Dean of Student and Faculty Affairs will ensure these requirements are met and documented. A copy of the Complaint, any investigatory documents, and a statement of the matter's disposition will be kept in the appropriate student file in the graduate school office for a minimum of three years.

2.6 Any questions about the student complaint process should be directed to the Senior Associate Dean of Student and Faculty Affairs.

2.7 As possible, the confidentiality of all students will be maintained.

2.8 It is prohibited to interfere with or obstruct the student complaint process, by any means and through any medium, including but not limited to the following:

- Knowingly filing a false report that a violation was committed
- Falsification, distortion, or misrepresentation of information relevant to the student complaint process
- Disruption or interference with the orderly conduct of any meeting as outlined in this policy
- Attempting to influence the impartiality of a Student Affairs Committee member prior to, or during, the student complaint process
- Harassment or intimidation of a Student Affairs Committee member, and/or participant, prior to, during or after any meeting as outlined in this policy
- Influencing or attempting to influence another person to commit an obstruction of the student complaint process
- Threatening or attempting to threaten a Student Affairs Committee member, a witness, or a participant
- Retaliating or attempting to retaliate against a Student Affairs Committee member, witness, or participant

2.9 Students are urged to exhaust all possible internal avenues for resolution before filing Complaints with external agencies. If an issue cannot be resolved by the Graduate School, the student has the right to contact the state of Tennessee and its appropriate agencies to determine the course of action. Any person claiming damage or loss because of any act or practice by this institution that may be a violation of Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a Complaint with the Tennessee Higher Education Commission, Division of Postsecondary State Authorization (DPSA) after exhausting the grievance process at the institution. The THEC DPSA is located at 312 Rosa L. Parks Ave., 9th Floor, Nashville, TN 37243. The phone number is (615) 741-5293.

Non-Retaliation

1.1 The Graduate School requires all faculty, staff, and students to report known or suspected wrongdoing. The Graduate School does not permit or condone any form of retaliation for good faith reporting of a wrongdoing or for participating in an internal investigation. No adverse action(s) will be taken against a Graduate School staff member for making reports in good faith. A Graduate School stakeholder may not be terminated, demoted (as applicable), or otherwise discriminated against for disclosing information that the individual reasonably believes is evidence of wrongdoing related to a local, state, federal, or foundation contract or grant to any of the following persons or entities: the staff or faculty member's supervisor or student's advisor, Chief Compliance Officer (or their designee), the Office of Legal Services, or the Research Integrity Officer; a member of Congress or representative of a committee of Congress; an Inspector General; the Government Accountability Office; a federal employee responsible for contract or grant oversight or management at the agency related to the federal contract or grant; an authorized official of the Department of Justice or other law enforcement agency; or a court or grand jury.

1.2 All supervisors and advisors have a responsibility to create a work environment in which ethical and legal concerns may be raised and openly discussed without fear of retaliation or retribution and to protect the identity of the reporter to the extent possible. Actions that might constitute retaliation, retribution or harassment include, but are not limited to, negative grade assignment, intimidation, threats, demotion, suspension, denial of promotion or raises, or loss of employment or professional opportunities.

1.3 This policy may not be used as a defense against a disciplinary action if that action has been taken for legitimate reasons and in a manner that is consistent with the Graduate School's policies and procedures. Additionally, Graduate School stakeholders who knowingly and intentionally make false allegations of non-compliance will be subject to disciplinary measures, in accordance with the Graduate School's policies and procedures.

PROCEDURE

2.1 Graduate School administrators, supervisors, and student advisors should maintain an open work environment that encourages Graduate School staff members to report problems and concerns. All Graduate School administrators, supervisors, and advisors are expected to educate Graduate School stakeholders on this policy, provide periodic reminders of this policy, and maintain appropriate documentation of the training.

2.2 Anyone who receives a report of possible wrongdoing must immediately notify the Chief Compliance Officer (CCO), Chief Legal Officer (CLO), or Research Integrity Officer (RIO) upon any report of retaliation.

2.3 Graduate School stakeholders may report real or suspected retaliation related to compliance to Graduate School administrators, their supervisor, their advisor, the CCO, CLO, RIO, or EthicsPoint by calling 1-800-433-1847 or by reporting online (https://secure.ethicspoint.com/domain/media/en/gui/13837/report.html).

2.4 The person taking the report must document the conversation in writing and should include specific information to document and support the retaliation complaint. A copy of the written report will be provided to the CCO.

2.5 Confidentiality will be maintained to the extent possible, informing only those individuals who have a need to know. Investigations of real or suspected retaliation are confidential and should not be shared with anyone outside the investigation team.

2.6 The CCO or designee will investigate and respond to the complainant promptly. This initial review will only assess the nature and seriousness of the retaliatory action.

2.7 The final determination as to whether retaliation has occurred in violation of this policy will be made by the CCO in consultation with the Office of Legal Services. If the COO determines that a faculty member, staff member or student at the Graduate School has violated this policy, the COO will inform the Dean of the Graduate School.

2.8 The CCO will provide a report to the CSC and the Board of Governors regarding any allegations of retaliation and the resolution of any allegations. If allegations of retaliation involve a Graduate School student or faculty member, the reports detailing the allegations and any resolutions will be communicated to the Dean of the Graduate School.

2.9 Graduate School staff members cannot exempt themselves from the consequences of wrongdoing by reporting their own wrongdoing, although self-reporting may be taken into account in determining the appropriate course of action.

2.10 If a Graduate School staff member believes that they have been discharged, demoted, or otherwise discriminated against for disclosing wrongdoing related to a federal contract or grant to a person or entity listed above, the Graduate School staff member may submit a complaint to the Inspector General of the federal agency responsible for the contract or grant within three (3) years of the date on which the alleged retaliatory conduct took place.

2.10.1 The federal agency will receive a report from the Inspector General following its investigation of the alleged retaliatory conduct.

2.10.2 No later than thirty (30) days after receiving the Inspector General's investigation report, the head of the federal agency may deny the Graduate School staff member or student relief or may take one or more of the following actions:

- Order Graduate School to take corrective action;
- Order Graduate School to reinstate the Graduate School staff member with compensatory damages (including back pay and health benefits), employment benefits, and other terms and conditions that would apply to the Graduate School staff member if the retaliation had not occurred; and/or
- Order Graduate School to pay the Graduate School staff member an amount up to or equal to their costs and expenses to bring the retaliation complaint.

2.10.3 If the head of the federal agency denies the Graduate School staff member relief or fails to issue an order to the Graduate School within 210 days after the Graduate School staff member or student filed their retaliation complaint (provided there was not an extension or bad faith delay), the Graduate School staff member may file an action against the Graduate School. Generally, the Graduate School staff member or student must file with the court within two (2) years of (i) the federal agency order denying the Graduate School staff member relief or (ii) the failure to issue an order within 210 days after the Graduate School staff member filed their retaliation complaint.

2.10.4 Additional information on whistleblower protection related to federal contracts and grants may be found at the relevant federal agency's Inspector General website or at 41 U.S.C. § 4712.

Sexual Harassment

1.1 Promptness, Fairness and Impartiality
1.1.1 This policy provides for prompt, fair, and impartial investigations and resolutions of complaints. All St. Jude officials involved in the Investigation or Hearing process shall discharge their obligations under these procedures fairly and impartially. If an involved St. Jude official determines that they cannot apply these procedures fairly and impartially due to any actual or perceived conflict of interest, another appropriate individual will be designated to administer these procedures. Parties should notify the Title IX Coordinator of any perceived conflicts with such officials.

For full policy, please use the link below:
Sexual Harassment Policy

Research Misconduct

1.1 The Research Integrity Office (RIO at St. Jude is responsible for assessing Research Misconduct Allegations, determining when Allegations warrant Inquiries, recommending Investigations or administrative actions based on Inquiry conclusions, and overseeing Inquiries and Investigations. The Deciding Official appoints the RIO for St. Jude. The RIO works with Legal Services and Compliance to implement the institution’s Research Misconduct policies and procedures.

PROCEDURE

2.1 The procedures and conditions of Research Misconduct proceedings are fully described in the Research Misconduct Standard Operating Procedure found on the Compliance and Human Resources intranet websites.

