Student Guide
(updated 8/13/2019)

Department of Biochemistry and Molecular Biology Graduate Training Program

www.jhu-bmb-phd.org
# INTRODUCTION

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INTRODUCTION

The goals of the Department of Biochemistry and Molecular Biology (BMB) are to increase current knowledge of the biochemical and molecular basis of normal and abnormal cellular processes relevant to public health and medicine, and to train highly qualified scientists who, through research, teaching, and service will continue to provide new insights into the biochemical, molecular, and biophysical underpinnings of biomedical issues that have an impact on the health of the public.

Research activities in BMB span a broad range of topics including DNA replication and repair pathways (genome integrity), cellular stress responses, reproductive biology, stem cells, cell differentiation, aging, cancer, and chronic diseases. The department is also home to a structural biology technological platform with ongoing efforts focusing on cell signaling and genome engineering and integrity.

PhD PROGRAM REQUIREMENTS

Program requirements are summarized in the “BMB Academic Program Milestones” form found in Appendix VI. This milestones tracker form is designed to assist students in registering for and completing required courses and other program requirements in a timely manner. Students are encouraged to review the form with faculty advisors at the following intervals:

I. First year students should present the updated tracker form during regularly scheduled meetings with designated first-year faculty advisors at the conclusion of each laboratory rotation. First-year faculty advisors will be assigned to students when they first enter the program in the fall.

II. In subsequent years, the updated tracker form can be reviewed with the student’s thesis advisor as part of the annual Individual Development Plan (see page 8).

REQUIRED COURSEWORK

All Ph.D. students in the training program have a common core curriculum during their first and second years as outlined in Table 1. Students who are supported by the National Cancer Institute training grant in their second year or beyond are also required to take Fundamentals of Cancer: Cause to Cure (ME.510.706) offered by the Sydney Kimmel Comprehensive Cancer Center, or an equivalent course. Students should consult with the Academic Program Manager, Shannon Gaston, regarding course availability.

A rich array of seminar programs and journal clubs are also available to all students. Students may also elect, in consultation with their thesis advisor, to take additional coursework in their chosen area of interest. In addition to registering for required coursework, students also register for thesis research once they have chosen a thesis advisor.

All students, regardless of year, are required to attend the bi-weekly BMB Seminar Series given on Mondays at noon throughout the academic year and the annual BMB Retreat. Students who have completed their first year of study are also required to participate in the weekly journal club and attend the monthly BMB Colloquium series each academic year.
Table 1. Course Requirements for BMB Ph.D. Students

Year 1:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; term</td>
<td>Macromolecular Structure and Analysis</td>
<td>ME.100.709</td>
</tr>
<tr>
<td></td>
<td>Biochemical and Biophysical Principles</td>
<td>ME.100.710</td>
</tr>
<tr>
<td></td>
<td>Biochemical Techniques (laboratory rotations)</td>
<td>PH.120.850</td>
</tr>
<tr>
<td></td>
<td>Current Research Literature</td>
<td>PH.120.852</td>
</tr>
<tr>
<td></td>
<td>Current Topics in BMB</td>
<td>PH.120.872</td>
</tr>
<tr>
<td></td>
<td>Special Studies and Research/BMB</td>
<td>PH.120.840</td>
</tr>
<tr>
<td></td>
<td>Academic and Research Ethics</td>
<td>PH.550.860</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; term</td>
<td>Molecular Biology and Genomics</td>
<td>ME.260.709</td>
</tr>
<tr>
<td></td>
<td>Genetics</td>
<td>ME.260.708</td>
</tr>
<tr>
<td></td>
<td>Computational Biology and Bioinformatics</td>
<td>ME.800.707</td>
</tr>
<tr>
<td></td>
<td>(taken either year 1 or 2 at student’s discretion)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organic Mechanisms in Biology</td>
<td>ME.330.709</td>
</tr>
<tr>
<td></td>
<td>Biochemical Techniques (lab rotations)</td>
<td>PH.120.850</td>
</tr>
<tr>
<td></td>
<td>Special Studies and Research/BMB</td>
<td>PH120.840</td>
</tr>
<tr>
<td></td>
<td>Current Research Literature</td>
<td>PH.120.852</td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; term</td>
<td>Cell Structure and Dynamics</td>
<td>ME.110.728</td>
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<tr>
<td></td>
<td>Pathways and Regulation</td>
<td>ME.360.728</td>
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<td>Biochemical Techniques (laboratory rotations)</td>
<td>PH.120.850</td>
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<td>Special Studies &amp; Research/ BMB</td>
<td>PH120.840</td>
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<td></td>
<td>Current Research Literature</td>
<td>PH.120.852</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; term</td>
<td>Cancer Biology</td>
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<td>Biochemical Techniques (laboratory rotations)</td>
<td>PH.120.850</td>
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<td>Special Studies &amp; Research/BMB</td>
<td>PH.120.840</td>
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<td></td>
<td>Current Research Literature*</td>
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<tr>
<td></td>
<td>The Role of Quantitative Methods in Public Health</td>
<td>PH. 552.602</td>
</tr>
<tr>
<td></td>
<td>The Science of Primary, Secondary, and Tertiary</td>
<td>PH. 552.605</td>
</tr>
<tr>
<td></td>
<td>Prevention in Population Health</td>
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<tr>
<td></td>
<td>The Critical Importance of Evidence in Advancing</td>
<td>PH. 552.606</td>
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<tr>
<td></td>
<td>Public Health Knowledge</td>
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<tr>
<td></td>
<td>The Social Determinants of Health</td>
<td>PH. 552.610</td>
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Year 2:

