DOCTORAL (PhD, ScD, DrPH) DEGREE REQUIREMENTS
Pursuit of a doctoral level degree is a major scholarly and professional achievement. Our program is designed to prepare students to become independent researchers / academicians in Epidemiology or public health professionals. The information provided below is meant to augment the School-wide requirements and specify requirements of the Department of Epidemiology for doctoral students.

**DEGREE PROGRAMS**

Doctoral students in the Department of Epidemiology pursue the Doctor of Philosophy, Doctor of Science, or the Doctor of Public Health. Dr. William Moss directs the PhD/ScD programs. Dr. Carlos Castillo-Salgado directs the DrPH program and represents the department on the School-wide DrPH executive board.

The focus of the PhD and ScD is on using the scholarship of discovery to contribute to the general body of knowledge in an area of interest. A newly graduated PhD or ScD student would be likely to undertake a postdoctoral fellowship or accept a junior faculty appointment.

The focus of the DrPH is on the application, translation and practice of epidemiology. Individuals pursuing a DrPH in epidemiology will receive training in the application of epidemiology to public health practice and policy. Graduates of this program pursue careers in public health practice settings and private health institutions.

It should also be pointed out that holding a PhD does not preclude the graduate from working in a practice setting and likewise holding a DrPH does not preclude the graduate from working in an academic setting.

**POLICIES AND PROCEDURES MANUALS**

Official policies guiding the doctoral degree programs are part of the School’s Policy and Procedures manual:

**PhD/ScD/DrPH**

PhD guidelines are available at: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree.pdf

ScD guidelines are available at: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_05_Doctor_of_Science_Degree.pdf

DrPH guidelines are available at: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_04_Doctor_of_Public_Health_Degree.pdf

**DURATION OF PROGRAM**

Doctoral students are expected to satisfy their degree requirements in an expeditious manner; this typically takes 4-5 years. During the first 2 years, students are involved primarily in coursework and identifying a suitable research topic. Afterwards, students are involved primarily in dissertation research.

**ADVISERS**

Upon admission to the program, students are assigned an academic adviser based on students’ interests and faculty availability. This academic adviser is a full-time faculty member with a primary appointment in Epidemiology. The adviser helps the student navigate their new academic surroundings and works with the student in choosing appropriate coursework during the first two years of the program. The academic adviser is the Registrar’s ‘adviser of record’ and certifies that each step of the degree program is met.

An important part of the doctoral program is establishing academic mentorship. As you develop more specific research interests and begin to formulate ideas for a dissertation, it is important to identify a faculty member who will serve as a thesis adviser. This faculty member may or may not be the academic adviser and may hold a
primary appointment outside of the Department. Students may elect to switch academic advisers during the course of their program. Alternatively, the student may elect to keep their assigned academic adviser as 'adviser of record' and have their thesis adviser and/or other faculty members officially acknowledged as 'co-advisers.'

Requests for changing advisers should be directed to the Academic Coordinator and require the approval of the Admissions and Credentials Committee.

SEMINARS AND JOURNAL CLUBS

The Department organizes several seminar and journal club series. Students are expected to attend and participate in seminars and Journal Clubs. Doctoral students take a leadership role in coordinating the journal clubs. Students are granted 1 academic credit per term for attending seminars through enrollment in 340.860.01 Current Topics in Epidemiologic Research. Doctoral students are required to complete 8 credits.

The course series 340.863 Doctoral Seminars in Epidemiology is designed for second-year doctoral students and is a critical component of the second year curriculum. The Doctoral Seminar Series provides students with a forum for in-depth readings and discussions designed to provide thoughtful, engaging interaction leading to strong research in the field. PhD and ScD students are required to participate. DrPH students are strongly encouraged to participate and are also required to take the DrPH School-wide Leadership Seminars during their first year for four consecutive terms.

OUTSIDE COURSES

At least 18 credit hours must be taken for letter grade and earned in other departments. ScD and DrPH candidates must successfully complete at least three courses in two or more departments of the School of Public Health. PhD candidates must successfully complete at least three courses in one or more departments of the School of Public Health. The remaining outside credits may be earned in any department or division of the University.

ACADEMIC ETHICS

All students must complete a course in Academic and Research Ethics (550.860.82) during their first term of enrollment in the program. Students will automatically be enrolled in this zero credit module. Continuation in the program requires successful completion of all parts of this module.

RESEARCH ETHICS AND PERSPECTIVES

All research students are required to take a course on responsible conduct in research. For PhD or ScD students, this requirement can be satisfied by taking either course 306.665, “Research Ethics and Integrity”, which is offered in the third term or 550.600 “Responsible Conduct of Research” during first term. The DrPH students must take 3 credits of ethics. This requirement is most easily satisfied by 306.665 “Research Ethics and Integrity”. Approval of alternative courses must be obtained in writing from the Senior Associate Dean for Academic Affairs.

In addition, all students are required to take course 550.865 “Public Health Perspectives on Research.” This course is designed to introduce the breadth and methodological bases of public health research. This course is automatically waived for students holding an MPH from a CEPH accredited program earned within 5 years of enrollment at the School.

All students are subject to policies described by “PPM-Students-01: Academic Ethics.” and “PPM-Students-06: Student Conduct Code.” Students should review these policies. In addition, the School maintains a guidance document on plagiarism that constitutes the majority of academic ethics violations at the School.
The Comprehensive Examination is typically taken at the end of the first academic year. The content of the examination is directly related to the Department’s listing of competencies (https://my.jhsphs.edu/sites/EPI/Departmental%20Competencies/Forms/AllItems.aspx); students should use these competencies in developing a study plan for the examination. Part A covers general knowledge of epidemiology and may include material not specifically covered in coursework. Part B is specific to each area of concentration. Doctoral degree candidates must perform satisfactorily on both Part A and Part B. Students failing either portion of the examination should consult with their advisor. Each student should review their exam on their own and then with their advisor.

Doctoral students who fail one or both sections of the exam may be dismissed from the doctoral program or from the Department altogether depending on the outcome of the exam, a review of the student’s academic record by the Admissions and Credentials Committee, and upon the recommendation of the advisor. DrPH students failing the exam are also reviewed by the DrPH Executive Board.

**TEACHING REQUIREMENT**

Experience in teaching is a vital part of the doctoral training in the Department of Epidemiology. Obtaining a solid foundation in the fundamentals of epidemiologic methods and practice is central to doctoral student training in the Department, and is reinforced by instructing others in these principles. Moreover, because epidemiologic research interfaces directly with public policy, most graduates will be faced with the need to communicate to larger groups.

For these reasons, PhD and ScD students are expected to serve as a teaching assistant (TA) in a course for which the primary focus is epidemiologic methods. DrPH candidates are permitted to fulfill the TA requirement through several courses and are not limited to the on-campus methods-sequence courses.

Students should register for one unit of special studies (340.840) credit with the course instructor for completing the student teaching assistant requirement. Students serving as TAs during the Summer Institute or Summer Term should register for the one credit in the following first term.

A student is expected to invest a minimum of 12 hours per week in preparing for and offering instructions, attending lectures, directing readings and, as time allows, gaining experience in other aspects of the course. The TA is expected to attend lectures, gain knowledge of how the lecture was organized, and offer critiques of selected lectures. In addition, the student’s time is not to be spent on assisting with administrative aspects of the course (e.g., photocopying handouts, class exercises, etc.).

Students serving as TAs are strongly encouraged to complete the School-wide training course for teaching assistants. Furthermore, a teaching assistant training session within Epidemiology organized by Departmental students began in 2011. This session is coordinated by a ESO Teaching Assistant Training Chair and is offered at the beginning of 1st term.

**INSTITUTIONAL REVIEW BOARD (IRB)**

All JHSPH investigators, including students, must complete an online training program called the Collaborative Institutional Training Initiative (CITI) Program. The CITI program must be completed prior to submitting to the IRB for initial review of a protocol, or for continuing review or amendment of a previously approved protocol. The CITI training certificate expires after three years.

All JHSPH students who plan to do human subjects research must have IRB approval before working with human data or samples,
or contact with human subjects commences. The School maintains a website to help students navigate requirements for review of student research: http://www.jhsph.edu/irb/Student_Projects.html

If the student will be conducting research within a parent study that has already been approved by an IRB, the Principal Investigator may request that the student be added as a named student investigator. The investigator should submit an amendment to the IRB application.