2.2 Reporting Misconduct Allegation

2.2.1 If an individual is unsure whether a suspected incident falls within the definition of Research Misconduct, they may confidentially and informally consult the RIO about the suspected misconduct. The RIO will accept any Allegation, discuss the circumstances with Legal Services, and respond to the individual.

2.2.2 An individual who is not comfortable bringing their concerns to the RIO may direct those concerns to any St. Jude Administrator, who is then required to forward the Allegation to the RIO.

2.2.3 Institutional Members shall report suspected Research Misconduct to a St. Jude Official. When a St. Jude Official receives an Allegation, they shall notify the RIO immediately. The RIO shall notify Legal Services, and Compliance if the Allegation requires investigation by or input from Compliance.

2.3 Research Misconduct Initial Review and Inquiry

2.3.1 A Respondent has a right to thorough, competent, objective, and fair response to Allegations of Misconduct.

2.3.2 Complainant, Respondent, and witness interviews shall take place in a private environment.

2.3.3 If after initial review of the alleged facts, or after the Inquiry, the RIO and Legal Services determine that circumstances described do not meet the definition of Research Misconduct, the RIO will refer the individual or concern to other St. Jude offices or officials with the responsibility for resolving the concern. If the concern involves a faculty member or student at the Graduate School, and the RIO and Legal Services determine that the circumstances described do not meet the definition of Research Misconduct but rather relate to an alternate issue relevant to the Graduate School, the RIO will refer the individual or concern to the Graduate School. If an Allegation is not made in good faith, the RIO and Legal Services will work with the Complainant's supervisor, HR, and other departments as appropriate to determine if disciplinary action should be implemented.

2.3.4 If after initial review of the alleged facts, the RIO and Legal Services determine that the Allegation is sufficiently credible and specific and an Inquiry is warranted, the RIO shall notify the Respondent in writing immediately. If the Inquiry results in facts that require further scrutiny, the RIO will recommend to the Deciding Official that an Investigation should be conducted. If an Allegation involving a Graduate School student meets the definition of Research Misconduct, and the RIO suspects academic misconduct, the RIO and Legal Services will notify the Dean of the Graduate School. The Graduate School will initiate a review and investigation process for academic misconduct, as outlined in the Graduate School Student Professionalism Policy.

2.3.5 An Inquiry shall be completed within 55 calendar days of the initial Allegation unless circumstances warrant a longer period.

2.3.6 The RIO will take custody of the research records, review the evidence, and prepare and submit an Inquiry Report to the Respondent and Deciding Official. The Respondent will have five calendar days to review the report and submit a response to the RIO.

2.3.7 After reviewing the Inquiry Report and Response, the Deciding Official will determine within 30 calendar days of receiving the Report whether the evidence warrants an Investigation, even if the Complainant does not wish to pursue the Allegation. If there is an Inquiry that recommends an Investigation involving a faculty member or student at the Graduate School, the Dean of the Graduate School will be notified.

2.4 Ad hoc Committee of Investigation

2.4.1 The RIO and Deciding Official appoint the Committee. The Committee consists of senior St. Jude faculty members with appropriate scientific expertise, and who do not have unresolved personal, professional, or financial conflicts of interest with those involved with the Inquiry or Investigation (RIO, Complainant, Respondent, witnesses).

2.4.2 The Deciding Official appoints the Committee Chair, who is responsible for maintaining a detailed record of the Committee's actions.

2.4.3 During the Investigation, St. Jude will take action necessary to protect public health and safety, federal funds, the research integrity process, and reputations.

2.4.4 Upon conclusion of the Investigation, the Committee will write its findings in an Investigation Report, which is provided to the Respondent. The Respondent may write a rebuttal within 30 calendar days of receiving the Committee's Report for the Committee to consider. The Committee may modify its findings in an Addendum to the Report based on new facts provided in the Respondent's Response. The Committee may recommend administrative actions to the Deciding Official. The Report, Response, and Addendum, and recommended administrative actions are provided to the Deciding Official for final determination, and to ORI according to federal regulations.

2.5 Duty to Cooperate with Research Misconduct Proceedings

2.5.1 Institutional Members are required to participate in Research Misconduct proceedings and shall provide relevant evidence of the Allegations to the RIO and Legal Services. If an Institutional Member refuses to cooperate according to this policy and its related procedures, the Deciding Official may impose disciplinary actions, up to and including termination of employment from St. Jude.

2.6 Protection of the Complainant, Respondent, and Others

2.6.1 Disclosure of the identity of Respondents, Complainants, and records or evidence from which research subjects might be identified in Research Misconduct proceedings is limited, to the extent possible, to those who need to know, consistent with a thorough, competent, objective and fair Research Misconduct proceeding, and as allowed by law. Provided, however, that St. Jude must disclose the identity of Respondents and Complainants to ORI.

2.6.1.1 The rights and reputation of Respondents, Complainants, and research subjects identifiable from research records or evidence, and all other parties involved in Research Misconduct proceedings shall be protected throughout the proceedings, to the extent possible without compromising public health and safety.

2.6.1.2 Legal Services will work with the RIO and institutional leadership during an Inquiry and an Investigation to determine how best to share information and findings with necessary agencies and parties.

2.6.2 St. Jude prohibits retaliation for making an Allegation. In accordance with institutional policy 70.01.006 “Non-retaliation for Reporting Suspected Non-Compliance,” no one shall suffer Retaliation for making an Allegation or for providing evidence or testimony during Research Misconduct Proceedings. The RIO and Legal Services will verify that an Allegation is made in good faith.

2.6.3 Respondent has a right to an Advisor. At Respondent’s request and faculty’s consent, a St. Jude faculty member in good standing and with no conflicts of interest in the matter may act as an advisor to a Respondent, and with notice to the RIO, may accompany the Respondent as an observer of interviews or meetings where the Respondent’s presence is requested or required.

2.6.4 If at any time during a Research Misconduct Proceeding, information is obtained that reasonably indicates that criminal violations may have occurred, the RIO must notify Legal Services within 24 hours. Legal Services will assess alleged criminal or civil violations case-by-case to ascertain relevant facts and determine the best course(s) of action. If the violations are likely to have occurred, Legal Services and the RIO will notify ORI, and any other appropriate parties (such as a funding agency or law enforcement), as appropriate.

2.6.5 Resolution of an Investigation by the Deciding Official may include a finding that administrative action is necessary and a retaliation prevention plan for Committee members, witnesses, and Complainant(s) is needed. If no Research Misconduct is found, a plan to restore the Respondent’s reputation shall be developed.

2.7 Administrative and/or Disciplinary Actions for Findings of Research Misconduct

2.7.1 If the Deciding Official determines that the alleged Research Misconduct is substantiated, they will decide on the appropriate administrative or disciplinary actions to be taken with the Respondent, up to and including termination from employment at St. Jude. The RIO will notify and make reports of those actions, and any documentation needed to restore the scientific record, to ORI and other parties and agencies as required.

2.7.2 If the Deciding Official determines that an Allegation was not made in good faith, they will decide on the appropriate administrative or disciplinary actions to be taken with the Complainant, up to and including termination from employment at St. Jude.

2.8 Record Retention

2.8.1 Regardless of the outcome, after completion of a Research Misconduct Investigation and related actions, the RIO and Legal Services will prepare a complete file, including the records of the Inquiry and Investigation and copies of all transcripts, documents, and other materials furnished to the RIO or the Committee (the “Records”), and will transfer the Records to the Office of Legal Services for retention.

2.8.2 The Records shall be retained in a secure manner for seven years.

2.8.3 ORI and other authorized government personnel will be given access to the Records as required by law and in accordance with applicable St. Jude policies.

Accommodations

1.1 Equal Access

1.1.1 Embedded in the core values of the Graduate School is a commitment to ensure equal access to a quality higher education experience for a diverse student population. The Graduate School recognizes disability as an aspect of diversity that is integral to society and the Graduate School community. The Graduate School serves as a partner in fostering an inclusive and equitable environment for all Graduate School students.

1.1.2 The Graduate School is committed to providing equal access to educational opportunities for qualified students with disabilities or disabling conditions, in accordance with state and Federal laws. To ensure equality of access for students with disabilities or disabling condition, reasonable accommodations, including auxiliary aids and services, are provided case-by-case through an interactive process with the Graduate School ADA/Section 504 Coordinator. As a student with a disability receiving accommodation, it is important to know your rights and responsibilities outlined below.