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<th>Term</th>
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<th>Code</th>
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<tbody>
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<td>1&lt;sup&gt;st&lt;/sup&gt; term</td>
<td>Special Studies &amp; Research/BMB</td>
<td>PH.120.840</td>
</tr>
<tr>
<td></td>
<td>Thesis Research</td>
<td>PH.120.820</td>
</tr>
<tr>
<td></td>
<td>Responsible Conduct of Research</td>
<td>PH.550.600</td>
</tr>
<tr>
<td></td>
<td>Foundational Principles of Public Health</td>
<td>PH.552.601</td>
</tr>
<tr>
<td></td>
<td>The Role of Qualitative Methods and Science in</td>
<td>PH.552.603</td>
</tr>
<tr>
<td></td>
<td>Describing and Assessing a Population’s Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essentials of Environmental Health</td>
<td>PH.552.607</td>
</tr>
<tr>
<td></td>
<td>Psychological and Behavioral Factors that Affect a</td>
<td>PH.552.609</td>
</tr>
<tr>
<td></td>
<td>Population’s Health</td>
<td></td>
</tr>
</tbody>
</table>
Notes: Courses designated ME are offered by the School of Medicine and those designated PH are offered by the Bloomberg School of Public Health.

Special Studies and Research/BMB = Monday Departmental Seminar Series

*Current Research Literature 4th term = Thesis proposal writing workshop

Additional requirements:

- Three (3) credits of a course in Epidemiology – Epidemiology: the Basics (PH. 340.618.81 – offered in the 4th term).
- Six (6) credits of course work outside BMB but within BSPH. **Note: PH.500 series courses do not count toward this requirement.**

LABORATORY ROTATIONS / SELECTION OF THESIS ADVISOR

During their first year, students spend approximately one-half of their time conducting bench research during four laboratory rotations. Each rotation lasts eight weeks. The purpose of these rotations is to familiarize the student with research activities performed by faculty members in the program and to allow the student to make an informed decision in choosing a thesis advisor. Each rotation will be assigned by the Program Director, with input from the student, as follows:

- For the first rotation, students will provide the Program Academic Manager, Shannon Gaston, with the names of three labs (from the list of available program preceptors) for possible rotation assignment. Assignments will be made by the Program Director in consultation with the Program Steering Committee.

- For the second through fourth rotations, students are required to meet with available faculty and discuss possible rotations during the two weeks prior to the end of their current rotation. Following these discussions, students will provide the Academic Program Manager, Shannon Gaston, with the names of three labs for possible rotation assignment. This list must be submitted one week prior to the end of the current rotation. Rotation assignments will be determined by the Program Director in consultation with the Program Steering Committee.

Students are normally allowed to rotate only once in any given lab. The rotations will be distributed so there is only one rotation student per laboratory, although this rule may be waived at the discretion of the Program Director. To assist in rotation choices, all students are required to take the one-credit course titled “Current Topics in BMB” held twice a week during the first term of the academic year. In
this course, program training faculty introduce students to their ongoing laboratory research.

Students will be given a specific research project at the beginning of each laboratory rotation. The student is expected to acquire the necessary background information to carry out the project through literature reviews and discussions with the faculty advisor and other lab members. In carrying out the project, the student can also expect hands-on assistance as required from the faculty heading the lab and his/her trainees.

At the end of each rotation, first year students present a report on their rotation project before the faculty and other interested parties. Each student will write a brief abstract which is to be submitted to the Academic Program Manager, Shannon Gaston, on the day before the rotation report. During the rotation report, students give an oral presentation lasting 10 minutes. A five-minute question period follows each oral presentation. Each student is also required to complete a rotation self-evaluation form at the end of each rotation (Appendix I). The completed form should be discussed in person with the faculty advisor who will provide his/her own assessment of the student’s understanding of the project, effort, interest and technical abilities in carrying out the project. The faculty’s assessment, including an overall evaluation of the rotation, will be documented on the final page of the form. The signed form must be discussed with the student’s first-year faculty advisor within one week of the end of each rotation and returned to the Academic Program Coordinator, Shannon Gaston.

