

School-Wide Course Requirements

MPH Requirements

Remediation of deficiencies in MPH Requirements for incoming DrPH students are usually identified at the time of admission.

Applicants to the DrPH program are expected to have completed an MPH degree or equivalent preparation. Applicants without this background may be accepted conditional on an agreement to remediate these deficiencies during their first year of study.

Applicants who have to remediate deficiencies should be informed of this at the time of admission. Nevertheless, experience has shown that it is wise for all DrPH students to review their status, with respect to the MPH competencies, with their advisor, and the DrPH program head, early in the first term of their first year of study.

Research Ethics

DrPH students must take a minimum of 3 units from the following courses:

221.616	Ethics of Public Health Practice in Developing Countries	2 units	4 th Term
306.655	Ethical Issues in Public Health*	3 units	4 th Term
306.663	Legal and Ethical Issues in Health Services	3 units	3 rd Term
306.665	Research Ethics and Integrity: US and International Issues	3 units	3 rd Term
550.860	Research Ethics	1 unit	Option 1 st -4 th Term

* Offered every other year; next offered 2009-2010

Epidemiology

DrPH students must choose Option I or Option II

Option I

340.601	Principles of Epidemiology	5 units	1 st Term ¹
340.761	Applied Epidemiology I	4 units	2 nd Term

Recommended

340.762	Applied Epidemiology II	3 units	3 rd Term
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Option II

340.751	Epidemiologic Methods I	5 units	1 st Term
340.752	Epidemiologic Methods II	5 units	2 nd Term
340.753	Epidemiologic Methods III	5 units	3 rd Term

Biostatistics

DrPH students must take all four of the following courses:

140.621	Statistical Methods in Public Health I	4 units	1 st Term ¹
140.622	Statistical Methods in Public Health II	4 units	2 nd Term ¹

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140.623	Statistical Methods in Public Health III	4 units	3 rd Term ¹
140.624	Statistical Methods in Public Health IV	4 units	4 th Term ¹

Leadership

DrPH students must take one of the following courses:

551.610	Foundations of Leadership- A Leadership Survey Course	3 units	2 nd Term or 3 rd Term
-OR			
380.681	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries	4 units	2 nd Term

School-wide DrPH Leadership Seminar

DrPH students must take the following seminar during their first year of study:

550.873	Seminar in Public Health Leadership	1 unit	1 st - 4 th Terms ²
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Health Policy

DrPH students must take at least one policy course from the following:

180.629	Environmental and Occupational Health Law & Policy	4 units	3 rd Term
300.652	Politics of Health Policy	4 units	3 rd Term
300.711	Health Policy I: Social and Economic Determinants of Health	3 units	1 st Term
300.712	Health Policy II: Public Health Policy Formation	3 units	2 nd Term
300.713	Health Policy III: Public Health Policy Research And Evaluation Methods	4 units	3 rd Term
306.650	Public Health and the Law	3 units	3 rd Term
380.624	Maternal and Child Health Legislation and Programs	4 units	2 nd Term

Management

DrPH students must take the following course:

551.603	Fundamentals of Budgeting and Financial Management	3 units	2 nd Term
551.603.81	Fundamentals of Budgeting and Financial Management (Internet Option)	3 units	3 rd Term

DrPH students must take one of the following courses:

221.706.81	Managing Health Systems in Developing Countries	2 units	3 rd Term
221.707.81	“ “ “ “ “	3 units	4 th Term
221.722	Quality Assurance Management Methods for Developing Countries	4 units	1 st Term
221.722.81	Quality Assurance Management Methods for Developing Countries	4 units	1 st Term
312.615	Theories of Organization and Management	3 units	4 th Term
551.601	Managing Health Services Organizations*	4 units	1 st Term
551.601.81	Managing Health Services Organizations (Internet Option)	4 units	3 rd Term

-AND-

551.602	Approaches to Managing Health Services* Organizations: Cases and Applications	2 units	1 st Term
551.603	Fundamentals of Budgeting and Financial Management	3 units	2 nd Term
551.603.81	Fundamentals of Budgeting and Financial Management (Internet Option)	3 units	3 rd Term
551.605	Case Studies in Management Decision Making	3 units	3 rd Term
551.608	Managing Non-Governmental Organizations in the Health Sector	3 units	3 rd Term

- Both 551.601 and 551.602 must be taken.

Environmental Health

DrPH Students must take the following course:

180.601	Environmental Health	5 units	3 rd Term
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PFRH Core Requirements

DrPH students must take the following courses:

380.600	Principles of Population Change	4 units	2 nd Term
380.603	Demographic Methods for Public Health	4 units	2 nd Term
380.604	Life Course Perspectives on Health	4 units	1 st Term ³
380.604.81	Life Course Perspectives on Health (Internet Option)	4 units	1 st Term ³

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¹ Students with a working knowledge of calculus and linear algebra may elect to substitute the introductory series of Biostatistics courses, i.e. 140.651) which assume that knowledge.

² Course extends over four terms; students must register for all four.

³ Fulfills MPH social and behavioral science requirement.

DrPH Research Methods Course Requirements

DrPH students are required to take three research methods courses, one from Epidemiology, a second course from the list of courses in Behavioral/Social Science, and a third from the Health Services, Research, and Evaluation.