1.2 Graduate Students Have the Right to:

1.2.1 Equal access to Graduate School courses, programs, services, activities, and facilities with or without an accommodation.

1.2.2 Reasonable accommodations, as determined on a case-by-case basis through an interactive process between the student and the Graduate School ADA/Section 504 Coordinator.

1.2.3 Appropriate privacy and confidentiality of all records regarding their disability and, except as permitted by law, the choice of whether to disclose information related to their disability or disabling condition to course leader(s), lecturer(s), or anyone else.

1.3 Graduate Student Responsibilities:

1.3.1 Notify the Graduate School ADA/Section 504 Coordinator, in a timely manner, of the need for a disability-related or pregnancy accommodation and complete the Student Accommodation Request Form if applicable.

1.3.2 Submit appropriate documentation from a qualified professional verifying the current nature of the disability, the current functional limitations resulting from the disability, and the medical justification for the specific requested accommodation. The qualified professional must also complete the medical portion of the Student Accommodation Request Form. The student is also responsible for submitting any subsequent or additional information necessary to assess eligibility and/or continuation of accommodations and services.

1.3.3 Once an accommodation is approved, submit the Accommodations Notification Letter in a timely manner to the desired course lecturer(s) or lecturers. Should a student feel uncomfortable having this discussion with a particular lecturer, the student should contact the Graduate School ADA/Section 504 Coordinator, or designee, to request assistance.

1.3.4 Meet with the desired course leader(s) or lecturer(s) to discuss accommodations in their courses.

1.3.5 Requests submitted without reasonable advance notice for each requested auxiliary aid and/or academic adjustment may result in delay and/or inability to coordinate and/or implement the service requested. Contact the Graduate School ADA/Section 504 Coordinator immediately regarding any issues, concerns, disputes, or delays in receiving approved accommodations, or if you believe you have been discriminated against.

1.3.6 Notify the Graduate School ADA/Section 504 Coordinator immediately when discontinuing an accommodation (e.g., note taking) or dropping a course for which alternate format materials are required.

1.3.7 Meet the same academic, technical, performance and behavioral standards expected of all Graduate School students.

1.4 Graduate School's Rights and Responsibilities. Students should be aware that the Graduate School has the right and responsibility to the following:

1.4.1 Act in accordance with the Graduate School's academic standards.

1.4.2 Request current, comprehensive documentation to verify a student's need for reasonable accommodations in the higher education setting.

1.4.3 Discuss a student's need for reasonable accommodations with the professional source of their documentation (with the student's signed consent authorizing such discussion).

1.4.4 Discuss the nature of course, curriculum, program, or degree requirements with Graduate School's personnel responsible for the particular course, curriculum, program or degree.

1.4.5 Discuss the nature of course, curriculum, program, or degree requirements and any submitted documentation, including medical information, with the Graduate School's Accommodation Committee, which is responsible for reviewing accommodation requests.

1.4.5 Coordinate with faculty and staff to ensure recommended accommodations are reasonable on a case-by-case basis in each particular situation and if so, that such accommodations are subsequently implemented.

1.4.6 Share information regarding a student's disability adjustments and/or modifications with Graduate School faculty and/or administrative staff on a need-to-know basis, in order to facilitate the interactive process and assess reasonable accommodations.

1.4.7 Designate a student's adjustments from a range of reasonable accommodations, including, equally effective alternatives.

1.4.8 Periodically review recommended reasonable accommodations to ensure their continued necessity and/or reasonableness in a particular program, course of study, classroom setting or environment, and access to other Graduate School programs, services, or benefits.

1.4.9 Deny a request for services and/or specific accommodation if:

- The requested accommodation is found to pose a direct threat to the health and safety of the student or others.
- The requested accommodation fundamentally alters a course or program.
- The requested accommodation is found to be an undue burden.
- The request is not communicated directly by the student.
- There is no identifiable relationship between the requested adjustment and the limitations of the disability.
- The necessary information required as part of the interactive process is inadequate and/or not provided in a timely manner, or
- If an equally effective accommodation is identified as a reasonable alternative to the requested accommodation.

PROCEDURE

2.1 Requesting Accommodations

2.1.1 To request an accommodation under this policy, students must notify the Graduate School ADA/Section 504 Coordinator via the Office of Student Affairs. Upon notification by the student, the Graduate School ADA/Section 504 Coordinator will provide the requisite forms to the student for completion. The student must then complete the Student Accommodation Request Form and have a qualified professional complete the Medical Provider Documentation Form and submit any necessary documentation and/or information to the Graduate School ADA/Section Coordinator or designee for review. Information and documentation of the disability should be timely and from appropriate professionals licensed to diagnose the student's particular disability. Medical documentation will be retained by the Graduate School ADA/Section 504 Coordinator and will be kept private and confidential.

2.1.2 Requests for accommodations should be made far enough in advance to allow staff adequate time to receive and review the necessary information and documents, as well as to coordinate needed services. Generally, it is best to request needed services before a semester begins or as soon as a disability becomes known.

2.1.3 After submission of the necessary information and documentation, the Graduate School ADA/Section 504 Coordinator and the Graduate School ADA Committee will review the information and documents submitted, request any additional information and documents needed to evaluate the accommodation request, and either the Graduate School ADA/Section 504 Coordinator or designee will meet with student and/or the student's qualified professional to discuss the requested accommodation.

2.1.4 Once a student has been approved for an accommodation, the student will receive a Student Eligibility Letter for their records that encompasses the options and an Accommodation Notification Letter that the student can provide to individuals of their choice. It is the student's responsibility to provide faculty with the Accommodation Notification Letter for those courses, laboratories, or other academic activities in which the student wishes to utilize the approved accommodation. Once faculty have been notified, they will work to find proper means to meet the accommodation. If faculty members have a concern about providing the requested accommodation, they should reach out to the Graduate School ADA/Section 504 Coordinator. Faculty members are expected to discuss approved accommodations privately with the student and disclose information about the accommodation only to those individuals with a legitimate need to know.

2.1.5 In some circumstances, requested accommodations may not be reasonable in specific courses. If this arises, the Graduate School ADA/Section 504 Coordinator, or designee, will engage with faculty and determine what is reasonable. In cases where, based on the nature of the course, a requested accommodation is not reasonable or otherwise unable to be provided for a lawful reason, the coordinator may explore alternatives if an access barrier is still present.

2.2 Requesting Additional Accommodations

2.2.1 Students are responsible for notifying the Graduate School ADA/Section 504 Coordinator if approved accommodations are not being provided in an effective and timely way, if the provided accommodation is not sufficient, or if the student wishes to request additional accommodations. If an accommodation is not implemented in a test-taking or similar situation, the student should address that with the course leader(s) or proctor immediately. If the information provided is found to be true, the amount of time should be added back to the test time such that the student is not disadvantaged.

2.2.2 Accommodations are approved initially based on the needs and access barriers the student is encountering at that time. However, needs and barriers can change and/or evolve as a student progresses through an academic program. If a student encounters new barriers, emergent needs, or seeks to modify a current accommodation, the student can request additional accommodations by notifying the Graduate School ADA/Section 504 Coordinator and completing a new Student Accommodation Form and Medical Accommodation Request Form, after which the Graduate School ADA/Section 504 Coordinator will review and reengage in the interactive process.

2.2.3 Grievance Procedures

2.2.4 A student who has been denied an accommodation and believes they have been subject to disability discrimination may file a complaint pursuant to the Graduate School's Student Complaint Policy. Those policies and related procedures constitute the Graduate School's Section 504 Grievance Procedures.

Graduate Student Health Screening

1.1 All newly admitted students, as part of the onboarding process, are required to complete an online health screening. In addition, newly admitted students whose program requires an on-campus presence or are considered full-time are required to meet with an occupational health nurse no later than the first day of employment.

1.2 Due to the immunocompromised state of St. Jude patients, immunization compliance is of utmost importance. All students whose program requires an on-campus presence or are considered full-time must complete all components of the health screening process, to include vaccination(s); blood analysis Mycobacterium Tuberculosis (BAMT) and laboratory test(s) within ten (10) working days of orientation and/or notification from Occupational Health, or complete St. Jude's declination form.

1.3 All student medical records are confidential and only shared on a business need-to-know basis. Student medical records are maintained separately from other student files in accordance with state and federal law.