Otherwise, a JHSPH faculty member must submit a new application for review and approval, naming him or herself as Principal Investigator and listing the student as a student investigator. Only JHSPH faculty members can serve as Principal Investigator projects submitted for IRB review. The final determination as to whether an activity is human subjects research lies with the IRB and is made on a case-by-case basis. All research must be approved by an IRB before it is initiated. Human subjects research that is begun without prior approval by the IRB cannot be approved retroactively.

TIME LIMITS FOR COMPLETION OF MILESTONES AND DEGREE REQUIREMENTS

The School allows PhD/ScD and full-time DrPH students seven years (28 terms) from the day of enrollment until the completion of degree requirements. [Part-time DrPH students are permitted up to 10 years (40) terms.] Additionally, each doctoral candidate must sit for the school-wide preliminary oral exam within three years (12 terms) of enrollment in the doctoral program. [Again, part-time DrPH students are granted extended time.] The matriculation date is the first day of the term in which the accepted doctoral degree student begins his / her course work. The matriculation date is not changed when a student transfers within a degree from another department, but does restart with each new degree program.

During this 7-year period of time, the student must remain continuously registered in an active registration status. Active registration status requires a minimum registration of three credits per term (part-time) or 16 credits per term (full-time); Registration is not mandatory for the summer and intersession terms; however, students must register for the term in which they complete their degree requirements. Requests for non-residence and part-time status must be reviewed and approved by the Committee on Academic Standards and only after approval and endorsement from the Departmental Admissions and Credentials Committee. Only students who have been approved for formal leaves of absence may extend beyond the 7 year time limit.

DrPH Part-time students only: Students formally admitted to the DrPH Part-time program are permitted up to nine years or 36 academic terms to complete their degree requirements and four years to hold the preliminary oral exam.

GRADUATION

The Office of Registration and Records is responsible for coordinating the commencement and graduation ceremonies each year. A timetable for graduation is located at the end of this section and online. There are three degree conferral dates throughout the year but only one ceremony.

The following website contains useful administrative materials and guidelines: https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

As students begin planning for the completion of their degree requirements, they should complete the Graduation Application Form three terms prior to their expected defense date. It is very easy to cancel this application but very difficult to submit it after the deadline.

Additionally, students who have completed and defended their research should know
that they are not quite finished. The "After the Defense checklist" is helpful in identifying and completing all of the administrative steps involved in finally receiving your diploma.

AUTHORSHIP & PUBLICATION
Doctoral students are expected to serve as the first author of publications from their thesis research and should work with their thesis advisor to evaluate the contribution of others for possible co-authorship. The Department recommends students adhere to the ICMJE Uniform Requirements for Manuscripts Submitted to Biomedical Journals:
Ethical Considerations in the Conduct and Reporting of Research: Authorship and Contributorship
(http://www.icmje.org/ethical_1author.html)

Consistent with these policies, authorship credit should be given to those who 1) substantial contributed to conception and design, acquisition of data, or analysis and interpretation of data; 2) drafted the article or revised it critically for important intellectual content; and 3) provided final approval of the version to be published. In most cases this will include the student's thesis advisor. acquisition of funding, collection of data, or general supervision of the research group alone does not constitute authorship.

All persons designated as authors should qualify for authorship, and all those who qualify should be listed; the student is encouraged to discuss this with their advisor. Students conducting research as part of multi-center studies may be subject to other publication policies.
DEGREE REQUIREMENTS

REQUIREMENTS FOR DOCTOR OF PHILOSOPHY AND DOCTOR OF SCIENCE DEGREE PROGRAMS

PhD and ScD students have the following requirements:

• Fulfill University residency & time limit requirements
• Complete required coursework with a minimum 3.0 GPA
• Pass Comprehensive Exams at the Doctoral Level
• Present a Doctoral Proposal Seminar
• Serve as a teaching assistant for one methods-series course
• Pass Department Oral Examination
• Pass School-wide Preliminary Oral Examination
• Have experience with primary data collection
• Develop and conduct independent research culminating in a doctoral dissertation in an approved format
• Present research to the public in a Final Defense Seminar
• Defend dissertation successfully at the Final Oral Examination

RESIDENCY REQUIREMENT FOR PHD AND SCD DEGREE STUDENTS

Two consecutive full-time years of registration on campus are required at the time of matriculation. Since most epidemiologic competencies require extracurricular activities (e.g., journal clubs, seminars) to be met, the two-year residency requirement serves to fully prepare students for their oral examinations through full-time involvement in the department.

‘Full-time’ means attending departmental and research-in-progress seminars and journal clubs, working on a departmentally-sponsored research project, and/or taking classes on campus. Exemptions may be made on a case-by-case basis upon petition to the Admissions and Credentials Committee and approval by the Committee on Academic Standards.

Students may register for part-time status only once they have completed the residency requirement, when they have satisfied all other degree requirements and are in the writing stage of the dissertation, and only if they have a full time commitment elsewhere or are located off-site. Students are still expected to remain in contact with their advisors and thesis advisory committee members and plan to visit the campus on a regular basis.

POLICY ON PRIMARY DATA COLLECTION (PDC)

All PhD and ScD graduates of the Department of Epidemiology should have primary experience with all of the steps in the design and analysis of an observational or experimental study during their graduate training including:

1. Protocol / proposal development
2. Instrument design
3. Data collection
4. Data management, quality assurance, and quality control
5. Data analysis and interpretation
6. Report writing

The Curriculum Committee has determined that steps 2 through 4 describe “primary data collection” (PDC) experience. Primary data collection is vital to understanding the realities of the data collection process, from the initiation of a hypothesis, the implementation of a plan to collect data addressing that hypothesis, the entry and organization of such data for ultimate interpretation, and the pitfalls and compromises necessary at each step of this process. Appreciating the complexities of primary data collection is of fundamental importance to graduates of this department.

Primary data collection has traditionally been a requirement of the dissertation work towards a doctoral degree. However, the field of epidemiology has expanded in many ways, including moving toward large, collaborative efforts. In these cases, data collection for important questions may be centralized and systematic, limiting the
involvement of a particular graduate student in a study’s data collection process.

Thus, the department only requires that students demonstrate some experience of PDC, not that it is part of the dissertation research. At the time of proposal submission to their thesis committee, students must document their plan for obtaining primary data collection experience(s). This PDC plan must be approved by the thesis committee along with the thesis proposal. The PDC experience may be gained through a role that encompasses the requirement in a single study, or may be a compilation of several experiences that together meet the spirit of this requirement. They can be obtained in the course of paid work; however, the PDC experience should not be too fragmentary; e.g., conducting a participant interview as part of one study and designing a database for another study may not adequately expose a student to issues that arise as part of the integrated process of instrument design, data collection, management and interpretation. Reviewers of PDC plans should be alert to this issue.

At each thesis committee meetings, progress in the PDC experience(s) must be documented and approved by the committee. Approval for PDC experiences that occurred prior to matriculation to the doctoral program will be decided by the thesis committee. Any questions regarding PDC experience approvals or disputes should be directed from the thesis committee to the doctoral degree program director.

Regardless of how the PDC experience is obtained, students must demonstrate that they understand the data collection processes of the study upon which their dissertation analysis is based. This includes understanding the primary data forms, instruments and/or other measurement processes relevant to the question they are exploring, the quality control/assurance procedures, and the potential threats to validity in the processes extending from primary measurement to the analytic dataset.

All approved PDC plans will be collected in a centralized and searchable Epi Department database comprising the types of primary data collection experiences among our students, to serve as models for both students and faculty.

FORMING THE THESIS ADVISORY COMMITTEE

The School and University are committed to supporting the academic and research programs. To this end, each student should identify mentors to assist in developing a research topic and who will serve as resources for the student throughout the duration of the research project. While different faculty and offices use the terms interchangeably, the thesis committee or dissertation committee are known formally as the Thesis Advisory Committee. The student, together with the academic advisor, identifies at least two additional Epidemiology faculty members who hold either primary or joint appointments in the Department of Epidemiology. Additional faculty within and outside of the School may be recruited to serve as well. Please keep in mind that each member must attend each thesis committee meeting. In recognition of the dynamic nature of research and of logistics, substitutions may be made as necessary throughout the program.

It is up to the full Thesis Advisory Committee membership to decide when the student is ready to proceed through each of the milestones needed to complete the degree requirements including seminar proposal, departmental and school-wide orals, commencement and final defense.