Satisfactory Academic Progress and Laboratory Rotation Performance

• Students must receive a grade of B or better in each of the eight core (ME) courses listed in Table 1 and in Cancer Biology. Accumulation of two or more C’s or lower in these courses is grounds for dismissal from the program. If a student receives a C or lower grade in any of these nine courses, he or she must repeat the course and receive a B or better grade the second time.

• The School of Public Health requires Ph.D. candidates to achieve a final GPA of 3.0 or higher for graduation.

• Students must also receive satisfactory evaluations for each of the four laboratory rotations. Receiving two or more “poor” evaluations is grounds for dismissal from the program.

• Academic progress and laboratory rotation performances will be evaluated by the Program Steering Committee in early April, prior to the completion of the 4th rotation. Students who have met both academic and laboratory rotation standards will be notified and permitted to select a laboratory for thesis research. Students who have not met these standards may be dismissed from the program.

Selecting a Thesis Advisor

Students are expected to meet with potential thesis lab advisors during the two weeks prior to the end of the fourth rotation and discuss the possibility of joining that lab for their thesis studies. Following these meetings, students will provide the Academic Program Manager, Shannon Gaston, with the names of possible thesis advisors. Names must be submitted one week prior to the end of the fourth rotation. Students are required to meet and discuss thesis lab choices with the Program Direct (Michael Matunis) during the last week of the final rotation. Thesis lab placements will then be formalized between the student and advisor following this discussion. Every effort will be made to give students their first choice of thesis research lab.
THESIS PROPOSAL/ORAL EXAM

In the fall of the second year (see Table 2 for specific dates), students must successfully pass a two-part thesis proposal/oral examination that is based on the student’s proposed doctoral thesis research project. The written part of this exam consists of a six-page research proposal that follows the format of a NIH F31 fellowship. This proposal is to be written with close guidance from the thesis advisor during the summer/early fall of the second year. The completed proposal will be submitted by the first week of October of the second year to a committee consisting of the student’s thesis advisor and two other JHU faculty members that may be within or outside of BMB. The student must present the research proposal and defend the rationale and experimental plan during an oral exam that must take place before October 15th of the second year. The committee will provide instructive feedback and recommended changes for a revised written proposal that the student submits by November 15th. Once the revised proposal is approved by the committee, the student has passed the departmental written and oral exam requirement. Full details of the examination process are provided in Appendix II. Additionally, detailed instructions on how to develop and write the research proposal shall be disseminated as part of the Current Research Literature class taken in the 4th quarter of year one.

The Academic Program Coordinator’s office will schedule the oral examination date in October.

PRELIMINARY ORAL EXAM

Practice Exam

Students are required to successfully pass a university administered Preliminary Oral Exam (described below) to be officially accepted as candidates for the Ph.D. degree. In preparation for this exam, students are required to schedule an oral examination practice session within 4 months of completing their Thesis Proposal/Oral exam. This practice session should be held no later than 1 month prior to the Preliminary Oral Examination. The purpose of the practice session is to help assess exam readiness. The student will select a committee consisting of his or her Ph.D. thesis advisor and five peers. These five peers should be pre-doctoral students who have already taken and passed their oral exam, and/or postdoctoral students. No more than two of the peers can be from the student’s own laboratory. Scientific diversity is highly encouraged. The role of the advisor is to ensure that the practice session emulates the official Preliminary Oral Examination mandated by the university, and to provide feedback and guidance to the student for the final stages of his/her preparation. A form (available from the BMB academic office) attesting that the practice session has taken place must be signed and dated by the members of the committee, including the student’s advisor, and filed with the Program Academic Manager, Shannon Gaston. The student is allowed to finalize the faculty panel and schedule the Preliminary Oral Examination prior to the oral examination practice session. However, the practice session must be completed before the official examination.

The Academic Program Coordinator’s office will schedule the practice examination date.

Official Preliminary Oral Examination

The Preliminary Oral Examination is a university-administered examination that is designed to test the student’s breadth and depth of knowledge in his or her area of study. Students must pass this examination to officially become candidates for the Ph.D. degree. The examining committee must:

1. consist of at least five voting members, no more than three of whom may be from the department sponsoring the candidate; the student’s thesis advisor will not be a member of the examining committee;
2. be comprised of duly appointed faculty members of Johns Hopkins University departments and must hold, at the time of selection, an appointment at the rank of Assistant Professor, Assistant Research Professor or Assistant Public Health Professor or higher;

3. be comprised of three departments of Johns Hopkins University, two being from the Bloomberg School of Public Health; and

4. include a faculty member outside of BMB who has a rank of Associate or Full Professor, Research Professor or Public Health Professor; there must be at least one member who has neither a primary nor joint appointment in BMB.