PROCEDURE

2.1 All newly admitted students are required to complete the pre-employment online onboarding process, which includes completion of a form regarding a personal medical history prior to the first day of orientation.

2.2 All newly admitted students whose program requires an on-campus presence or are considered full-time are required to meet with an occupational health nurse during orientation or their first day on campus to ensure completion of the health screening process.

2.3 All newly admitted students should upload any medical records showing proof of required vaccination or immunization into the online onboarding portal or bring the documentation with them to their appointment with an occupational health nurse.

2.4 The student health screening will include a personal medical history and may require screening tests (laboratory tests, BAMT test, immunizations) as applicable to the job responsibilities.

2.5 Students whose work and projects will place them at risk of occupational exposure to hepatitis B virus will be required to receive hepatitis B vaccine or show proof of previous vaccination as a condition of admittance unless medical or religious accommodation is requested, in which case the student shall be referred to the ADA Coordinator. The ADA Coordinator may request or offer for the student to begin the interactive accommodation process by completion of the Accommodation Request form, the Medical Accommodation Request form, and other forms as appropriate.

2.6 All newly admitted students whose program requires an on-campus presence or are considered full-time must have immunity to measles, mumps, rubella, varicella and must participate in St. Jude's Mandatory COVID-19 Vaccination Program. Students receiving offers on or after June 1, 2021, and existing students after September 9, 2021 must also be fully vaccinated against SARS-CoV-2. Students without positive immunity to measles, mumps, rubella, varicella or without proof of vaccination against SARS-CoV-2 will be required to receive vaccination(s) as a condition of acceptance/continuation in the program unless medical or religious accommodations are requested, in which case the student shall be referred to the ADA Coordinator. The ADA Coordinator may

request or offer for the student to begin the interactive accommodation process by completion of the Accommodation Request form, the Medical Accommodation Request form, and other forms as appropriate.

2.7 Participation in the annual influenza program is required for all students as outlined below.

- All students who work with highly pathogenic influenza viruses (HPI) and any student with direct patient contact must receive the annual influenza vaccine unless a medical or religious accommodation is provided, in which case the student shall be referred to the ADA Coordinator.
- All other students (non-HPI and non-direct patient contact) must receive the annual influenza vaccine or sign a declination form.
- Students who report certain infectious illnesses and/or health needs may require additional screening if determined to constitute a "direct threat" to the St. Jude campus or anyone on the St. Jude campus and will be referred to the ADA Coordinator. The screening process will be considered on a case-by-case basis under the Graduate School's Accommodation Policy.

2.8 If a potentially infected student may pose a direct threat to the health of others, screening or testing requirements including, but not limited to, temperature screens or nasal swab testing for an infectious disease may be required as students enter the St. Jude campus. Under such circumstances, St. Jude may also inquire as to whether students are experiencing symptoms of the infectious illness before permitting them to enter the St. Jude campus. Such "direct threat" circumstances typically arise during a pandemic or other situation in which public health authorities have acknowledged significant community spread.

2.9 Students may be required to have a fitness for duty assessment completed by medical personnel of St. Jude's choosing if deemed appropriate. See the Graduate School's Accommodation Policy.

Refunds

1.1 The Graduate School will comply with applicable local, state, federal, and foreign laws concerning refunds.

1.2 Students who receive a full-tuition scholarship from the institution are not eligible for a tuition refund based upon their official withdrawal date or last day of attendance from the Graduate School.

1.3 Students who receive tuition support from a combination of institutional and external support or full external support are eligible for a tuition refund for the portion of externally funded tuition support based upon their official withdrawal date from the Graduate School. A tuition refund for the portion of externally funded tuition support is pro-rated as noted in section 1.6.

1.4 If you are eligible for a refund, a written request must be submitted to the Registrar. A minimum turnaround of three business days for a response to the request should be expected.

1.5 When computing refunds, the last day of attendance for a student who meets the definition of enrolled shall be either the date of the student's last recorded day of attendance or when applicable, the date the student failed to return from an approved leave of absence.

1.6 Any refund due will be disbursed within forty-five (45) calendar days of the last date of attendance:

Withdrawal	Refund
Before the start of classes	100%
On the first day of classes	80%
After day 1 but before day 4	60%
After day 3 but before day 6	40%
After day 5 but before day 8	20%
After day 8	0%

1.7 In cases in which a student receives external funding from an external entity to apply towards Graduate School related expenses, the student is responsible for any obligation to repay the external entity according to the student's agreement with the entity.

1.8 In any case that a refund may be due to the external entity, the Graduate School will consider the policies of the external entity and will work directly with them to process the refund.

TUITION and STUDENT SUPPORT

Below are the official tuition charges, statement of fees, and refund policy for the current academic year.

MS – Biomedical Sciences

Minimum total cost of tuition for the MS in Biomedical Sciences Program is $45,000. This does not include the summer of the last academic year.

Itemized Tuition Cost (Per Year):

Fall	$10,000
Spring	$10,000
Summer	$5,000
Total	$25,000

PhD – Biomedical Sciences

Total cost of tuition for the PhD in Biomedical Sciences Program $120,000. This does not include the summer of the last academic year.

Itemized Tuition Cost (Per Year):

Fall	$10,000
Spring	$10,000
Summer	$5,000
Total	$25,000

MS – Clinical Investigations

Total cost of tuition for the MS in Clinical Investigations Program is $40,000.

Itemized Tuition Cost (Per Year):

Fall	$10,000
Spring	$10,000
Total	$20,000

MS – Global Child Health

Total cost of tuition for the MS in Global Child Health Program is $40,000

Itemized Tuition Cost (Per Year):

Fall	$10,000
Spring	$10,000
Total	$20,000

MS – Applied Biomedical Data Sciences

Total cost of tuition for the MS in Applied Biomedical Data Sciences Program is $45,000. This does not include the summer of the last academic year.

Itemized Tuition Cost (Per Year):

Fall	$10,000
Spring	$10,000
Summer	$5,000
Total	$25,000

St. Jude Graduate School Tuition Scholarship

A full St. Jude Graduate School tuition scholarship is awarded to each student upon enrollment regardless of the program delivery mode. If additional tuition funding is received, the tuition scholarship will be adjusted.

Fees

Students have no additional fees or financial obligations for books, special equipment, or supplies. The graduate school provides all required items.

Placement Assistance

The “next step” for students who successfully complete a PhD in Biomedical Sciences is often a postdoctoral fellowship, industry position, or teaching position. Although there is no formal placement office or programming in the Graduate School, placement assistance for these positions is generally available through faculty advisors and other mentors in the program. Their support in placing graduates into premier fellowships can be invaluable. An extensive network of former St. Jude postdoctoral fellows is

another resource to find placements in academia and industry. Students who successfully complete the Master's program will expect to be considered for advancement in their clinical and healthcare related careers. Faculty and clinical mentors within the Graduate School can also provide placement assistance for these students.

Student Support

The Graduate School offers an array of student support programs, services, and activities that are consistent with its mission and vision. These support systems promote a higher level of academic learning and development and foster personal growth beyond the classroom.

The Graduate School offers the following comprehensive personal and training support packages to students accepted into its graduate programs:

Personal Support Package

- Competitive stipend annually (BMS only)
- Fellowship Support available (ADS only)
- Medical, dental and vision benefits for students and dependents (BMS and ADS only)
- Leave of absence with required approval
- Accommodations
- Free health services
- On-campus Fitness and Wellness Center
- Holidays and approved breaks
- Kay Café Dining
- Free on-campus parking
- Opportunities to volunteer in programs supporting St. Jude patients

Training Support Package

- Full annual tuition scholarship of $20-25,000 (full-time) or $10,000 (part-time)
- Allowance to support laboratory research (BMS only)
- Laptop computer for the duration of studies
- Electronic access to St. Jude learning, educational and research resources
- Access to the Biomedical Library and electronic services including online access to scientific journals
- Professional development and skills training
- Allowance to fund training related travel - scientific meetings, etc.
- Academic success support and services
- Mentoring support program
- Internationally recognized guest speaker program
- Career development support

COURSE DESCRIPTIONS

ADS8001 Ethics and Professionalism in Biomedical Data Sciences 1 credits

This course presents ethical principles and government regulations regarding protection of human subjects in research, responsible conduct of scientific research, and development and application of artificial intelligence in scientific research. Prerequisites: None.