The Committee also decides how often and in what format meetings should be held. Prior to each meeting, the student should draw up an agenda for discussion and distribute a one-page progress report. After each meeting, the student should send a written report of the items discussed and
decisions reached to the members for approval. The student and the advisor should maintain a log of the meetings to aid in writing the annual progress report and financial support documentation.

A step-by-step outline of the tasks necessary to move from hypothesis to commencement of research follows at the end of the doctoral section and is described in detail below and online under each PPM.

The student should submit a proposal to each member of this committee. In addition to describing the study design, the protocol should include a brief review of pertinent literature, as well as a discussion of the major methodological problems or limitations. The dissertation protocol must also include a separate section on protecting the rights of human subjects, the use of informed consent where appropriate, and a description of how confidentiality of the data will be maintained. Students are encouraged to develop this proposal during their second year when they are enrolled in the Doctoral Seminar course, culminating in the Grant Writing class during 4th term which requires developing a 12-page proposal.

The Thesis Advisory Committee decides whether the proposed work is of the scope and depth appropriate for a doctoral dissertation in the Department of Epidemiology. In addition to deciding whether it is both conceptually valid and feasible, the committee determines if the student is ready to commence next steps in the process to begin research including:

- Research In Progress Proposal Seminars
- Departmental Oral Examination
- School-wide Oral Examination

RESEARCH-IN-PROGRESS PROPOSAL SEMINARS

The Doctoral Proposal Seminar is a presentation by the student to the Department during which the student describes the intended research project and conducts a discussion session on the proposed topic. The Advisor must attend the seminar. Thesis Advisory Committee members are strongly encouraged to attend as well.

The student must make a presentation of their research proposal in a ‘research-in-progress’ venue. This venue should consist of faculty who have subject-specific knowledge and are able to provide specific technical feedback to the student. This might be in a journal club, one of the Area of Concentration seminars, or another technical conference.

*Keep in mind that the discussion portion is a necessary and valuable part of the learning experience.* While faculty attendance at doctoral research proposal seminars is strongly encouraged, many faculty members do have multiple commitments. You are encouraged to personally invite faculty and colleagues you wish to attend and participate in your seminar.

While the proposal seminar will now occur during a research-in-progress meeting, the department at large will need to be notified and invited. Therefore, students must inform the Academic Support Core in writing once the seminar is scheduled so that the seminar can be properly advertised. All Departmental Forms are located [here](https://my.jhsph.edu/sites/EPI/Departmental%20Forms/Forms/Public%20listing.aspx).

DEPARTMENTAL ORAL EXAMINATION

The primary purpose of the departmental oral examination is to prepare the student for the preliminary graduate board oral (“school-wide”) examination. As such, the departmental examination shares the purpose of the preliminary examination to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student's: (1) capacity for logical thinking; (2) breadth of knowledge in relevant areas; and (3) ability to develop and conduct research leading to a completed thesis.
As with the preliminary examination, the student's research proposal "may serve as a vehicle for determining the student's general knowledge and research capacity". However, this examination is NOT intended to be a defense of a specific research proposal.

In 2012, the Department adopted a new policy for Departmental oral examinations to require students to submit only a SINGLE PAGE summarizing the specific aims, hypotheses, and methods of your thesis proposal. However, committee members may request the longer 12-page proposal that is developed in conjunction with the Thesis Advisory Committee described above.

**Students are not required to meet with members of the examination committee prior to the exam and should not expect that committee members will discuss what questions will be asked.**

Students should prepare a brief presentation of no more than 10 minutes in duration that concisely summarizes the aims, hypothesis, methods, limitations and significance of their proposed research. Students should NOT expect to present material to the same depth as in their Departmental Seminar.

The Departmental Oral Examination is scheduled by the student and the advisor and filed with the Academic Coordinator’s Office. Students must submit the Departmental Oral Request Form providing the list of thesis committee members and the list of examiners along with the exam date, time, and title at least 21 days prior to the date of the exam.

The Academic Coordinator’s Office (Ebony Moore) will schedule the room and send a memo announcing the exam to the examiners in addition to Guidelines that have been developed by the Department. It is the student’s responsibility to distribute the 1-page summary to the examiners.

Should the student be unsuccessful in this oral examination, only one additional examination will be permitted and must be taken within the following six months. Two failures of the Departmental Oral Exam will result in dismissal from the program. Students must pass the Departmental Oral before scheduling the Preliminary Oral Exam.

With the exception of the student’s advisor, Thesis Advisory Committee members may **not** serve on the student’s Departmental Oral Committee.

**PRELIMINARY ORAL EXAMINATION**

The Preliminary Oral Examination (better known as the School-wide Oral Exam) determines whether the student has both the ability and the knowledge to undertake significant research in his/her general area of interest. Examiners will be concerned with the student's capacity for logical thinking, the breadth of knowledge in relevant areas, and the ability to develop and conduct research leading to a completed dissertation.

Discussion of a specific research proposal may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is not intended as a defense of a specific research proposal.

Students who are missing grades or who have grades of Incomplete will not be allowed to take the oral examination until all grades are filed with the Registrar’s Office. The student and his/her advisor are responsible for selecting Preliminary Oral Examination Committee members, for obtaining the signatures of the academic for scheduling the examination and the room; for obtaining the signatures of the academic coordinator, the advisor, the chair (in that order), and for timely filing of the exam request form. The Exam Committee membership is proscribed by the University Graduate Board and consists of 5 members and two alternates from at least three departments of the University.
Because the Office of Registration and Records holds departments responsible for verifying the committee make-up, students should schedule 20-30 minutes to review the selected faculty with the Academic Coordinator. Please make sure you meet with the Academic Coordinator 3-4 days prior to the due date for the form. Formal faculty appointments of the members and scheduling of the examination are confirmed by the Academic Coordinator and approved by the Department Chair. The Registrar’s Office requires that the Request for Preliminary Oral Examination Form be completed and submitted in typed form to Room E1002 a minimum of 30 days in advance of the proposed examination date.

The outcome of the exam is either Pass, Pass with Conditions, or Failure. Should the student receive a conditional pass, the Committee remains standing until the conditions have been met, at which point, the Committee Chair notifies the Registrar’s Office in writing and the conditions are removed.

COMMENCING THESIS RESEARCH

Students should recognize that the research process is fluid and dependent on factors that may change over time: students' interests may evolve, the field might advance, or logistics for completing a project may change to impede completion. These changes can occur at any time during a student's progress through the program and often a source of stress to students. However, faculty recognize that changes are more likely than not and it is important for students to know that there is no School or Departmental policy that requires students’ dissertation research to match their initial proposal, seminar topic, or proposal used as part of any oral examination. Further, once they have successfully completed Seminar and Oral exam requirements, they are not required to repeat these if research topics change.

The student’s advisor and Thesis Advisory Committee are ultimately responsible for deciding whether a research proposal is acceptable and that the student can commence research. If the proposal scope changes, additional IRB review of a new proposal might be required. The proposed research is considered approved after successful completion of the School Preliminary Oral Examinations, approval by the Thesis Advisory Committee, and approval by the Committee on Human Research. At that time, the student and the advisor should complete the Research Commencement Form, which authorizes the student to proceed with dissertation development. This form is then filed with the Director of Graduate Education in the Dean's Office.

The Thesis Advisory Committee will continue to meet periodically with the student, at least once per year. It is the student’s responsibility to schedule these meetings. The Committee may require more frequent meetings with the student depending on the student's rate of progress with the research work.

FORMAT OF DOCTORAL DISSERTATIONS

PhD and ScD students must complete an original investigation presented in the form of a dissertation. The dissertation should be based on original research involving data generation by the student, worthy of publication, and acceptable to the Department of Epidemiology and to a committee of dissertation readers. During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be reviewed and found acceptable to the Department of Epidemiology while the candidate is enrolled as a doctoral student in the Department.

Doctoral students have two options for the format of their dissertation:
TRADITIONAL FORMAT:
The first is a 'traditional' format whose core typically includes (1) An introductory chapter, outlining the theme, hypotheses and/or goals of the dissertation coupled with a review of the literature; (2) Research chapters that are coherently structured for the research aims, each providing a reader enough detail to apply similar methods in another study; and (3) A concluding chapter with overall analysis and integration of the research and conclusions of the dissertation in light of current research in the field.