Epidemiology (School Requirement):

340.761	Applied Epidemiology I	4 units 2 nd Term
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Behavioral/Social Science Courses:

410.615	Research Design in the Social and Behavioral Sciences	3 units 3 rd Term
340.717	Health Survey Research Methods	4 units 2 nd Term
380.711	Issues in Survey Research Design	3 units 3 rd Term

Health Services, Research, and Evaluation Methods Courses:

380.616.81	Introduction to Methods for Health Services Research Evaluation (Internet)	2 units 3 rd and 4 th Terms and
380.611	Fundamentals of Program Evaluation	4 units 3 rd Term
380.612	Applications in Program Monitoring and Evaluation	4 units 4 th Term
221.645	Large Scale Effectiveness Evaluations of Health Programs	3 units 4 th Term

A fourth course must be taken, and include either 340.762, Applied Epidemiology II or 380.612, Applications in Program Monitoring and Evaluation or an approved study design, data collection or measurement course alternative.

**PFRH Track Course Requirements for DrPH
Child and Adolescent Health and Development Track**

The Child and Adolescent Health and Development program provides multidisciplinary training in growth, health, and development from the prenatal period through adolescence. The DrPH program emphasizes mastery of core knowledge in these areas, evaluating programs and policies that affect children and families, and development of research skills and methods used to inform practice and policy. The curriculum is sufficiently flexible to allow students to structure a program that will meet their career goals.

Course selection should be conducted in consultation with the student's advisor and justified in a written plan to be placed in the student's file midway through the first year. The selection of courses should provide coherence in developing both depth and breadth in analytic skills, contribute to the dissertation, and foster ultimate career goals.

CONTENT COURSE REQUIREMENTS:

380.623	Adolescent Health and Development	3 units 4 th Term
380.624	Maternal and Child Health Legislation and Programs	4 units 2 nd Term
380.626	Seminar in Child Health	3 units 4 th Term
380.641	Perinatal and Infant Growth and Development	3 units 1 st Term
380.642	Child Health and Development	3 units 2 nd Term

DrPH students in the Child and Adolescent Health and Development track must register for the following course beginning in their second year. First year students are encouraged to attend without registering.

380.863*	Research Seminar in Child Health & Development	1 unit/term 1 st & 2 nd Terms ¹
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ELECTIVES:

Students in the Child and Adolescent Health and Development track must take 2 or more courses from the following:

222.641	Principles of Human Nutrition	4 units 1 st Term
380.625	Attitudes, Programs, & Policies for Children with Special Health Care Needs	3 units 3 rd Term
380.671	Adolescent Pregnancy—Causes, Consequences, Interventions	3 units 4 th Term
380.721	Schools and Health	3 units 4 th Term
380.725	Social Ecology of Adolescent Health	3 units 3 rd Term
410.752	Children, Media & Health	3 units 3 rd Term

¹ Course extends over two terms; students must register for both.

**PFRH Track Course Requirements for DrPH
Population and Health Track**

DrPH students in the Population and Health Track must take all of the following courses before sitting for the second year comprehensive exam:

380.650	Fundamentals of Life Tables	4 units 3 rd Term
380.651	Methods and Measures in Population Health	4 units 4 th Term
380.850	Research Seminar in Population and Health	1 unit/term 1 st , 2 nd

DrPH students in the Population and Health track must take three of the following courses:

380.767	Couples and Reproductive Health	3 units 1 st Term
380.655	Social and Economic Aspects of Human Fertility*	4 units 1 st Term
380.622	Critiquing the Research Literature in Maternal, Neonatal, and Reproductive Health	4 units 2 nd Term
221.627	Issues in Maternal Mortality Reduction in Developing Countries	4 units 2 nd Term
380.665	Family Planning Policies and Programs	4 units 3 rd Term
380.753	Dynamics of Population Aging**	3 units 3 rd Term
380.756	Poverty, Economic Development and Health	4 units 3 rd Term
380.658	Economics of Gender and the Family*	2 units 4 th Term
380.671	Adolescent Pregnancy: Causes, Consequences, And Interventions	3 units 4 th Term
380.765	Preventing Infant Mortality and Promoting the Health of Women, Infants and Children	3 units 4 th Term

* Offered every other year; next offered in academic year 2010-2011.

** Offered every other year; next offered in academic year 2009-2010.

PFRH Track Course Requirements for DrPH Reproductive, Perinatal and Women's Health

The curriculum for the DrPH program is developed to extend over a six term period. The DrPH course requirements for students in the reproductive, perinatal, and women's health program (RPWH) areas include courses required by the school, described earlier, as well as courses required by the department that focus on methods and a minimum of five courses in their selected concentration area, as described below.

I. Area Concentration Required Courses

The required courses in the program area are separated for students who concentrate in either reproductive health, perinatal health, or women's health. These courses cover five general content areas: epidemiology and health issues; biology; programs and policies; clinical foundations; and research methods.