ADS8101 Essential Computing Skills for Biomedical Data Sciences 3 credits

This course introduces the R and Python programming languages and programming techniques to read and process data in those languages. Prerequisites: None.

ADS8111 Essential Biology for Biomedical Data Sciences 3 credits

This course provides an overview of biological and medical knowledge, concepts, and terminology for effective scientific collaboration. The course includes an overview of cellular biology, molecular biology, immunology, pharmacology, medical terminology, and clinical trials. Prerequisites: None.

ADS8121 Essential Mathematics for Biomedical Data Sciences 3 credits

This course provides a review of algebra and gives an overview of computational methods for probability, optimization, integration, and matrix operations. Corequisite: ADS8101.

ADS8131 Data Bases and Data Wrangling 3 credits

This course introduces students to principles of data base design, and techniques to extract, clean, and combine data sets using SQL with special emphasis on applications involving data bases for clinical trials, cohort studies, and graphical data base structures. Corequisite: ADS8101.

ADS8141 Biostatistics for Biomedical Data Sciences I 3 credits

This course introduces students to descriptive statistics, descriptive graphs, statistical terminology, populations and samples, sampling distributions, the central limit theorem, hypothesis testing, confidence intervals, correlation, linear regression, estimation of survival functions, and comparison of survival functions. Corequisites: ADS8101.

ADS8142 Biostatistics for Biomedical Data Sciences II 3 credits

This course provides an overview of regression models for survival data, competing event data, binary outcome data, and strategies for model selection and evaluation. It also introduces methods to adjust for multiple hypothesis testing. Prerequisite: ADS8141.

ADS8152 Scientific Rigor in Biomedical Data Sciences 2 credits

This course covers concepts and strategies to evaluate and enhance the scientific rigor of data collection, analysis, and interpretation. Topics include simulation studies, mathematical derivation of statistical properties of analysis procedures, and use of controls in biological or clinical experiments. Prerequisites: ADS8121, ADS8141.

ADS8162 Omics Data Analysis I 3 credits

This course introduces students to computational methods to analyze and interpret high-dimensional molecular data sets including genomic, epigenomic, and transcriptomic data. Prerequisites: ADS8141, ADS8131.

ADS8172 Machine Learning 3 credits

The course introduces students to machine learning methods and their application in deriving biological insights from biomedical data sets. Prerequisites: ADS8131, Corequisites: ADS8142

ADS8182 Effective Communication for Biomedical Data Scientists 1 credits

The course introduces students to best practices in writing and oral presentation with specific strategies for developing data analysis plans and presenting data analysis results for biomedical research proposals and manuscripts. Prerequisites: None.

ADS8192 Developing Scientific Software Applications 3 credits

The course provides strategies to develop software applications for biomedical research including analysis pipelines, dashboards, etc. Prerequisites: ADS8141, ADS8101, ADS8131, Corequisites: ADS8142, ADS8172.

ADS8102 High Performance Computing for Biomedical Data Sciences 3 credits

The course introduces students to the high-performance computing environment and strategies to effectively utilize high-performance computing to effectively complete computationally intensive data analysis procedures. Prerequisites: ADS8101, ADS8131.

ADS8112 Neuroimaging Statistics 3 credits

This course provides an overview of brain anatomy, neuroimaging technologies, and statistical methods to associate imaging characteristics with clinical, psychological, and behavioral patient outcomes. Prerequisites: ADS8131, ADS8121 Corequisites: ADS8142.

ADS8122 Statistical Design of Clinical Trials 3 credits

This course introduces students to the ethical, statistical, and regulatory aspects of clinical trial design, monitoring, and reporting from a biostatistical perspective. Prerequisites: ADS8101, ADS8131.

ADS8132 Structural Bioinformatics 1 credits

This course introduces students to bioinformatic databases of molecular structures and properties and computational techniques to process and analyze those data. Prerequisites: ADS8101, ADS8131.

ADS8194 Practicum in Applied Biomedical Data Sciences 1 credits

Students must complete a six-credit-hour practicum, forming a supervisory committee of at least three St. Jude Graduate School faculty members, chaired or co-chaired by a data scientist and including a biologist or clinician. The student will propose, execute, and defend a biomedical data science research project, developing valuable software or data resources. The project involves statistical and

computational analysis of existing biomedical data to answer a significant research question. The student will produce a written thesis, develop software or data resources, and present an oral defense. A mid-point progress check is recommended but not required.

ADS8242 Omics Data Analysis II 3 credits

The course provides an overview of methods for analysis of spatial transcriptomic, single cell omic, multi-omic, and proteomic data. Corequisite: ADS8162.

BMS8011 Genes to Proteins 3 credits

This course will cover fundamental topics in biology at the molecular level and provide a molecular foundation for the subsequent core courses. We will build upon the central “genes to proteins” dogma of molecular biology by discussing how genes are organized and packaged in the cell, how genes are regulated, and the

determinants of gene transcription, gene silencing, and epigenetics. We will further discuss how proteins are generated, modified, and function in the cell and consider strengths and limitations of experimental and computational methods to provide such insights.

BMS8101 Cell Biology **3 credits**

This course will cover fundamental topics in biology at the cell and organelle level and provide a molecular foundation for the subsequent core courses. We will build upon the foundation of Genes to Proteins and focus on how cellular organelles contribute to normal and disease biology in Part 1. Part 2 will focus on how organelle systems collaborate to regulate cellular biological process including energy production, receive and transmit signals with the outside environment, regulate homeostasis, and regulate movement.

BMS8201 Developmental Biology **3 credits**

This course will cover fundamental topics in developmental biology and will consist of two parts. Part 1 will cover the major episodes and genetic regulation of early development, including a basic introduction of model organisms and techniques, axis specification, gastrulation, early mammalian development, *Hox* regulation of patterning, somitogenesis, pluripotent and tissue specific stem cells, neural crest, and an introduction to modern evolutionary concepts and the construction of phylogenies. Part 2 will discuss fundamental topics in developmental neurobiology and cover the structure, function, development, and dysfunction of the central and peripheral nervous systems.

BMS8301 Introduction to Computational Biology **1 credit**

This course describes conceptual underpinnings and practical strategies for computational analysis of large biological datasets. Through hands-on exercises, we introduce multiple computational tools and interact with raw and processed data and dissect analytical approaches used in published academic manuscripts.

BMS8312 Biostatistics **3 credits**

Biomedical research is becoming increasingly data-intensive and data-driven, and St. Jude has an outstanding interdisciplinary program with innovative biostatistics tools for accessing, managing, analyzing, and integrating such complex data. This course is designed to provide students with a rigorous statistical education, coupled with exposure to a broad range of biomedical research applications. This course will also prepare students to be part of an interdisciplinary team for conducting biomedical research.

BMS8411 Core Facilities I
BMS8412 Core Facilities II **0 credit each**

The goal of the Core Facilities course is to introduce students to diverse shared resources at St. Jude. Students will learn fundamentals of the technologies and approaches supported and provided and participate in structured visits to the institutional and departmental research core facilities to observe how these resources work and learn about our onsite capabilities.

BMS8511 Topics in Clinical & Translational Research I
BMS8512 Topics in Clinical & Translational Research II **1 credit each**

The goal of Topics in Clinical & Translational Research is to expose students to the fundamental trajectory of patient care and develop an understanding of how to provide scientific justification and translational relevance for clinical trials and conceive of new approaches to therapy. This is accomplished through six modules led by multidisciplinary teams. Each module consists of both an experiential and conceptual investigation of biomedical aspects of patient therapy and care. Students will be required to complete human subjects protection training using the online Collaborative Institutional Training Initiative (CITI) platform provided through St. Jude Children's Research Hospital.

BMS8702 Cancer Biology **3 credits**

This course will cover essential concepts in cancer pathogenesis, highlighting fundamental cellular regulatory processes that are subverted in cancer. We will build upon previous discussions of genome organization and apply these to understand the genomic abnormalities that drive cancer development, how they are identified, and new insights into disease classification driven by identification of molecular signatures. We will include historical examples of how oncogenes and tumor-suppressor genes were identified, integrated with discussion and analysis of current literature highlighting different model systems for cutting-edge analysis of the mechanistic consequences of cancer-associated mutations and signaling pathways of central importance in cancer. During this section, the Core Facilities Program will showcase state-of-the-art methods in monitoring tumor development in the Preclinical Imaging Core. Students will also engage in clinical shadowing during this section.