MANUSCRIPT FORMAT:
The advantage of a manuscript format is to more clearly prepare the student for submission of their research as publication-ready manuscripts. A manuscript oriented dissertation must meet the following criteria:
(1) The thesis includes at least two manuscripts, linked by a common theme;
(2) The doctoral student must be the first author on each of the manuscripts;
(3) A manuscript will not be accepted as part of the dissertation if it was submitted before the student's dissertation topic was approved by the Thesis Advisory Committee;
(4) The manuscripts must be found acceptable for publication according to the internal peer review process described below; and
(5) The dissertation should be organized as follows:
  - The body of the dissertation should include a series of papers that are linked by a common theme (i.e., the student's dissertation topic).
  - The first chapter should be a comprehensive critical literature review suitable for publication. It should introduce the scientific hypothesis for the dissertation.
  - Chapters two and three (or more) would be the papers, possibly with a transitional short chapter between each relating one to the other.
  - A final chapter should integrate and discuss the findings reported in the papers. It should include a discussion of the conclusions drawn from research, and should make recommendations for further studies.
  - The dissertation should include an appendix outlining in detail the study methods and any accompanying data tables deemed necessary to fully understand the data.

The advisor serves as a "journal editor", and will follow the guidelines for manuscript review of the American Journal of Epidemiology and Epidemiologic Reviews. Dissertation readers will have specific guidelines from the Department upon which to base their comments. The manuscript will be judged to be either: Acceptable, Acceptable with revisions, or Unacceptable. Students will work with their Advisor and Thesis Advisory Committee until manuscripts are judged acceptable.

Regardless of the format, it is expected that the student will work with their advisor (& any co-advisors) to develop drafts of their dissertation chapters and receive constructive substantive and editorial feedback. Together, they will decide when drafts are ready for wider distribution to other members of the Thesis Advisory Committee and, if necessary, to other project collaborators.

The dissertation must meet all criteria and guidelines as stated in the Guidelines for dissertation preparation:

FINAL ORAL EXAMINATION & THESIS READERS
The student and advisor determine when the student has made sufficient progress to complete their degree requirements. This consists of three parts:
  - First, the student must schedule a formal Departmental seminar in which the student presents an overview of their research topic and findings. Announcement of this seminar is published by the School
and it is open to the public. Students are welcomed to invite family members, colleagues, and friends to this presentation.

- Second, the student must schedule a Final Oral Examination to follow the Departmental seminar. The format and requirements of this exam are similar to the School-wide Oral Exam: membership is proscribed by the University Graduate Board and consists of 5 members and two alternates from at least three departments of the University. During this defense the committee shall evaluate: (a) the originality and publication potential of the research; (b) the candidate’s understanding of the details of the methodological and analytic work; and (c) the final quality of the written thesis document. It is the responsibility of the thesis advisor to ascertain that all suggested revisions are incorporated into the final copy of the thesis. It shall be the individual responsibility of the readers to verify that any revisions suggested by them have been appropriately incorporated into the final copy. When the thesis is deemed acceptable, two letters are required from the committee chair and the thesis advisor indicating approval of the dissertation. The student is not considered to have passed the examination until all specific changes have been made and all letters have been received.

- Lastly, the student is required to deposit the requisite number of thesis copies with the Records and Registration Office and the Eisenhower Library. Beginning in 2012, all thesis submissions are made electronically.
DOCTOR OF PUBLIC HEALTH DEGREE

PROGRAM MISSION

The Doctor of Public Health (DrPH) is a school-wide advanced professional degree program designed for the student who holds a Masters of Public Health (MPH) or its equivalent and who intends to pursue a leadership career in the professional practice of public health. The focus of the DrPH program is on integrating and applying a broad range of knowledge and analytical skills in leadership, practice, policy analysis, program and budget management, and communication coupled with preparation in the field of epidemiology. The DrPH program prepares graduates to apply these skills and methods in academic, non-academic, public, or private settings where the emphasis is on improving the health of the public.

The DrPH Program has school-wide and departmental components. The school-wide component emphasizes the advanced, cross-cutting knowledge and skills associated with leadership, integration and application of skills, and the practical context for their application. The departmental component emphasizes the epidemiologic knowledge, methods, and skills. Each component is grounded in specific competencies.

ACADEMIC PREREQUISITES

Applicants for admission to the DrPH are expected to have completed an MPH degree at an accredited public health program. Candidates may apply with an equivalent professional masters degree (MSW, MBA, MHS, other), but may be required to complete additional course work in conformity with the core curriculum of the MPH Program at the Bloomberg School of Public Health. Students admitted to the DrPH program with an MPH degree from another accredited school may be asked to complete additional requirements to fulfill specific competencies of the Johns Hopkins MPH program. Such decisions are made on an individual basis by the department of epidemiology in consultation with the DrPH Program.

CORE CURRICULUM

The DrPH Executive Committee is responsible for establishing the school-wide core competencies to be mastered by DrPH graduates. They include the core knowledge and skills of the MPH Program and advanced expertise in health and disease in human populations, public health leadership and methodologies essential to the solution of public health problems, as well as the administration and evaluation of public health programs. The core curriculum shall include formal coursework plus a DrPH School seminar, where informal interactions among students and faculty enhance student professional development. Thus DrPH students complete 3 sets of requirements:

- Epidemiology Departmental Core
- MPH Core (assumed complete with MPH or upon approval of DrPH Executive Board as above) and described online: http://www.jhsph.edu/academics/degreeprograms/mph/current_students/student_manuals.html
- DrPH Core (check the website for updated information: http://www.jhsph.edu/academics/degreeprograms/drph/)

1. Ethics (3) credits
2. Quantitative Sciences (Epidemiology) 340.751 - 340.753 Epidemiology Methods
3. Biostatistics (4 courses) 140.621-624 or 140.651 – 654
4. Leadership
5. Health Policy (1 course)
6. Management Sciences (3 credits)
7. School-wide DrPH Seminar (8 sessions)
8. Health & Human Rights (recommended)
9. Community & Cultural Orientation (recommended)
10. Communication (recommended)

RESIDENCY
FULL TIME:

A minimum of four consecutive terms of registration as a full time student is required for the DrPH degree. If the student completes a master's program full-time at the School and continues into a doctoral program within three years, then the subsequent four-term full-time residency requirement may be waived by the department of epidemiology. In addition, required course work and departmental comprehensive exams may be waived if completed at JHSPH within three years of matriculation.

Because of the professional focus of the DrPH, the School recognizes that students can be fully engaged in their academic and professional development while working in certain health and health-related professions. In these cases, the DrPH Executive Committee may, upon request from the student, with support from the department of epidemiology, waive the full-time residency requirement and/or approve registration for part-time study. To do so, the Committee must find acceptable a written academic plan of study submitted by the student after approval by his/her advisor, department of epidemiology and the DrPH Executive Committee.

The time necessary to complete the doctoral degree depends on the student’s background, previous coursework, program area, and doctoral dissertation. During the first year, students are expected to complete required coursework and the department's comprehensive examination and to consider dissertation topics. The remaining time is devoted to taking electives and completing the dissertation research. A typical full-time DrPH student in epidemiology generally takes 3 - 4 years to complete the degree.

PART TIME:

The focus of the DrPH program is on the preparation of graduates for leadership careers in the practice of public health. Therefore, the program encourages both the recruitment of practicing professionals to the degree program and the ongoing involvement of DrPH candidates with health agencies and organizations. To facilitate these connections with the practice community, the DrPH program may be designed as part-time, and will therefore be earned on a part-time basis. Part-time DrPH students must develop a sound academic plan for completion of the degree and maintain the same high standard of academic performance as any full-time doctoral candidate.

The time-limits to completion will be extended for part-time DrPH students: The preliminary oral examination must be completed within 4 years, and the final defense of the dissertation within 9 years of matriculation.

An individual plan for course and dissertation completion should be submitted to the Academic Support Core and the DrPH Program by the end of the second term of the first year and reassessed each year with the advisor.

The candidate must discuss this plan with the employer and obtain a letter of acknowledgement and consent. The candidate must work with the advisor and the employer to plan work schedules and academic schedules to avoid unnecessary delays in completion of the degree program.