Reproductive Health – Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

120.620 Fundamentals of Reproductive Biology 3 units 1st Term

Policy/Program

380.665 Family Planning, Programs, and Policies 4 units 3rd Term

Clinical Issues

221.627 Issues in Maternal Mortality in Developing Countries 4 units 2nd Term
-OR-

380.760 Clinical Aspects of Reproductive Health 3 units 3rd Term

Research Methods

380.662 Critiquing the Research Literature in Maternal, Newborn, and Reproductive Health 4 units 2nd Term

Perinatal Health – Core Requirements:

Epidemiology/Health Issues

380.664 Reproductive and Perinatal Epidemiology 4 units 4th Term

Biology

380.641 Prenatal and Infant Growth and Development 3 units 1st Term

Policy/Program

380.624 MCH Legislation and Programs 4 units 2nd Term
-OR-

An approved Policy/Program alternative for students interested in International health.

Clinical Issues

221.627 Issues in Maternal Mortality in Developing Countries 4 units 2nd Term
-OR-

380.661 Clinical Aspects of Maternal and Newborn Health 3 units 4th Term

Research Methods

380.662 Critiquing the Research Literature in Maternal, Newborn, and Reproductive Health 4 units 2nd Term

Women's Health – Core Requirements:

Because of the varied interests of students, a specialized program with a concentration in women's health is developed for each student in the area with approval by faculty in the RPWH area. It must include the following courses:

Epidemiology/Health Issues

380.666 Women's Health 3 units 3rd Term
-OR-

380.668 International Perspectives on Women, Gender,
and Health 3 units 3rd Term

Biology

120.620 Fundamentals of Reproductive Biology 3 units 1st Term
-OR-

Approved Alternative

Policy/Program

380.667 Women's Health Policy 3 units 4th Term

Clinical Issues

380.760 Clinical Aspects of Reproductive Health 3 units 3rd Term
-OR-

221.627 Issues in Maternal Mortality in Developing Countries 4 units 2nd Term

Research Methods

380.662 Critiquing the Research Literature in Maternal,
Newborn, and Reproductive Health Health 4 units 2nd Term

Research Seminar

DrPH students in the RPWH track must register for the following course during their second year:

380.861 Research Seminar in Reproductive, Perinatal
and Women's Health 2 units 1st Term
1 unit 2nd Term

Additional Information & Requirements for DrPH Degree

Doctoral Student Advising

New doctoral students are assigned a temporary faculty advisor for 1st and 2nd terms, with the option to change advisors in 3rd term. The student may elect to keep their temporary advisor or switch to someone else. Advisors are matched with the student, based on mutual interests in the area of Population, Family and Reproductive Health. As students progress in their degree programs, they may elect to choose a different advisor than the one chosen in 3rd term of the first year of their program, depending on their dissertation topic selected or for other reasons.

Advisors play an important role in the student's academic life. The advisor is expected to keep abreast of school and departmental degree requirements so that he or she can counsel students on course selection and the proper progression toward a degree program. Students should meet with their advisor at least once a term to discuss their academic progress, to plan for fulfillment of degree requirements, to review and modify course selection plans for the next term, to discuss ultimate goals, and design an academic program best suited to attain set goals.

Advising students is an integral part of every faculty member's responsibilities. Students are not imposing on a faculty member by asking for advice. On the other hand, students should not expect their advisor to seek them out. It is the student's responsibility to consult their advisor when necessary and to arrange periodic appointments to review academic progress. Students should read and understand the academic policies and procedures that may affect their individual curriculum and should prepare a tentative curriculum and course schedule as well as proposed alternatives.

To change advisors, the student should contact the preferred faculty member to determine if that person is able to assume responsibility as the student's advisor. If so, the student should notify the department in writing of an advisor change by completing an *Advisor Change Request Form*, available from the academic coordinator or at my.jhsph.edu, and obtain the signatures of both advisors before submitting this form to the academic coordinator. A copy of the completed *Advisor Change Request Form*, will be sent to the Office of Records and Registration.

The Advisor Change Request Form may be located at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

As of July, 2009, the following doctoral advisor agreement was established for all faculty in the department.

To ensure the quality of advising and mentoring of doctoral students, faculty advising doctoral students must meet the following conditions:

1. Be flexible with regard to students changing advisors during the 1st year of their program. Advisors are initially assigned to 1st year students with the option that the student may easily change after the first two terms of the program to another advisor.
2. Be familiar with the degree requirements in the PFRH Student Handbook so that when advising an advisee about courses the priority is to focus on meeting the requirements of the program, not requiring the student to take courses in optional areas.

3. Work with advisee to determine a thesis research topic that is of interest to the student whether or not the topic involves the advisor's specific research area.
4. Direct students who wish to switch to you as an advisor to the PFRH Academic Program Manager and Vice Chair of Education before any change is initiated. The Vice Chair of Education must approve any advisor change once the current and new advisor have discussed this with the student.
5. Faculty should be open to sharing data with students for their thesis research without requiring the student to become an advisee. Co-advising is an option, but the primary advisor should remain the student's choice.
6. Tenure track faculty must agree to advise both doctoral and masters students.