BMS8832 Immunology and Infectious Diseases **3 credits**

This course will cover the basic methods and fundamental topics regarding host-microbe interactions. Students will learn about events that shape the immune response; the general biology of pathogens and the mechanisms by which they cause disease. The first part of the course will examine the regulation of the cellular components of the innate and adaptive arms of the immune system, discuss how the immune response is carefully orchestrated to eliminate foreign pathogens without destroying healthy cells, and how the immune response can be manipulated to enhance protection against pathogens, prevent autoimmunity, and eliminate tumors. This will be followed by a broad introduction into microbes in health and disease, microbial evolution and molecular mechanisms of disease, and the manipulation of the immune response by microbes. The concept of “good microbes” will also be discussed. The course content will include an overview of commonly used methods in immunology and infectious diseases.

BMS8902 Pharmacology & Chemical Biology **2 credits**

This course will introduce fundamental concepts important to the science of drug action and target identification. The course will build upon our understanding of the initial rationale for and ultimately the successful implementation of novel drug therapies at St. Jude. The course will describe and discuss features of the host, the target cell, and the biochemical targets that affect drug action. The course will also discuss modern approaches to screening for new drugs and the identification of drug targets. This course will be complemented by core facility visits.

BMS8951 Laboratory Rotation I
BMS8952 Laboratory Rotation II
BMS8953 Laboratory Rotation III
BMS8954 Laboratory Rotation IV **3 credits each**

An important component of the students’ first-year training will be three rotations in the laboratories of selected graduate faculty. Each rotation will be 6 weeks, and limited coursework will occur during that time. This approach will ensure that students become fully immersed in the research of their chosen laboratories. Each student will be assigned a small research project during the rotation and will formally present results to the student body and graduate school faculty members. The goal of the laboratory rotations is for students to interact with scientists of varied disciplines and obtain in-depth views of the laboratories in which they may wish to pursue their research. It is an opportunity for the student and faculty to evaluate whether they have mutual interests that would aid in the student’s career development. In exceptional circumstances, a fourth rotation may be allowable if needed and approved by the Associate Dean.

BMS8971 Scientific Writing & Communications I
BMS8972 Scientific Writing & Communications II 1.5 credits each

The primary objective of this course is to equip students with the essential skills for effective scientific writing and communication. The course will consist of a combination of lectures, writing workshops, presentations and peer feedback aimed to provide students instruction on key elements of scientific communication and practice to aid in refining their ability to write and present scientific work with confidence and professionalism. The students will learn the key elements of a NIH style grant, with focus on the Biographical Sketch, Specific Aims page and Approach. Beyond writing the course will review visual and oral communication across diverse audiences.

BMS8994 Dissertation Research YR1 and YR2 (MS)
BMS9304 Dissertation Research (PhD) Scalable

Research is a requisite part of the curriculum. After three rotations have been completed, students will choose a laboratory in which to do their dissertation research with the consent of the faculty member that heads the laboratory and with approval of the department chair and consultation with the Dean. Students will devote the remainder of their graduate career conducting their dissertation research under the guidance of their chosen Dissertation Advisor and a Dissertation Committee. During this time, students will be continuously enrolled in Dissertation Research. The goal of the dissertation research is for students to develop and execute a research project that addresses a significant biological question to satisfy the requirements of a PhD degree. Evaluation of student progress will be done continuously by the student's primary advisor and at least once per year formally by the student's dissertation committee at the time of the annual committee meeting when an official Progress Report is submitted. It is expected that the student will publish, have in press, or have accepted at least one first author or co-first author primary research manuscript based on original findings in a peer-reviewed journal prior to scheduling their final dissertation defense.

CLI8101 Biostatistics for the Health Sciences I 3 credits

This course is designed to provide students with a strong foundation in the principles and methods of biostatistics. It will assist students in developing the knowledge, skills, and perspectives necessary to analyze data. Major topics include descriptive statistics, elements of probability, introduction to estimation and hypothesis testing, and nonparametric methods. Through lectures, virtual labs and group discussions, this course will focus on identifying data sets, refining research questions, univariate and bivariate analyses, and presentation of initial results.

CLI8102 Biostatistics for the Health Sciences II 3 credits

This course builds upon the knowledge and skills from the Biostatistics for the Health Sciences I and provides students who have already mastered fundamental concepts with an opportunity to develop mastery of more advanced techniques and concepts. Major topics include techniques for categorical data,regression analysis, survival analysis and repeated measures. Through lectures, virtual labs and group discussions, this course will focus on identifying data sets, refining research questions, univariate and bivariate analyses and presentation of initial results.

CLI8301 Introduction to Epidemiology 3 credits

Health professionals who provide clinical care, work in public health or clinical research settings or who educate others, should find the course content particularly relevant. This course will provide a basic understanding of the methods and tools used by epidemiologists to study the health of populations. This course will help the student understand that health is defined very broadly, and the types of questions asked and answered by epidemiologists are infinitely varied. This happens as new health conditions arise (e.g., widespread gastro-intestinal illness, SARS-CoV-2 pandemic), new methods are developed to better elucidate mechanisms by which disease occurs (e.g., enhanced genetic testing mechanisms), previous health conditions take on new importance (e.g., obesity, antibiotic-resistant tuberculosis), or epidemiologic methods

are applied to problems in the domain of other disciplines (e.g., violence prevention). This variety makes epidemiology an exciting and useful endeavor.

This course covers all the material and topics typically taken in an introductory course for epidemiology. This course will include basic math: addition, subtraction, multiplication and division skills are necessary. It is important that students understand how to manipulate fractions, exponentiate a number, and take the natural log of a number. Students are advised to review math skills on their own ahead of time.

CLI8302 Advanced Clinical and Translational Research Methods 3 credits

This course introduces students to advanced clinical and translational research methods including clinical trial designs for all phases and complex data analysis methods. Contemporary variations of clinical trial designs will be presented. In addition, students will learn the fundamental principles of good clinical data management practices, and an understanding of database design. Topics discussed include creation of case report forms, types of database systems including relational databases, data validation, standards, missing data, data security and integrity, data entry, and queries and reporting. Students are also introduced to resources for clinical trial data management available at St. Jude. This course will also introduce basic concepts from the standpoint of implementing and managing a clinical research project including multi-site studies, financials and budgeting, and contracts/agreements. The class walks through these management components of clinical trial methods and processes in the same sequence that they will use in the workplace. As part of the class, students will apply some of the techniques and tools to real projects.

CLI8401 Introduction to Patient-Oriented Research 3 credits

This introductory course will provide students foundational knowledge, skills and perspectives on design and interpretation of clinical research studies, including retrospective and prospective observational studies, quality improvement projects and clinical trials. Major topics include performing a literature review, developing and evaluating a research question, choosing and understanding a study design and analysis approach, developing study objectives, designing and implementing a clinical study, and interpreting and communicating results. The fundamental principles learned in this course will serve as the basis for more advanced learning in subsequent semesters.

CLI8402 Scientific Writing and Communications 3 credits

Students are expected to enter the course with general knowledge of ongoing research in their thesis research area, as well as an idea of what their individual research project will be. The overarching objective of this course is to equip students with the skills to present their research to a varying degree of detail in oral, poster and written formats. Central to the course is the expectation that students will become immersed in the research literature relevant to their project. Through a series of modules, students will practice synthesizing a body of literature, extracting the key components, and using them to build strong rationales for aims. Incorporated into this learning experience will be instruction on and practice in scientific writing, and journal club and research presentations. Students will practice developing hypotheses and clinical research plans for a clinical protocol. Finally, students will learn how to write basic components for a grant proposal such as a Specific Aims page, develop a solid Experimental Approach, and describe the Significance to frame their research proposal.

The format and sequence of lessons for the course are designed to guide students through the process of framing a scientific main objective with testable specific aims, strong rationales, question-driven experiments, and interpretation of results. Classes will be both didactic and interactive, and students will learn from each other, from thoughtful/methodical study of literature, and from the iterative practice of presenting, writing and peer review.