All part-time DrPH students must enter the program in September and take first term courses with other incoming DrPH and doctoral students. Part-time DrPH students must remain continuously registered during their program of study. Active registration status requires a minimum registration of three credits per term; other acceptable status include non-residency (as approved by the Committee on Academic Standards,) and approved leaves of absence. Registration is not mandatory for the summer and intersession terms. Enrollment in either winter or summer institutes can fulfill enrollment requirements for either the term preceding or following the institute.
The Required Epidemiology Departmental Core Courses for the DrPH Program are

Four-Course Sequence in Epidemiologic Methods

Epidemiology Methods Track:
- 340.751 Epidemiologic Methods 1 (5)
- 340.752 Epidemiologic Methods 2 (5)
- 340.753 Epidemiologic Methods 3 (5)
- 340.754 Methodologic Challenges in Epidemiologic Research (5)*

*DrPH – E754 is recommended

One of the Four-Course Sequences in Biostatistics

- 140.621 Statistical Methods in Public Health I (4) Lecture and Lab Sections
- 140.622 Statistical Methods in Public Health II (4) Lecture and Lab Sections
- 140.623 Statistical Methods in Public Health III (4) Lecture and Lab Sections
- 140.624 Statistical Methods in Public Health IV (4) Lecture and Lab Sections

OR
- 140.651 Methods in Biostatistics I (4) Lecture and Lab Sections
- 140.652 Methods in Biostatistics II (4) Lecture and Lab Sections
- 140.653 Methods in Biostatistics III (4) Lecture and Lab Sections
- 140.654 Methods in Biostatistics IV (4) Lecture and Lab Sections

One Introductory Survey Course:

All students must complete one overview / survey courses (for a total of 3 credits minimum) from outside their selected area of concentration from the list of approved courses below:

- 340.624 Etiology, Prev. & Control of Cancer (4 cr., 2nd term)
- 340.664 Introduction to Genetic Epidemiology (4 cr., 1st term; Internet)
- 340.627 Epidemiology of Infectious Diseases (4 cr., 2nd term, Summer Inst., Internet)
- 340.607 Intro. Cardiovascular Disease Epid. (4 cr., 3rd term)
- 340.616 Epidemiology of Aging (3 cr., 2nd term)
- 340.618 Occupational Epidemiology (4 cr., 4th term alternate year)
- 340.637 Environmental Epidemiology (2 cr., 3rd term)
- 340.623 Epidemiologic and Policy Aspects of Selected Childhood Diseases (2 cr., 4th term – alternate year)

Friday Seminars

All full-time students in the Department of Epidemiology must attend the Friday seminars. Masters students (MHS and ScM) must take 4 terms and doctoral students (PhD, ScD, DrPH) must take 8 terms during their enrollment. Special students, post-doctoral fellows, and MPH students are encouraged to take 4 terms as well:

- 340.860 Current Topics in Epidemiologic Research (1)

School-wide requirements:

Students must take one course in ethics and the Public Health Perspectives in Research course:

- 550.860 Responsible Conduct of Research (1)
- 306.665 Research Ethics and Integrity (3)
- 550.865 Public Health Perspectives in Res. (2)

Recommended Courses:

- 340.863 Doctoral Seminar in Epidemiology (1st – 3rd terms) (3 credits each)
- 340.715 Problems in the Design of Epidemiologic Studies 4th term (6 cr)
- 340.769 Professional Epidemiology Methods
- 340.770 Public Health Surveillance
The following sections describe the school-wide course requirements. For specific department requirements please contact your departmental academic coordinator. DrPH students are also responsible for meeting the MPH core requirements in environmental health, public health biology, management sciences, and the social and behavioral sciences.

Other courses may be substituted to meet the requirements below with approval from the DrPH Executive Committee. Students are highly encouraged to identify existing courses or design doctoral-level special studies courses that provide them with the opportunity to develop DrPH competencies. These courses may involve experiential learning and can be designed independently or in conjunction with other students.

I A. Ethics—All new students must take the online course “Academic and research ethics at JHSPH” (550.860.82). In addition, DrPH students must take at least 1 credit of research ethics and at least 2 credits of practice/management/policy ethics from the following courses. Please note: DrPH students who receive NIH funding are required to take either 550.600 or 306.665 as part of their ethics requirement.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>550.600</td>
<td>1</td>
<td>Responsible Conduct of Research</td>
<td>(need 3 total credits of ethics)</td>
</tr>
<tr>
<td>306.665</td>
<td>3</td>
<td>Research Ethics and Integrity: US and International Issues</td>
<td>Recommended</td>
</tr>
<tr>
<td>221.616</td>
<td>2</td>
<td>Ethics of Public Health Practice in Developing Countries</td>
<td>Optional</td>
</tr>
<tr>
<td>306.655</td>
<td>3</td>
<td>Ethical Issues in Public Health</td>
<td>Optional</td>
</tr>
<tr>
<td>306.663</td>
<td>3</td>
<td>Legal and Ethical Issues in Health Services Management</td>
<td>Optional</td>
</tr>
<tr>
<td>306.625</td>
<td>3</td>
<td>Ethical Issues in Health Policy: Public Health and Health Care</td>
<td>Optional</td>
</tr>
</tbody>
</table>

II Epidemiology -- DrPH students in Epidemiology take either Option II B or II C.

II A. Epidemiology (option not recommended for Department of Epidemiology students)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.601</td>
<td>5</td>
<td>Principles of Epidemiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>both of the following courses:</td>
<td></td>
</tr>
<tr>
<td>550.694.81</td>
<td>3</td>
<td>Fundamentals of Epidemiology I (on-line only)</td>
<td></td>
</tr>
<tr>
<td>550.695.81</td>
<td>3</td>
<td>Fundamentals of Epidemiology II (on-line only)</td>
<td></td>
</tr>
</tbody>
</table>

In addition to either 340.601 or 550.694/550.695 students must take at least one additional two-credit course in Epidemiology.
II B. Epidemiology continued- students must take the first three of the following courses, course 4 is optional.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.751</td>
<td>5</td>
<td>Epidemiologic Methods 1</td>
<td></td>
</tr>
<tr>
<td>340.752</td>
<td>5</td>
<td>Epidemiologic Methods 2</td>
<td></td>
</tr>
<tr>
<td>340.753</td>
<td>5</td>
<td>Epidemiologic Methods 3</td>
<td></td>
</tr>
<tr>
<td>340.754</td>
<td>5</td>
<td>Methodologic Challenges in Epidemiologic Research</td>
<td>Optional</td>
</tr>
</tbody>
</table>

II C. Epidemiology continued-students must take all three of the following courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.601.01</td>
<td>5</td>
<td>Principles of Epidemiology</td>
<td></td>
</tr>
<tr>
<td>340.608.01</td>
<td>4</td>
<td>Observational Epidemiology</td>
<td>Usually follows .601 or 550.695</td>
</tr>
<tr>
<td>340.769.01</td>
<td>4</td>
<td>Professional Epidemiology Methods</td>
<td></td>
</tr>
<tr>
<td>340.770.01</td>
<td>4</td>
<td>Public Health Surveillance</td>
<td></td>
</tr>
</tbody>
</table>

DRPH Students in Epidemiology take III A. 140.621 – 624 or 140.651 – 654.

III A. Biostatistics--DrPH students must take all four of the following courses OR all listed in III B.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.621**</td>
<td>4</td>
<td>Statistical Methods in Public Health I</td>
<td></td>
</tr>
<tr>
<td>140.622**</td>
<td>4</td>
<td>Statistical Methods in Public Health II</td>
<td></td>
</tr>
<tr>
<td>140.623**</td>
<td>4</td>
<td>Statistical Methods in Public Health III</td>
<td></td>
</tr>
<tr>
<td>140.624</td>
<td>4</td>
<td>Statistical Methods in Public Health IV</td>
<td></td>
</tr>
</tbody>
</table>

**The Biostatistics series 140.651 – 654 may be used as a substitute.

III B. Biostatistics continued - students must take all six of the following courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.611</td>
<td>3</td>
<td>Statistical Reasoning in Public Health I</td>
<td></td>
</tr>
<tr>
<td>140.612</td>
<td>3</td>
<td>Statistical Reasoning in Public Health II</td>
<td></td>
</tr>
<tr>
<td>140.613</td>
<td>2</td>
<td>Data Analysis Workshops I</td>
<td></td>
</tr>
<tr>
<td>140.614</td>
<td>2</td>
<td>Data Analysis Workshops II</td>
<td></td>
</tr>
<tr>
<td>140.620</td>
<td>2</td>
<td>Advanced Data Analysis Workshop</td>
<td></td>
</tr>
</tbody>
</table>
# DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.624</td>
<td>4</td>
<td>Statistical Methods in Public Health IV</td>
<td></td>
</tr>
</tbody>
</table>