First-Year Departmental Comprehensive Examination

The Department of PFRH conducts the first year comprehensive examination on the first Thursday in June every year. For academic year 2009-2010, the first year comprehensive exam is scheduled for **8:30 AM on Thursday, June 3, 2010.**

The purpose of the PFRH first year comprehensive is to test for the ability of students to integrate knowledge and skills learned in the following required first year courses:

140.621	Statistical Methods in Public Health I	4 units	1 st Term
140.622	Statistical Methods in Public Health II	4 units	2 nd Term
140.623	Statistical Methods in Public Health III	4 units	3 rd Term
140.624	Statistical Methods in Public Health IV	4 units	4 th Term
340.601	Principles of Epidemiology	5 units	1 st Term
380.600	Principles of Population Change	4 units	2 nd Term
380.603	Demographic Methods for Public Health	4 units	2 nd Term
380.604	Life Course Perspectives on Health	4 units	1 st Term

Mastery of the knowledge and skills acquired in these courses is necessary, therefore students must have earned a grade of “B” or better in all of these courses, as well as having a “B” average overall in order to be eligible to sit for the comprehensive examination.

The first year comprehensive examination is an in-class written examination organized into two parts: A and B.

During Part A, given in the morning for three hours, students must choose two of four questions. Each question is organized around a set of research results, typically taken from a journal article or faculty research. In Part A, students answer a series of factual questions about the findings. Part A can include requests for calculation of basic statistics or demographic quantities.

During Part B, given in the afternoon for two and one half hours, students must choose one of four essay type questions.

Each question on the first year comprehensive exam is graded anonymously by two faculty graders, using a set of pre-determined criteria. In cases of wide discrepancy in the two grades assigned for a particular question, a third grader will sometimes be consulted. A third grader will usually not be consulted if the discrepancy, however wide, does not affect the student’s overall outcome (i.e. two discrepant grades which are both in the pass range or both in the fail range). A passing grade is typically 70%.

Past examinations and grading criteria are available from the Vice Chair for Education to serve as study guides. In the past, students have found it advantageous to study in groups as well as on their own.

Students must earn a passing grade on all three questions they write in order to obtain a passing grade on the first year comprehensive exam. Failure on any question necessitates a re-take of the first year comprehensive exam.

Students will be informed of their grades on the first year comprehensive examination within three weeks of taking the examination. For this academic year, this means that students will receive their grades on or before Thursday, June 24, 2010. The grades are pass or fail.

Students who fail their first year comprehensive examination may repeat the examination one time. The make-up examination for the first year comprehensive examination will be offered on the third Friday in August, 2010. For academic year 2009-2010 the make-up examination will be offered on **Friday, August 20, 2010.**

The August examination is a make-up examination only. If no student fails the June examination, the August examination will not be offered. No one may sit for the comprehensive exam in August for the first time.

Students who fail the June examination must take the make-up in August. There will be no exceptions. To be safe, students should not make a plan to be away from the area on August 20, 2010 until they have received word that they passed their comprehensive in June.

All students may request a review of their performance on the comprehensive examination from the Chair of the Doctoral Committee. In this review, the faculty member will indicate the overall strengths and weaknesses of the student's performance, but the student will not be shown their specific grades.

Failure to pass the re-take of the first year comprehensive examination is grounds for dismissal from the doctoral program.

Second-Year Departmental Comprehensive Examination Child and Adolescent Health and Development

Each of the three tracks in the department of PFRH conducts a second-year comprehensive examination in January of the second year of study. The nature of the second-year comprehensive examination differs by track. What follows are procedures for the Child and Adolescent Health and Development Track.

Objective: The purpose of the second year doctoral comprehensive exam is to assess mastery of core knowledge in the area of child and adolescent health and development, and capacity to critically analyze and synthesize empirical research.

Eligibility: Students are eligible to take the second year comprehensive exam if they: 1) have passed the first year departmental comprehensive examination; 2) have successfully completed all the CHAD core track courses; and 3) are in good academic standing.

Content and Format: Students will be expected to have command of the content in track courses and required methods courses. One month prior to the comprehensive exam, students will be given a series of broad questions that address the content in core track courses. These questions and course syllabi will serve as study guides.

Core Readings: The CHAD faculty have developed a list of readings that are considered to be the “core knowledge” in the field of child and adolescent health and development. The list of these core readings will be distributed to the incoming CHAD doctoral students. Students are expected to read and master these publications. Some of these will be assigned as part of the CHAD doctoral research seminar and some of them may be assigned in classes. However, students are responsible for the entire set of readings, and any one of these may be cited in the 2nd year comprehensive exam.

The exam is comprised of two components: a take home written exam and an oral exam.

Part I: Take-Home (Written) Exam

Students will be given a research article and a series of questions related to the study’s conceptual framework, research questions, measurement of key variables, statistical analyses, interpretation of findings, and implications for research, practice, or policy. Whenever possible, the articles will be selected in accordance with the student’s area of interest (e.g., adolescence). Students will receive the written exam at the beginning of January and will have one week to complete it.

Part II: Oral Exam

Oral exams will be scheduled the following week after the submission of the take-home exam. The examination committee includes three faculty track members; the student’s advisor and two additional faculty members. The oral exam will focus on content and synthesis knowledge in core track courses, basic research methods, policy issues, and follow-up questions on the take-home exam, providing students an opportunity to clarify written responses.