CLI8501 Ethical and Legal Issues in Clinical Research 3 credits

Although there has long been an emphasis on the conduct of ethical research, advances in genomics, in individualized precision medicine, and the globalization of clinical trials have resulted in an increasingly complex regulatory and legal structures to protect the rights and welfare of research participants. This course is intended to engage the students in consideration of the ethical and legal aspects of designing, conducting and reporting clinical research. They will review regulations, guidance statements and legal court decisions, as well as engage in discussions about how best to conduct research in respect of human subjects.

CLI8511 Behavioral and Social Sciences 3 credits

Behavioral and social research are critical aspects of the clinical research enterprise. The patient participant is at the center of most clinical research, and there is increasing focus on patient-reported outcomes and quality of life in medical clinical trials. Along with this, there are numerous clinical studies – both observational and interventional – that solely have behavioral and social objectives and methodologies. This course will provide an overview of behavioral and social science research, including research design and methodologies (including intervention), psychometrics, participant and employee perspective, and unique populations and research questions.

This course is likely best suited for students interested in careers in behavioral and social science research. However, given the role of the patient participant in all clinical research, it will be of interest and beneficial to students interested in a wide variety of careers.

CLI8521 Advanced Epidemiology 3 credits

This course is designed to provide the student with the critical thinking, methodologic and analytic skills necessary to understand causality in observational and interventional research, to select the most appropriate study design to answer a research question, and to independently quantify and interpret the results. Training in the collection, use and interpretation of data from large epidemiologic and clinical cohorts, and in the use and interpretation of data from public use data sources, including the Surveillance Epidemiology and End Results Program, the National Health Interview Survey and the U.S. Census is included. This course is designed as a practicum in epidemiologic data analysis that integrates learning from previous courses. It includes both lectures and data driven hands-on exercises.

CLI8531 Clinical Genomic Data Science 3 credits

This course provides an overview of the statistical, computational, and laboratory methods used to identify and characterize molecular processes involved in the development and prognosis of a disease. It begins with a review of biological concepts and models, introduces a series of data analysis methods and study design principles, and finally describes how genomic data science is incorporated into clinical trials and clinical practice.

CLI8551 Drug Development – from Bench to Bedside 3 credits

This course will provide students the knowledge, skills and perspectives on pre-clinical and clinical drug development with an emphasis on interventional clinical trials. Major topics include preclinical testing, introduction to pharmacokinetics and modeling, GMP facilities, regulatory aspects of human subjects research, operations and management of clinical research teams, overview of clinical trials management systems and case report forms, endpoints and statistical considerations, protocol and consent documents.

CLI8561 Translational Neuroscience 3 credits

This course will provide students the knowledge, skills and perspectives on pre-clinical and clinical drug/biologics development with an emphasis on interventional clinical trials in Neuroscience. Major topics include understanding basic mechanisms of neurologic diseases, identification of targetable neurologic disorders, generation of informative cell lines and animal models for preclinical testing, pharmacokinetics

and pharmacokinetic modeling in the pediatric and adult populations, clinical trial readiness, identification of primary outcomes and endpoints in a rare disease population, clinical trial design, biomarkers, statistical analysis considerations, unique GCP and ethical aspects of drug discovery in neurologic disorders, and regulatory aspects of human subjects research for small molecule and biologic investigational products.

CLI8571 Implementation Science 3 credits

This course will provide students with the knowledge and skills to understand the importance of dissemination and implementation (D&I) science and to explore theories and frameworks commonly used in D&I research and practice. Upon completion of the course, students will be able to describe the need for dissemination and implementation research; compare theories and frameworks in the field; select the appropriate designs, strategies, outcomes, and measures for implementation studies; and understand how D&I science can further their individual research/practice plans and careers.

CLI8701 Critical Assessment of Contemporary Clinical Trials 1 credit

This course introduces students to the critical evaluation of clinical trials, cultivating important skills in evaluating trial design and conduct, scientific writing, and peer review. It will familiarize students with the systematic appraisal and critique of study design and methodology, how data are reported, the appropriateness of applied statistical methodology and ethical considerations, and how to incorporate trial results into clinical practice. Topics discussed include the general structure of research papers, essential questions to be answered when reading a clinical trial report and how to critically evaluate publications across different report types. Students will apply principles and use tools to collaboratively evaluate contemporary study reports in a highly interactive format.

CLI8814 Thesis Research Project I and II Scalable credits

Thesis Research Project I will assist the students in developing a clinical research study/project that will provide a culminating experience that applies the principles and methods learned in the coursework to a real-life clinical study. Thesis Research Project II will build upon the knowledge that was gained in Thesis Research Project I. Through this work, the student should demonstrate an understanding of the clinical research process from both a theoretical and a practical point of view.

GCH8101 Principles of Biostatistics 3 credits

This course is designed to provide students with a strong foundation in principles and methods of Biostatistics. It will assist students in developing the knowledge, skills and perspectives necessary to analyze data. Major topics include descriptive statistics, elements of probability, introduction to estimation and hypothesis testing, nonparametric methods, techniques for categorical data, regression analysis, analysis of variance, and

elements of study design. Through lectures, virtual labs and group discussions, this course will focus on identifying data sets, refining research questions, univariate and bivariate analyses and presentation of initial results.

GCH8111 Introduction to Epidemiology 3 credits

This course will provide a basic understanding of the methods and tools used by epidemiologists to study the health of populations. The course will help the student understand that health is defined broadly, and the types of questions asked and answered by epidemiologists are infinitely varied. This happens as new health conditions arise (e.g., widespread gastrointestinal illness), new methods are developed to better elucidate mechanisms by which disease occurs (e.g., enhanced genetic testing mechanisms), previous health conditions take on new importance (e.g., obesity, antibiotic-resistant tuberculosis), or epidemiologic methods are applied to problems in the domain of other disciplines (e.g., violence prevention). This variety makes epidemiology an exciting and useful endeavor. This course covers all the material and topics typically taken in an introductory course for epidemiology. The course will include basic math: addition, subtraction, multiplication, and division

skills are necessary. It is important that students understand how to manipulate fractions, exponentiate a number, and take the natural log of a number.

GCH8121 Foundations of Global Health 3 credits

This course is designed to equip students with an understanding of the foundational concepts, challenges, and opportunities in global health and how they relate to child health. It will provide a global population health perspective on child health, childhood cancers and other catastrophic illnesses in children worldwide and discuss how complex social, political, economic, and biomedical factors inform our understanding of child health. The imperative for the students is to understand these factors individually and synergistically and leverage this understanding to set priorities, form policies and design interventions. The students will be able to identify areas of interest and knowledge gaps within the field of global child health that they can focus on through the program.

GCH8132 Research Methods in Global Health 3 credits

This course will provide a foundation in research question development, study design, field implementation, measurement, and analysis. Quantitative, qualitative, and mixed methods research approaches will be introduced. It will focus on statistical principles as well as the applied skills necessary to answer research questions using data, including: data acquisition, data analysis, data interpretation, and the presentation of results. Students will build critical skills in designing and conducting studies, interpreting, and synthesizing research and scientific literature.

GCH8142 Health Economics 3 credits

The course will provide an overview of health economics and decision sciences with a focus on the cost-effectiveness analysis of healthcare interventions. The course is divided into two main sections. The first section lays the foundation by introducing basic concepts in health economics, describing the difference between macro and microeconomics, and highlighting some of the main topics in each. The second section focuses on the theoretical and applied aspects of cost-effectiveness simulation modeling including scoping, types of simulation models, model parameters, uncertainty, and critical appraisal of economic evaluation models. It also includes some important topics that will help put the previous lectures into perspective. We will learn about behavioral economics, shared decision-making, financing overview of healthcare systems with a focus on insurance and taxation, and mechanisms of pricing and reimbursing novel interventions.

GCH8152 Introduction to Health Systems and Policy 3 credits

This course is designed to equip students with an overview of foundational concepts and resources in global health systems and policy, and enable students to cultivate and practice skills in health systems science to improve health. The course will present an introduction to how health systems science can be applied to drive evidence-based and sustainable improvements in global health and quality care. Course materials will present core concepts and conceptual frameworks used to describe health systems and systems strengthening, illustrate when and how policy analysis and systems thinking can be incorporated for maximal impact, and introduce principles and applications of health systems and policy research. Students will have the opportunity to consider how health systems science can inform policy and priority-setting. Applying systems thinking, students will articulate a local or regional health systems challenge impacting child health, and design and communicate potential strategies to address this challenge considering key stakeholders and the systems context.