## IV. Leadership: DrPH Students must take one of the following courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>551.610.01</td>
<td>3</td>
<td>Foundations of Leadership – A Leadership Survey Course</td>
<td></td>
</tr>
<tr>
<td>380.681.01</td>
<td>4</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
<td></td>
</tr>
</tbody>
</table>

## V. Health Policy--DrPH students must take at least one policy course from the following:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.628.81</td>
<td>4</td>
<td>Introduction to Environmental and Occupational Health Law</td>
<td></td>
</tr>
<tr>
<td>180.629</td>
<td>4</td>
<td>Environmental and Occupational Health Law and Policy</td>
<td></td>
</tr>
<tr>
<td>221.650</td>
<td>3</td>
<td>Health Policy Analysis in Low and Middle Income Countries</td>
<td></td>
</tr>
<tr>
<td>300.600.81</td>
<td>4</td>
<td>Introduction to Health Policy (internet)</td>
<td></td>
</tr>
<tr>
<td>300.652</td>
<td>4</td>
<td>Politics of Health Policy</td>
<td></td>
</tr>
<tr>
<td>300.712</td>
<td>3</td>
<td>Health Policy II: Public Health Policy Formulation</td>
<td></td>
</tr>
<tr>
<td>306.650</td>
<td>3</td>
<td>Public Health and the Law</td>
<td></td>
</tr>
<tr>
<td>308.602</td>
<td>3</td>
<td>Role of Government in Health Policy</td>
<td></td>
</tr>
<tr>
<td>380.624</td>
<td>4</td>
<td>Maternal and Child Health Legislation and Programs</td>
<td></td>
</tr>
<tr>
<td>380.665</td>
<td>4</td>
<td>Family Planning Policies and Programs</td>
<td></td>
</tr>
</tbody>
</table>

## VI. Management Sciences; DrPH students must take three credits from the following courses in addition to the MPH Management requirement:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.602</td>
<td>3</td>
<td>Applications in Managing Health Organizations in Low and Middle income countries</td>
<td></td>
</tr>
<tr>
<td>221.722</td>
<td>4</td>
<td>Quality Assurance Management Methods for Developing Countries</td>
<td></td>
</tr>
<tr>
<td>OR 221.722.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>551.601</td>
<td>4</td>
<td>Managing Health Services Organizations</td>
<td></td>
</tr>
<tr>
<td>551.603</td>
<td>3</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td></td>
</tr>
<tr>
<td>551.605</td>
<td>3</td>
<td>Case Studies in Management Decision Making</td>
<td></td>
</tr>
<tr>
<td>551.608</td>
<td>3</td>
<td>Managing Non-Governmental Organizations in the Health Sector</td>
<td></td>
</tr>
</tbody>
</table>

## VII. School-Wide DrPH Seminar: DrPH Students are required to attend eight sessions of the School-wide DrPH Seminar and are encouraged to attend all sessions. Part-time students may choose to participate in the seminar online. Although the seminar is not taken for credit, attendance is documented at each seminar.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
Additional MPH Core Curriculum Requirements: Students must document that they have fulfilled these requirements either as part of their previous master’s program or by completing one of the course options approved by the JHSPH MPH program. Please see the MPH student handbook at http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current_students/FT%20MPH%20Student%20Manual%202012-13.pdf

I. Environmental Health:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.601</td>
<td>5</td>
<td>Environmental Health</td>
</tr>
</tbody>
</table>

II. Public Health Biology: Please indicate how the requirement was fulfilled.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Units</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

III. Management Sciences: Please indicate how the requirement was fulfilled.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

IV. Social and Behavioral Sciences: Please indicate how the requirement was fulfilled.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Recommended Courses

In addition to the required courses listed above, there are a number of courses that are recommended for DrPH students with interests in these areas.

I. Human Rights – The following human rights course options are suggested (but not required) as a complement to the ethics courses listed in I.A above.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.636</td>
<td>3</td>
<td>Human Rights and Health Seminar</td>
<td></td>
</tr>
<tr>
<td>340.639</td>
<td>2</td>
<td>Assessing Epidemiologic Impact of Human Rights Violations</td>
<td></td>
</tr>
<tr>
<td>301.655</td>
<td>2</td>
<td>Human Rights for Public Health Practitioners</td>
<td></td>
</tr>
<tr>
<td>180.600</td>
<td>2</td>
<td>Special Topics in Health and Human Rights: Public Health Implications of Health as a Human right</td>
<td></td>
</tr>
</tbody>
</table>

II. Community/Cultural Orientation: The ability to communicate and interact with people across diverse communities and cultures for the development of programs, policies and research to
advance population health is an important competency area. The following courses options are suggested but are not required.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>380.611.01</td>
<td>4</td>
<td>Fundamentals of Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>410.610.01</td>
<td>3</td>
<td>Health and Homelessness</td>
<td></td>
</tr>
<tr>
<td>410.618.01</td>
<td>4</td>
<td>Integrating Social and Behavioral Theory into Public Health</td>
<td></td>
</tr>
<tr>
<td>410.620.01</td>
<td>3</td>
<td>Program Planning for Health Behavior Change</td>
<td></td>
</tr>
<tr>
<td>410.630.01</td>
<td>3</td>
<td>Implementation and Sustainability of Community-based Health Programs</td>
<td></td>
</tr>
<tr>
<td>410.631.01</td>
<td>3</td>
<td>Introduction to Community-Based Participatory Research: Principles and Methods</td>
<td></td>
</tr>
<tr>
<td>410.733.01</td>
<td>4</td>
<td>Communication Network Analysis in Public Health Programs</td>
<td></td>
</tr>
<tr>
<td>224.689.01</td>
<td>4</td>
<td>Health Behavior change at the Individual, Household and Community levels</td>
<td></td>
</tr>
<tr>
<td>221.688</td>
<td>4</td>
<td>Social and behavioral foundations of Primary Health Care</td>
<td></td>
</tr>
</tbody>
</table>

III. Communication: The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions in order to promote the health of the public is an important competency area. The following courses options are suggested but are not required.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Units</th>
<th>Course Title (credits)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>410.651.01</td>
<td>3</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td></td>
</tr>
<tr>
<td>410.654.01</td>
<td>4</td>
<td>Health Communication Programs I: Planning and Strategic Design</td>
<td></td>
</tr>
<tr>
<td>410.655.01</td>
<td>4</td>
<td>Health Communication Programs II: Implementation and Evaluation</td>
<td></td>
</tr>
<tr>
<td>410.613.01</td>
<td>3</td>
<td>Psychosocial Factors in Health and Illness</td>
<td></td>
</tr>
<tr>
<td>410.650.01</td>
<td>4</td>
<td>Introduction to Persuasive Communications: Theories and Practice</td>
<td></td>
</tr>
<tr>
<td>410.721.01</td>
<td>2</td>
<td>Translating Research into Public Health Programs I</td>
<td></td>
</tr>
<tr>
<td>410.722.01</td>
<td>2</td>
<td>Translating Research into Public Health Programs II</td>
<td></td>
</tr>
<tr>
<td>410.641.17</td>
<td>3</td>
<td>Implementation and Evaluation for Tobacco Control</td>
<td></td>
</tr>
<tr>
<td>410.663.01</td>
<td>3</td>
<td>Media Advocacy and Public Health: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>----------</td>
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<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>312.644</td>
<td>2</td>
<td>Interest-Based Negotiation: Preparation Analysis and Practice</td>
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<tr>
<td>312.665</td>
<td>2</td>
<td>Conflict Management Skills Training</td>
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<td>312.666</td>
<td>2</td>
<td>Creating Agreement and Managing Conflict in a Health Care Setting: Development of Core Skills</td>
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<tr>
<td>317.610</td>
<td>3</td>
<td>Risk Policy, Management and Communication</td>
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</table>
The milestones and procedures are the same as those for the PhD and ScD. Additional information for DrPH students is noted below:

**COMPREHENSIVE WRITTEN EXAMINATION**

DrPH candidates must complete the department's comprehensive written exam and pass at the doctoral level. The exam covers the general principles of epidemiology and the DrPH core knowledge and skills. DrPH students who do not pass the departmental written exams face review by the DrPH Committee of the School as well as departmental review. DrPH students must take the Part B (Day 2) exam in the area of General Epidemiology and Methodology as this is the official home area of concentration for all DrPH epidemiology students.