Grading the Exam

Each committee member will grade both written and the oral components on a scale from 1 to 100. Scores will be averaged across committee members separately for the oral and written examinations. A student must receive a mean grade of 70 or greater on each component in order to achieve a passing grade for the comprehensive examination. If the student's grade is below 70 on one or both of the exam components, the examining committee will identify remediation at the close of the oral exam, which may include retaking one or both of the exams. All conditions or re-examinations must be complete by the end of third term. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

Second-Year Departmental Comprehensive Examination Population and Health

Each of the three tracks in the department of PFRH conducts a second-year comprehensive examination during the second year of study. The nature of the second-year comprehensive examination differs by track. What follows are procedures for the Population and Health track.

DrPH students in the Population and Health track are expected to be familiar with three bodies of material when they sit for their second-year comprehensive examination:

1. Knowledge and skills acquired in required course work, with a special emphasis on track specific requirements;
2. Material on a reading list that will be distributed to second year students in the Population and Health track during September of each year.
3. Material covered in the Research Seminar in Population and Health immediately preceding the examination.

There will be a certain amount of overlap in readings for courses, readings on the reading list and readings discussed in seminar.

The format of the second year comprehensive exam (written and oral) for the Population and Health Track is as follows:

The exam is always offered in January during the week before Martin Luther King Day. For academic year 2010-2011 the students will sit for the written examination on **Monday January 10, 2011** and sit for their oral examination on either **Thursday January 13, 2011 or Friday January 14, 2011**.

On Monday January 3, 2011 (one week before the exam) students sitting for the exam will be given several (no more than four) articles to read, around which specific questions will be organized. Although the details of these articles will be the focus of some questions, students are expected to bring to bear the full breadth of the three bodies of material listed above when answering questions and may be asked questions that do not relate to these articles (particularly during the oral portion of the exam).

On Monday January 10, 2011 students will sit for a three-hour, open book, in-class written exam. Students are advised to bring copies of the two articles distributed the week before with them, and other materials as they wish.

On either Thursday January 13, 2011 or Friday January 14, 2011 students will sit for a two hour oral examination with three track faculty members including their academic advisor if possible. The oral examination may include follow-up on the student's answers on the written portion, as well as general questions including questions on methods. Students must pass both the written and oral components. Students who fail either the oral or the written component of the exam will be given one re-take to be scheduled before the beginning of first term of academic year 2011-2012. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

Second-Year Departmental Comprehensive Examination Reproductive, Perinatal and Women's Health

Each of the three tracks in the department of PFRH conducts a second-year comprehensive examination in January of the second year of study. The nature of the second-year comprehensive examination differs somewhat by track. What follows are procedures for the Reproductive, Perinatal and Women's Health track.

Overall Objective: To determine whether or not a student is prepared to move from course work to actively pursuing dissertation research

Eligibility: Students must have successfully completed their first year comprehensive examination, be in good academic standing based on the criteria laid out in the student handbook, and have completed all core program area requirements including their methods requirements.

Components: Take-home written exam and oral exam

PART I: Take-Home Exam

Objective: To test the student's ability to critically analyze research in their area of interest and to synthesize and integrate both concepts and methods learned in course work

Format: Take-home, written exam. The foundation of the exam is one or more research articles for which the student is asked to answer questions related to both the conceptual basis of the research and the methods used. If more than one article is included, students may be asked to compare and contrast the results and methods used in the articles or to use a second article to discuss the conceptual basis or methods used in the first article. Usually about 6-8 questions are asked that may include a few questions with several items.

Students are given articles that are in one of three content areas that are of their choosing and for which they are familiar. This approach is taken to minimize the amount of extra reading that students must under-take in order to adequately answer the questions. Student are expected, however, to use the literature, although not extensively, to support the answers to their questions. Students have one week to complete the exam.

PART II: Oral Exam

Objective: To test student's ability to defend and, where necessary, elaborate on their responses to the take home exam and to respond to questions related to core literature (with an emphasis on policy issues) in the program area. The core literature is given to the student and discussed prior to the exam in the second year RPWH research seminar.

Format: The examination committee includes three faculty members, of which one is the student's advisor and one is a faculty member who is not in the specific core area of the student (i.e. reproductive, perinatal or women's health). For example, if the student's core area is reproductive health, then at least one faculty member must be a principal in perinatal or women's health. This individual will act as the chair for the exam. During the examination, students are asked questions about their responses to the take-home exam. This is an opportunity for them to clarify responses,

particularly if the answer is not seen as adequate. The students will also be asked to respond to questions in the core literature provided to them prior to the exam.

Grading the Exam

Take home: All three committee members are expected to grade the performance of the student on the take-home examination on a scale from 1 to 100. A student must receive a grade of at least 70 on the exam in order to pass the take-home. If in grading the exam, there is greater than a 20-point difference in the score given by two faculty members and one of the scores is less than 70, then there must be a discussion to resolve the difference. This applies to the oral exam as well.

Oral Exam: All committee members are expected to grade the performance of the student on the oral exam on a scale from 1 to 100. A student must receive a grade of at least 70 in order to pass the oral exam.