GCH8211 Political Economy of Global Child Health 3 credits

This course presents theoretical and historical approaches, empirical cases, and research issues in political economy of global health, that influence health of children. It will help students examine the role and interaction of different stakeholders and provide tools to perform stakeholder analysis. This course also provides strategic skills and lessons for future leaders to influence the health policy process and how that is

shaped by interest groups, media, public opinion, coalition building, policy legacies, institutions, and the politics of information. Students will learn to examine the implications for children with childhood cancers and other catastrophic diseases and how political economy can inform strategies moving forward.

GCH8221 Organizational Leadership 1.5 credits

This course is designed to provide participants with the knowledge, skills, and mindset required to lead organizational change and drive systemic transformation aimed at improving the healthcare system. Building on the foundation of leadership skills developed in Intersession workshops, this course integrates critical thinking and multidisciplinary approaches to inform decisions and actions within organizations and health systems. It also places strong emphasis on engaging stakeholders with diverse viewpoints and incentives, enabling participants to create stakeholder-informed solutions that promote child health and well-being

This course builds on the leadership and communication training imparted in the non-credit bearing workshops and seminars in the intersessions.

GCH8231 Thesis Seminar 1.5 credits

This Thesis Seminar is offered in the fall semester of the second year of the program. It is designed to assist students in synthesizing competencies, skills and knowledge acquired in the MSc Program and comprehensively apply to real world challenges. This course will equip students with guidelines and administrative processes necessary to develop and execute their thesis. The goal of the Thesis Seminar is for participants to hone the skills and judgments necessary to identify significant and empirically feasible research questions, develop appropriate research/project designs to address those questions, complete independent research to bring evidence to bear on those questions, and write-up the research/project proposal under the supervision of the Thesis Committee selected by each student. The instructors will discuss in detail each master thesis/project idea in order to identify possibilities for improvement and fine-tuning. The seminar will also foster collaboration and mutual support among the students.

GCH8242 Strategic Management of Child Health Programs 3 credits

This course will provide an overview of key concepts and tools in strategic management that students will be able to draw upon throughout their careers. Topics will include environmental analysis, strategic planning and formulation, implementation of strategy, and strategic measurement and management of organizational performance. It will include examples that will represent a diverse cross-section of health care organizations. These range from academic medical centers to government-owned hospitals, as well as ministries of health to non-governmental organizations (NGOs) to private health care corporations, both US and global organizations, some of which provide child health care.

GCH8262 Child Health and Health Systems Innovation 3 credits

The course will discuss the importance of harnessing the power of innovation to respond to unmet health needs and save children. It will focus on innovation in health systems strengthening and new ways of thinking and organizing people, processes, and resources to make this happen. The focus will not be limited to product innovation. The students will learn how to foster new approaches to complex and persistent problems in child health through new or improved child health policies, systems, technologies, and services that improve equity, efficiency, effectiveness, quality, sustainability, safety and/or affordability within the health systems context.

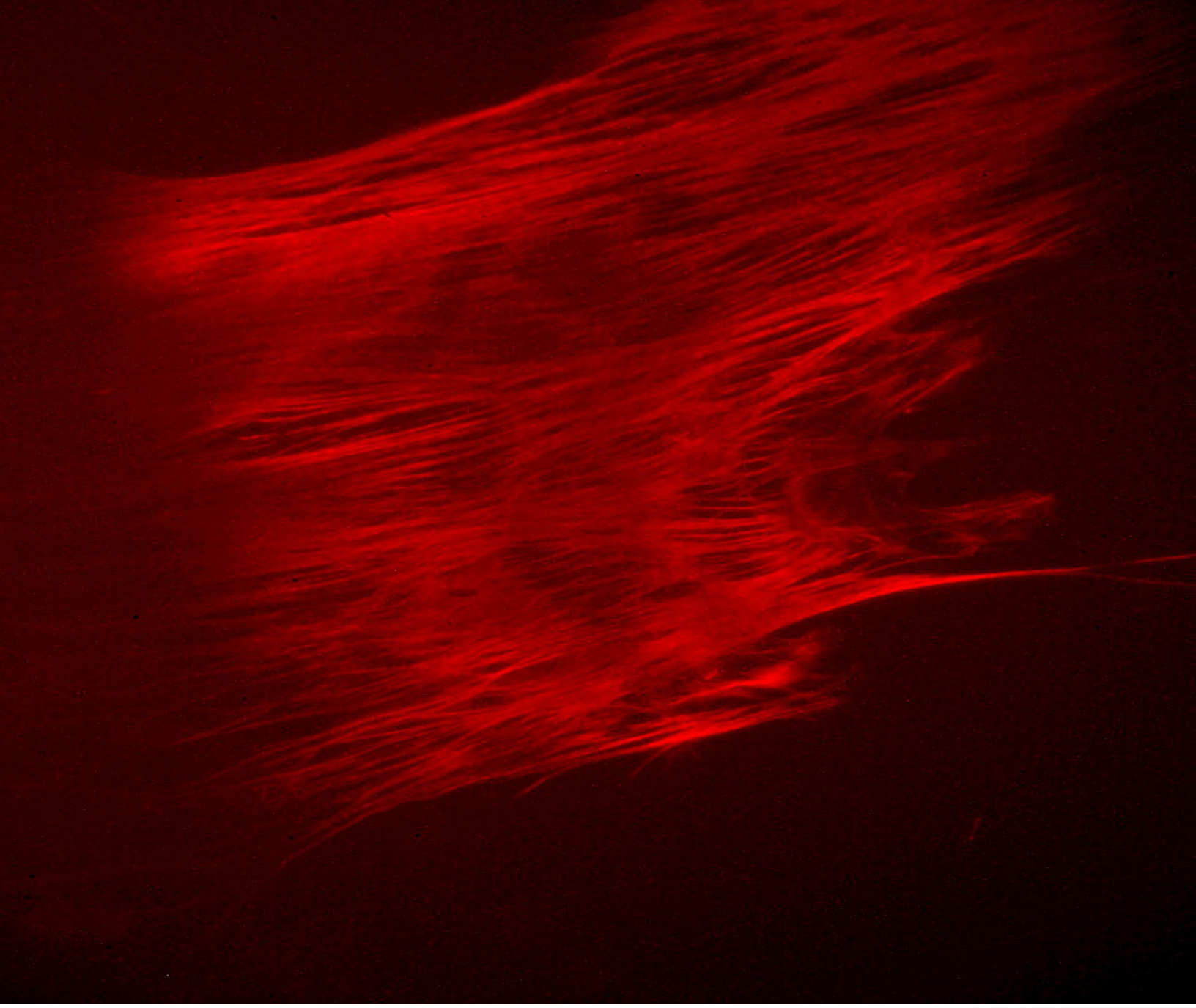
GCH8282 Thesis Practicum 1.5 credits

The Thesis Practicum for the MS in Global Child Health is offered in the spring semester of the second year of the program. In the course, the students will apply theoretical concepts and methods and build on the conceptual framework developed in the Thesis Seminar. The course is designed to equip the students with skills and tools for planning and managing their projects around the core idea/topic related to child health that they intend to address. Students will conduct background research and apply analytical thinking to inform

their approach, implementation strategy, and project plans. They will conduct a thorough stakeholder analysis and complete the project plan necessary to execute their thesis and Global Scholars project, under the supervision of individual Thesis Advisory Committees and guidance from instructors. They will continue to advance professional skills and knowledge from others including practicum instructors, experienced practitioners, and other students.

IND8000 Independent Study Scalable credits

During this independent study, students will work closely with a faculty mentor to design and execute a comprehensive research project or literature review in a specialized area of interest. The primary objective of this course is to foster intellectual independence and cultivate a deeper understanding of complex scientific concepts and methodologies. The student shall contact the faculty mentor and program associate dean directly to obtain permission to register for the course and determine the appropriate number of credit hours. The student should contact the faculty mentor directly regarding course arrangements. If permission from both the faculty mentor and program associate dean to add this course is not obtained and granted, the enrollment may be administratively dropped.



262 Danny Thomas Place, MS 1500
Memphis, TN 38105-3678
Phone (901) 595-1502
sjgradschool@stjude.org

www.stjude.org/graduate-school

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