**FORMING THE THESIS ADVISORY COMMITTEE**

In addition to the academic advisor and two additional epidemiology faculty members who hold either joint or primary appointments in the Department of Epidemiology, DrPH students have a fourth member representing the area of public health practice. The public health professional (a faculty member or an individual working in a practice setting) should be involved in the student's DrPH work from the beginning of the student's dissertation work. Additional faculty within and outside of the School may be recruited to serve as well.

**DOCTORAL PROPOSAL SEMINAR / RIP**

The academic advisor and public health practitioner committee member must attend the proposal seminar. In addition to the guidelines suggested in the PhD / ScD description, DrPH students should end with a discussion of the proposed implementation plan based on the anticipated results. Students should address the political, social, economic, cultural, and demographic mores and laws in context of the identified community.

**DEPARTMENTAL ORAL EXAMINATION**

The DrPH examining committee is made up of four members: The advisor, the public health practitioner and two other faculty members representing the program areas in the department.

**DISSERTATION**

The focus of the DrPH degree program is on the scholarship of application and translation as carried out in the practice of public health. Knowledge contributed by individuals with this degree is expected to have a direct application to public health practice. The content of the dissertation should reflect the focus of the degree program and the career paths of DrPH graduates. The DrPH dissertation demonstrates the student's capacity for public health analytic work and its specific content is to be developed by the student in consultation with the faculty advisor. The dissertation must be based on original research, worthy of publication, and acceptable to the department of epidemiology. DrPH original research may include collecting and analyzing data addressing the public health problem to be studied. However, the DrPH program does not require original data collection.

During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be reviewed and found acceptable to the department of epidemiology while the candidate is enrolled as a student in the department.

The DrPH dissertation should:
- Address a practical problem confronting a leader in public health practice,
- Represent an original work,
- Include a rigorous and scientifically defensible analytic component, and
- Be based on a conceptual model that relates the work to existing knowledge and to practice.
FINAL ORAL EXAMINATION

The oral defense of the dissertation shall be conducted by the committee of dissertation readers after the Thesis Advisory committee and advisor agrees that the candidate is ready for the formal defense. During this defense the committee shall evaluate: (a) the originality of the scholarship and publication potential of the dissertation work; (b) the candidate’s understanding of the details of the methods and analytic work; (c) the candidate’s understanding of the potential impact of the work on public health practice, programs and policy and (d) the final quality of the written document.

The DrPH Executive Committee shall, upon request of the student's department chair, approve a recommended committee of five readers, including the student's dissertation advisor, who serves as a departmental reader. A minimum of three departments of the University must be represented on the Committee. At least one reader other than the advisor shall have professional practice experience related to the public health problem addressed in the dissertation.
The following is a lighthearted accumulation of some of the challenges and expectations that doctoral students face each year.

THE FIRST-YEAR STUDENT:

Courses, more courses, a number of sleepless nights, a nice long break for the Winter Holidays, and a roller coaster of responsibilities! The meetings of the Doctoral Program will start early in the School year and you will get to know the other members of your doctoral “cohort”. Chances are that you will develop long-lasting friendships and professional collaborations with some of them. Towards the end of the year, your focus will shift to the Comprehensive Exams that you will be taking at the end of May.

Many students take one credit per term of “Special Studies and Research” with a faculty member. This gives you a formal way to begin directed readings in areas which may be of interest to you and will serve as background/training for your dissertation identification and literature review. During third term, begin to set up an internship or other experience for the summer. This is not the time to worry about your dissertation topic. You will have plenty of time for that after you pass the Comprehensive Exams.

Some hints from students and alumni: make friends at your lab tables - these people will be invaluable to you throughout your program. Go to some ESO activities. Stick around for Happy Hour even if you just buy a soda. Introduce yourself to your student mentor and ask lots of questions. Get to know the second and third year students - again they are also an invaluable resource for getting to know faculty, taking the “right” courses, studying for comps, and showing you the ropes! By the way, if something is really bugging you, talk to friends, mentors, advisors, or the academic coordinator. Remember, the students in your classes and the faculty around the School will become your colleagues as you grow in your career.

THE SECOND-YEAR STUDENT:

Congratulations! You survived your first year! The first year is so intense with coursework, homework, exams, and papers; as well as getting to know Baltimore and making new friends. The second year seems overwhelming in its simplicity: take the doctoral seminar series; finish courses, find a research topic, get started.

During the second year, you will get to know your fellow doctoral students well in Doctoral Seminar. As you will have done with most of the course requirements for your degree, the selection of other courses at this stage should reflect your research interests. Make sure that you allow enough time to start working on a thesis proposal. You will need it for fourth term!

After the first year, it is vital to stay involved with the Department: become a Teaching Assistant for one of the first year courses, volunteer to be a mentor for a new student, set up regular meetings with your advisor, and take the classes that interest as well as challenge you. Continue to attend journal clubs and the departmental seminars. Join SER and APHA and actually read the journals!

What makes a good dissertation topic?

First of all, remember that the dissertation is TRAINING for your future in academic or professional research. It is not (we
The only research you will ever do.
Conversely, the topic you choose will probably follow you for a few years after graduation until you further establish yourself in your career. Realistically, you want to be able to conduct the data collection and analysis in a two to three year period. Many doctoral students, however, change their topics several times between matriculation and graduation. This is normal and is okay! It can be hard to find a research topic (and funding) for one’s doctoral dissertation. “Doctoral dissertation” and “life’s work” are not synonymous. One might lead to the other but the School gives you just seven years to complete your project - don’t use them all!

Choosing a topic:

Stop by the Student Room and take a look at some of your predecessors’ doctoral dissertations; you might even see those of some of the current faculty. Borrow them, read them, and follow this up with a conversation with these renowned individuals. Ask faculty or alumni where their path has taken them. Ask if they have any hints or advice to give you. Ask lots of questions. Don’t just talk with your own advisor. You may find that the person in the next suite or office has a project waiting for your talents. Read the journals. Listen to the seminars and talk with the speakers. Go to professional conferences like SER or APHA. Ideas will come to you. Discuss them with your friends, faculty members, and professionals in the field to see if the ideas can be turned into valuable research.

Doctoral Seminar is oriented towards helping you put ideas into aims, hypotheses, and match these with appropriate methods. The series culminates with “Grant Writing” that requires you to assemble a research proposal. Use this opportunity to begin working on your dissertation topic, with a goal of identifying three or four specific aims. Work with your advisor to put together a three to five page proposal. This is a good time to evaluate your advisor-advisee relationship. Don’t be afraid to change advisors - faculty understand that students’ interests evolve and won’t take it personally.

When you and advisor have made progress in formulating a direction for your dissertation, you should work together to assemble a Thesis Committee. Then work on developing your full proposal for their review. Once approved, this will serve as the basis for your doctoral seminar. You may also want to think about applying for external funding for your project or for individual training awards. Also, you should file the application for the Institutional Review Board approval. Because the approval process can take a while, you will want to submit this as soon as possible. This will allow you to begin your research when you pass your orals and have clearance from your Committee.

Departmental RIP / Seminar:

Plan well in advance. You have to do this as a research-in-progress to folks who REALLY KNOW the subject intimately and can give you specific feedback. These are the experts (Hopkins Experts, and they want to work with YOU!) Scheduling is one of the major challenges during this year.

Learn PowerPoint and review techniques for enhancing readability of slides. Focus on the innovative and fascinating parts of your research proposal and share your excitement about the topic with the audience. Do not spend more than 5 minutes on background and do not read
from a script. Also, try not to hide behind the podium. It’s dark and cramped and it looks like you’ve built yourself a fort. The more dynamic your presentation, the more likely you are to feel confident and to impress the faculty who may be sitting on your exams! Limit the use of animation to your strongest points. In fact, why not give your audience homework? You can supply a background paper for the audience to read prior to your seminar that sets the issue or problem for you. Just email the Academic Coordinator a week (or more) prior to your seminar.

The Seminar may very well be the first time you have ever spoken about your topic (or any) to a group of students and faculty. If you have not had many speaking opportunities, practice your talk with your classmates or join the Hopkins Toastmasters Club. They will teach you to speak on your feet - a valuable tool for the Question-and-Answer period that follows your presentation. Get your friends to take on the personalities of the faculty who may ask you tough questions. In fact, TA-ing is probably your best practice for the Q & A session.