Entire exam: In order to completely pass the track comprehensive, a student must achieve a grade of 70 on the combined exam scores, weighing the take-home as 60% and the oral as 40%. If a student does not pass one or both component of the exam, a decision about remediation or conditions must be made by the committee members at the end of the exam. These conditions must be clarified at this time and agreed upon by each committee member. If a re-take exam, either written or oral, must be taken, then the new examining committee will include the advisor and one faculty on the first committee and one who was not part of the first exam. The re-take exam must be taken and passed by the end of third term. **Failure to successfully pass the re-take examination is grounds for dismissal from the doctoral program.**

Timing: The take home exam will be offered in early January and the oral exam within two weeks after students hand in the completed take home exam.

Public Health Assessment Apprenticeship Requirement DrPH Program

PFRH requires DrPH students to undertake one or more public health assessment apprenticeship activities with one or more faculty members. The goal of this requirement is to ensure that DrPH students have a structured opportunity to master a specific set of competencies that will: a) ensure their utility as a public health practitioner following graduation; and b) represent skills that are best learned outside a conventional classroom setting in the context of an ongoing program or research project.

DrPH students may begin activities aimed at fulfilling these competences as early in their program of study as they wish. Typically, DrPH students plan for this requirement during the second half of their first year and begin the activities after passing the first year comprehensive exam.

DrPH students may proceed to their departmental oral exam without having completed this requirement, although PFRH encourages DrPH students to have completed the public health assessment apprenticeship and competency fulfillment requirement before the departmental oral whenever possible. If a DrPH student has not completed this requirement at the time of his or her departmental oral exam, he or she will be expected at that time to: a) have demonstrated substantial progress toward that goal; and b) have a concrete plan for completion soon thereafter.

Progress towards completion of this requirement should be a major component of the discussion at the DrPH students' annual reviews (see next section).

There are six competencies that DrPH students must demonstrate by means of an assessment apprenticeship. They are:

1. Critical Review of the Literature

DrPH students must demonstrate the ability to synthesize and critically review a body of literature that is more comprehensive than what is expected for a standard term paper for a course.

2. Public Health Problem Identification and analysis

DrPH students must demonstrate the ability to correctly identify a specific public health problem and analyze its potential determinants.

3. Data Collection

DrPH students must demonstrate the ability to design and carry out the tasks required for primary data collection that bears on a public health problem.

4. Data Analysis/Evaluation

DrPH students must demonstrate the ability to analyze data in order to illuminate some aspect of a public health problem or to evaluate a policy or program put in place to address a public health problem.

5. **Communication/Dissemination**

DrPH students must demonstrate the ability to plan and carry out the dissemination of assessment findings to the appropriate audience. Students are encouraged to gain communication skills and experiences through learning how to conduct media interviews, publishing opinion editorials and legislative policy or other briefs about research.

6. **Program Planning/Management**

DrPH students must demonstrate the ability to plan, implement, or manage public health programs.

DrPH students may demonstrate several or even all the competencies by means of one assessment apprenticeship if the activities that were involved in that apprenticeship are comprehensive. Alternatively, DrPH students may undertake several assessment apprenticeships over their program of study each of which results in mastery of one or more competencies.

When a DrPH student masters one or more competencies, he or she should document it on the appropriate form with the signature of both the faculty member who was the preceptor for the apprenticeship and the student's advisor. A sample form is attached. The original form should be submitted to the PFRH academic coordinator who will place it in the student's file. Students who master the competencies one-by-one will typically turn in one form per apprenticeship.

DrPH students may petition the doctoral committee of PFHS to certify that they have mastered a competency before they began the program. In such a case, students should attach to their petition documentation of their mastery (e.g. a letter testifying to the student's work as project manager of a data collection effort) and a letter from their advisor expressing support for the request.

DrPH students may arrange their assessment apprenticeships with any faculty of JHU, or, with the approval of their advisor, with a qualified practitioner outside JHU.

Students may find the Public Health Assessment Apprenticeship form at the following site:
<https://my.jhsph.edu/sites/PFHS/default.aspx>

Annual Reviews Doctoral Students

BSPH requires that all doctoral students have a yearly meeting with their academic advisor and several other faculty members from both inside and outside PFRH. This must begin in the second year of study. Faculty who attend this review are likely to change over the course of students' programs. The purpose of this meeting is twofold: 1) it serves as an opportunity for students and faculty to discuss student progress and identify resources for the student as they progress through the program; and 2) it serves as an opportunity to ensure that PFRH records on student progress are correct and up to date.

Until students take their School-Wide Preliminary Exam, the annual meeting is generally held with the academic advisor and one other PFRH faculty member, usually someone the student and advisor select together. Faculty from outside PFRH are welcome to attend these early meetings if the student and advisor think it would be helpful. After a student has passed their School Wide Preliminary Exam, it is expected that the meeting will include the thesis advisor and several other faculty, including people from outside PFRH. Those who meet are people, often including members of the School Wide Preliminary Oral Exam Committee, who have agreed to help guide the student's thesis research on an ongoing basis. Other people (e.g. the academic coordinator) may attend these meetings if the student and advisor think it would be helpful.

Both faculty and students are responsible for insuring that these annual meetings take place. It is helpful if the meeting is scheduled during the same month each year, to ensure that sufficient time has gone by since the last meeting.

Students are expected to bring a brief written progress report (no more than 1 or 2 pages) to the meeting. This report should list progress toward graduation that has occurred since the last meeting. Students should bring sufficient numbers of copies for each faculty member attending the meeting as well as a copy for the student's file.

After the meeting, the thesis advisor will write a first draft of a brief evaluation of the student's progress during the past year, circulate this draft to the student and the other faculty who attended the meeting, make agreed upon changes, and submit it, with a copy of the student's report attached, to the academic coordinator for the student's file.

Students who are working outside the country are encouraged, but not required, to return for advisory meetings. These students must submit a written progress report by an appointed time, determined by the advisor, for the year(s) not in local residence. The progress and planning report should be longer and more detailed than those submitted by students who attend in person meetings. The advisor should share this report with other faculty (as in the case of in person meetings) and then proceed in the same way as above.

The annual review form can be found at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

Departmental Oral Examination

Doctoral students must present their proposed thesis research at a departmental oral examination. This exam is intended to review the student's proposed research plan and establish that the student is academically prepared to pass the school-wide preliminary oral exam and to carry out thesis research. This examination provides the student with experience in discussing a research proposal in a formal setting that resembles the school's preliminary oral. It also is a mechanism to provide the student with constructive commentary on the strengths and weaknesses of the proposed research, as well as strengths and weaknesses in PFRH content and research design areas in general. Students are expected to begin with a 10-minute PowerPoint presentation summarizing their proposal.

In order to sit for the departmental oral examination a student must have completed all required coursework, and passed both first and second year comprehensive examinations.

The Departmental oral examination is typically scheduled at least one month before the School Wide Preliminary Oral examination. It is wise to begin contacting faculty regarding service on the school-wide oral exam committee before the departmental oral, so the paperwork for the school-wide can be submitted as soon as the departmental oral exam is successfully concluded.

The Departmental oral committee is made up of at least three, preferably four members of the PFRH faculty including the student's thesis advisor. If another faculty member from PFRH has agreed to serve on the School Wide Oral Committee then that person also serves as a member of the Departmental Oral Committee. Faculty with joint appointments in PFRH whose primary appointment is in another University department may serve, but only if they are not serving as outside members of the School Wide Oral Committee. The student and his/her advisor select the committee members for this exam.

The student is responsible for scheduling the exam and a room and filing appropriate administrative forms provided by the academic coordinator at least one month prior to date of exam. A sample form is included in the appendix. Students should send an email to all committee members 24 hours before the exam reminding them of the time and place.

The student is expected to give each member of the committee a copy of the thesis proposal for their review at least two weeks prior to the exam and a committee member who does not receive a copy in time may refuse to serve on these grounds.

Many students have stated that staging "mock" oral exams with other students and their advisor is helpful. It is particularly helpful to include students who have completed the process. This is a good opportunity to get feedback on the PowerPoint presentation in particular.

Possible outcomes of the Departmental Oral Exam are "pass," "conditional pass," and "fail." Students who pass may proceed to schedule their School Wide Oral Examination. Students who receive a conditional pass must fulfill the specified conditions before scheduling their School Wide Oral. The thesis advisor is responsible for ensuring that these conditions are fulfilled before the School Wide Oral is scheduled. A student who fails must schedule a second Departmental Oral Exam before proceeding to schedule a School Wide Oral.

The Departmental Oral form may be found at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

School-Wide Preliminary Doctoral Oral Exam – DrPH

Purpose

The purpose of this examination is to determine whether the student has the ability and knowledge to undertake significant public health problem-solving in his/her general area of content. Specifically, the examiners will be concerned with the student's: 1) capability for logical thinking; 2) breadth and depth of knowledge in evaluative methodology; and 3) ability to undertake a project aimed at addressing a significant public health problem leading to a completed thesis. A thesis proposal, submitted to the examiners prior to the exam, may be used to begin the evaluation of the student's ability to undertake thesis work. The student will be expected to defend the public health significance of the problem as well as the methodologies to be used in evaluating solutions to the problem.

Policy

This is a Bloomberg School of Public Health (JHSPH) examination under the jurisdiction of the DrPH Academic Committee under the auspices of the Committee on Academic Standards. It is required of all DrPH students.

Conduct of Examination and Report of Results

Before presenting the request for the examination, the student shall contact prospective examiners to ensure that they are available to serve on the committee. Once an examination committee has been approved by the associate dean responsible for student academic affairs, and the DrPH Academic Committee, substitution of committee members may not be made without prior approval of that office.

If one of the officially appointed members of the committee fails to appear on the date fixed for the examination, the previously approved alternate must be prepared to discharge the responsibility of the absent individual. A preliminary oral examination may not be held with fewer than five officially approved faculty members in the room. The advisor must be among the members present; an alternate may not serve for the advisor.

Since this examination directly corresponds to the preliminary oral for the PhD degree, the conduct of the examination should follow guidelines stated in the Graduate Board document entitled, "Suggestions for the Chair of the Graduate Board Oral Examinations." Copies of this document are on file in the Office of Records and Registration.