By the time you present your seminar, you should have attended 30-40 doctoral seminars. Talk to those students whose presentation style impressed you and ask for their input or advice. You’ll find that many students have practiced their seminar in the mirror, for their loved ones, or by Skype to their parents. You should practice by standing in front of a mirror and remembering to look up - make eye-contact with your audience. Record yourself to see if you can speak without “ums” and “likes”.

Oral Exams:

The presentation at Seminar is good practice for your departmental oral exam. The Departmental Oral Exam can be the most stressful event of the entire program. Knowing this, try to relax. You should know your research topic in-depth, including not only its epidemiological components but also its biological, clinical, and societal elements. You should also know the history of your disease or problem, the methodology you will use and the reasons for selecting this methodology versus others, ethical concerns, and public health implications of your project. You are the best judge of what you need to prepare in order to pass the exam. Study your Epi 751-754 notes. If you still have them, study your review notes for the Comprehensive Exam. Some students choose to re-review their actual comprehensive exam, but go easy on yourself - you know so much more now than you did then.

The Departmental orals are preparation for the School-wide Preliminary Exam (aka "School-wide orals"). The School requires that you take the School-wide Preliminary Exam within three academic years of starting the doctoral program. Please notify your academic advisor or the academic coordinator if you are having problems meeting this deadline. This is when you use your analytic skills the most. You will need to find seven people of acceptable faculty rank, able to be in the same room for the same two hours, and who come from at least three different departments of the University.
Timeframe:
You are supposed to have finished all required coursework and resolved any incomplete or missing grades prior to the School-wide Preliminary Oral Exam. Check with the Academic Coordinator if you want to take oral exams prior to completing your course work.

Students should be aware that several forms need to be completed prior to each of the above steps (2 weeks prior to presenting your proposal for the Seminar Reservation Form, 2 -3 weeks prior for the Departmental Oral Exam Form, 4 weeks /30 days exactly for the School-wide Preliminary Oral Form). Many students prefer to wait until one hurdle is met before attempting the next. This is not necessary but ok as long as you do not delay too long. Please try to plan ahead. Many students find they need to do this due to faculty travel schedules (or their own). Remember, you may have conditions to fulfill or even to retake the Departmental Exam that could mean rescheduling the Preliminary Exam. There is no required waiting period between the seminar and the departmental oral exam. However, you must wait 30 days between passing your departmental oral exam and sitting for your preliminary oral exam. If you have the paperwork ready to file (i.e. your exam already scheduled), you can submit it to the Registrar’s Office right after you pass your Departmental exam. You also do not want to lose the momentum you have built from studying.

CONTINUING AS A STUDENT AFTER ORAL EXAMS (YEARS 3+):
Congratulations! You have passed all of the hurdles and can begin your research. Good luck! You can now call yourself ABD: All But Dissertation (or all but done!)

The Department has funds for doctoral research ($3000 - $5000 grants). Apply for these through the Student Financial Coordinator in the Academic Support Core. The faculty meet quarterly to award these funds.

Remember to meet with your Thesis Advisory Committee frequently throughout the year (even if just by email). You should meet as a group face-to-face at least once a year. Set up your own schedule for data collection, writing, and data analysis and stick to it. If you are on-campus or within commuting distance, you should attend journal clubs / R-I-P’s and weekly seminars. They will help you keep updated on new developments, and your contribution will be invaluable to those coming behind you. You may even want to TA to keep in contact with faculty and new students. We always need coordinators and student representatives for various departmental and school-wide committees.

The faculty meet every Fall to review each student’s progress. Please remember to update your Advisor, Thesis Advisory Committee, and the Academic Coordinator of any problems or concerns that may become major delays. We can help!

You should start engaging in the professional opportunities and establishing a network in your field - joining professional associations, attending regular meetings (perhaps presenting your latest findings or chairing a session), considering serving as a reviewer for scientific journals (your mentors might be happy to recommend you), etc. If you are making good progress on your project, consider participating in other
research or practice initiatives that might extend your skills and knowledge.
When you think you are roughly six months from completing your dissertation, schedule a half-hour meeting with the Academic Coordinator to check deadlines, file graduation paperwork, and to make sure you have completed all requirements. In addition to your thesis work, the most challenging aspect of finishing is scheduling!

Remember that your advisor, the Academic Coordinator, the Department Chairs and other faculty are committed to help you achieve your goals of completing the program. Don’t hesitate to knock on doors if you need professional or personal support!
# Degree Requirements

**The Johns Hopkins University Bloomberg School of Public Health**

## Timetable for Completion of Degree Requirements

### All Doctoral Candidates

<table>
<thead>
<tr>
<th>If Graduation is planned for AY 2013-2014 Requirement</th>
<th>Due Dates for Summer Conferral</th>
<th>Due Dates for Fall Conferral</th>
<th>Due Dates for Spring Conferral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has:</td>
<td>August 30, 2013</td>
<td>December 30, 2013</td>
<td>May 22, 2014</td>
</tr>
<tr>
<td>° verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</td>
<td>Friday June 14, 2013</td>
<td>Friday September 6, 2013</td>
<td>Friday February 7, 2014</td>
</tr>
<tr>
<td>° Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records &amp; Registration. Thesis has already been distributed to readers.</td>
<td>Friday July 12, 2013</td>
<td>Friday October 11, 2013</td>
<td>Friday March 14, 2014</td>
</tr>
<tr>
<td>Final Oral Exam has been held and passed.</td>
<td>Friday August 2, 2013</td>
<td>Option 1 Friday November 3, 2013 2nd term Registration NOT Required Option 2 Friday November 15, 2013 2nd term Registration Required</td>
<td>Option 1 Friday April 4, 2014 4th term Registration NOT Required Option 2 Friday April 11, 2014 4th term Registration Required</td>
</tr>
<tr>
<td>Student has:</td>
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<tr>
<td>° submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records &amp; Registration.</td>
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<tr>
<td>° submitted Doctor of Philosophy Board copy of the dissertation to the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 410-516-8397) Homewood. (PhD only)</td>
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<tr>
<td>° Submitted Departmental copy (ies) of the dissertation to the Office of Records &amp; Registration.</td>
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**Tuesday, May 20, 2014 School Convocation**

**Thursday, May 22, 2014 University Commencement (Homewood)**

The student is considered complete when copies of his/her dissertation and acceptance letters are on file in the Office of Records & Registration.

*Diplomas for August and December graduates will be ordered at the time of conferral and must be picked up in E1002 (or mailed). August and December graduates are welcome to participate in the May Convocation/Commencement ceremony (ies) but diplomas will not be held for the May convocation or commencement.*

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, ebudlow@jhsph.edu
DEPARTMENT OF EPIDEMIOLOGY
SUMMARY OF DOCTORAL DEGREE REQUIREMENTS

Complete required coursework and pass the Departmental Written Comprehensive Examination

Write a 3-5 page preliminary proposal and submit it to the Advisor for approval

Write and obtain approval for the detailed proposal from your Thesis Advisory Committee; Initiate IRB Submission

Research In Progress and Doctoral Seminars (30 minutes presentation with a 30 minute Q & A.)

Departmental Oral Exam

School-wide Preliminary Oral Exam

Research Commences: Data Collection, Analysis, & Dissertation Writing

Submission of Thesis to Readers

Final Oral Seminar and Defense of Dissertation

Identification of Thesis Advisor [Either Academic Advisor or Co-Advisor]

Formation of Thesis Advisory Committee, Complete Thesis Committee Approval Form

Your Thesis Advisory Committee must give approval to present your proposal at Seminar. The Seminar Reservation Form should be filed at least 10 days prior to presentation.

Your Thesis Advisory Committee must give approval to sit for the Departmental Oral. The Departmental Oral Exam Form should be filed 4 weeks before the exam. The Preliminary Oral Exam Form must be filed with the Registrar no less than 30 days prior to the exam.

If either exam result is...
- "Pass with Conditions": the Exam Committee decides whether conditions have been met.
- "Fail": the Exam Committee decides whether, and when, to reschedule the exam.

The Institutional Review Board and the Thesis Advisory Committee must approve the project before research can begin. Students must complete the School's Thesis Research Documentation Form.

The Thesis Advisory Committee should meet at least annually to assess research progress.

The Appointment of Thesis Readers and Final Oral Exam Committee form must be filed with the Registrar four weeks prior to Final Oral Exam.

Following successful completion of the Final Oral Exam and thesis changes, the Advisor and Final Exam Committee Chair submit letters of acceptance of thesis to Registrar. Student is responsible for final thesis submission for binding.