Immediately following the examination, the committee must evaluate the success or failure of the student by a closed ballot prior to any discussion of the candidate's performance. One of the following results must be reported to the Office of Records and Registration by the committee chair:

Unconditional Pass: If the members each vote "unconditional pass" on the first ballot, this result is reported with no further discussion. If one or more members vote "conditional pass" or "fail," then the committee should discuss the specific concerns of those members as discussed in conditional pass below.

Conditional Pass: The committee may decide that further evidence of qualifications is necessary and impose a specified condition that the candidate must fulfill within a given time period. If at least one member votes for fail or conditional pass on the immediate closed ballot, then the whole committee must discuss and subsequently vote (with an open ballot) on possible conditions. Those who feel the need for a condition or failure must convince the others, or vice-versa. The committee should make a concerted effort to reach a consensus. If it is not possible to reach this consensus, then the majority will determine whether the final outcome is unconditional or conditional pass, and the nature of any required condition.

In the case of a conditional pass outcome the committee will remain appointed until the condition is removed. Terms of the condition and its removal including the date by which fulfillment of the condition will be completed must be reported by the committee chair in writing to the Office of Records and Registration.

Failure: If a majority of the committee decides that the candidate has failed the examination, the committee must recommend a future course of action. The recommendation may be one of the following:

1. No reexamination.
2. Reexamination by the same committee.
3. Reexamination in written form and conducted by the same committee.
4. Reexamination by a new committee. If the recommendation is for a new committee, at least one outside member of the original committee shall be appointed to the new committee and must be approved by the associate dean responsible for student academic affairs.

Report of Examiners

The result of the examination must be recorded on the appropriate line at the bottom of the scheduling form for that examination. Each member of the committee must sign the form and it must be returned by the chairman to the Office of Records and Registration at the Bloomberg School of Public Health (JHSPH) immediately after the examination.

Submission of Thesis Research Documentation Form

Students will have up to six months after the completion of their School-wide Preliminary Exam to submit the Thesis Research Documentation form. The purpose of this form is to verify that student's have received the appropriate research approval for their dissertation.

Preliminary Oral Form may be found at: <https://my.jhsph.edu/sites/PFHS/default.aspx>

Final Doctoral Oral Exam – DrPH

Policy

The oral defense of the thesis shall be conducted by the Committee of Thesis Readers after the department of concentration agrees that the candidate is ready for the formal defense. During this defense the committee shall evaluate: (a) the originality and publication potential of the thesis work; (b) the candidate's understanding of the details of the methodologic and analytic work; and (c) the final quality of the written thesis document.

Conduct of Examination

If one of the officially appointed members of the committee fails to appear on the date fixed for the defense, the previously approved alternate (if designated) must be prepared to discharge the responsibility of the absent individual. A final oral examination may not be held with fewer than five officially approved faculty members present in the room. The advisor will be among the members present; an alternate may not serve for the advisor. The examination will be open to the public. It is the prerogative of the examining committee to decide upon the detail of conducting the examination. At the conclusion of the formal presentation by the student, the student, the public, and unofficial members of the Faculty Examining Committee will be excused. With a closed ballot the committee will then vote on the candidate's performance and written thesis, selecting one of the following outcomes:

Acceptable: This requires a unanimous vote of the committee indicating an acceptable thesis with only minor corrections. Minor corrections are considered those that can be comfortably completed within two weeks following the exam.

Conditionally Acceptable: If one or more members require substantive changes to the thesis, these changes must be discussed by the committee. Immediately following this discussion, each member who still requires changes will then write down the specific nature of these changes and the time expected for the student to complete them. The appropriately revised thesis must be submitted to each of the members for final approval; the committee shall remain appointed until the chair writes a letter to the associate dean indicating that all conditions have been met.

Unacceptable: If one or more members feel that the candidate's understanding of the written thesis is inadequate, or that the thesis in its present form is not acceptable for a doctoral dissertation, then the candidate has FAILED. Re-examination would be in order unless there is a unanimous recommendation to the contrary. This will normally be by the same committee, but a new committee may be selected by the Chair of the Committee on Academic Standards if petitioned by the student.

Public Seminar

As a culminating experience, the doctoral student will present a formal, public seminar. This requirement provides experience for the student in preparing a formal seminar; provides the faculty and department with an opportunity to share in the student's accomplishment; and gives a sense of finality to the doctoral experience on behalf of the student.

Report of Examiners

Immediately following the defense, the examining committee chair shall submit a report to the Office of Records and Registration of the outcome of the examination and any conditions

which have been set for additional work or revisions of the thesis. The written report must include the written statements by individual committee members detailing the specific changes in the thesis that each requires. The associate dean responsible for student academic affairs shall inform the student by letter (with copies to the department chair and all readers) of the conclusions of the committee.

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, the committee chair and the thesis advisor shall submit a letter to this effect to the Office of Records and Registration for the attention of the associate dean responsible for student academic affairs.**

The student is not considered to have passed the exam until all specific changes have been made and all letters have been received. It is to be emphasized that completion of the degree is not finalized until the student deposits the requisite number of final copies of the thesis with the Office of Records and Registration.