The chair of the committee is appointed by the Senior Associate Dean for Graduate Affairs. The senior faculty member outside of the student’s department will normally serve as chair and must hold the rank of Associate or Full Professor. One adjunct faculty member or Scientist track faculty member may serve on the committee but may not serve as chair. Once a Ph.D. candidate’s Examination Committee has been approved by the Office of Academic Affairs, substitution of committee members may not be made without prior approval of that office. Students are encouraged to select their committee members and two alternates in consultation with their thesis advisor. Forms must be completed at least one month prior to the exam and submitted to the Office of Academic Affairs.

Students then meet with their committee to take the oral exam. The student’s thesis advisor is expected to introduce the student to the committee, but is not expected to take part in the examination. If the thesis advisor cannot attend the exam he or she can provide a written summary for the committee. During the oral examination, each faculty member is given an opportunity to ask questions designed to probe the student’s understanding of the basic principles of biochemistry, molecular and cellular biology and ability to conduct hypothesis driven research. The examination has three possible outcomes: unconditional pass; conditional pass; or failure. In cases of conditional pass, students may be required to take additional coursework, or write an essay, in order to remove the condition. If the student fails the Preliminary Oral Examination and is permitted a re-examination, he/she must be re-examined within one year.

The Academic Program Coordinator’s office will schedule the Preliminary Oral Examination - which should be completed by April 30th of the second year.

**THESIS ADVISORY COMMITTEE**

Upon successfully completing the Preliminary Oral Examination, a Thesis Advisory Committee is formed to monitor the student’s progress on his/her thesis research. The committee consists of at least three faculty members (typically four) including the student’s thesis advisor. Members of the committee may have primary appointments in BMB or in other departments of the university. Students are encouraged to select members of their committee in consultation with their thesis advisor. In addition to regularly scheduled meetings with their Thesis Advisory Committees, students are also encouraged to consult regularly with their committee members for advice, as necessary.

Students are required to meet with their Thesis Advisory Committees at least once each year, beginning from the time that they select a thesis lab in April of the second year. In year five and above, students are required to meet with their committee every 6 months. Students are responsible for scheduling their meetings.

Thesis committee meetings will be conducted according to the following format:

1. Students will designate one committee member as the chair – this should be the most senior BMB faculty member on the committee, excluding the thesis advisor. If the thesis advisor
is the only BMB faculty member on the committee, the chair should be the most senior faculty member from outside of the department.

2. The student “Annual Thesis Committee Meeting Form” (Appendix III) will be completed and mailed to all committee members at least one day in advance of the meeting.

3. The meeting begins with the student stepping out of the room, allowing for a private discussion between committee members.

4. The meeting proceeds with the student presenting research progress and any other relevant information related to meeting individual development plans and progress toward graduation.

5. Following completion of the student presentation, the committee chair will lead a discussion that summarizes the committee’s views on student progress and recommendations for continued success and timely completion. Specific points in the committee’s “Annual Thesis Committee Meeting Form” (Appendix IV) will also be discussed and the form will be completed by the chair and signed by all committee members before the end of the meeting. The student will retain a copy of the form and return a copy to the Program Academic Manager, Shannon Gaston.

6. The meeting concludes with the thesis advisor stepping out the room, allowing for a private discussion between the student and all other committee members.

INDIVIDUAL DEVELOPMENT PLANS

After joining a thesis research laboratory, all pre-doctoral trainees and their preceptors are required to participate in an Individual Development Plan (IDP) process on an annual basis. The form being used for this purpose is provided in Appendix V. As part of this process, trainees and their mentor discuss the following elements during a confidential, face-to-face meeting set up specifically for the IDP purpose: i) career goals; ii) assessment of relevant skills, ranging from proficiency at the lab bench to knowledge of the literature, oral presentation, writing, leadership, collegiality, etc., as they relate to these goals; iii) list the achievements of the last year; iv) set specific goals relating to productivity, training, and professional development for the upcoming year; and v) discuss time to graduation and preparation for post-graduation professional life. Completed IDP forms are to be sent to the IDP Program Director, Dr. Daniella Drummond-Barbosa.

THESIS PREPARATION

Once a target date for completion of the thesis project has been set by the Thesis Advisory Committee, the student should begin preparing to write his or her thesis. The thesis must consist of novel and publishable research findings, and may contain material that has already been published by the student during the course of the thesis project.

The thesis will be evaluated by a Thesis Committee composed of four readers that include the student’s thesis advisor. Two committee members must have a primary faculty appointment in a department other than BMB. The readers should have a rank of Assistant Professor or higher. A minimum of three departments of Johns Hopkins University, two from the School of Public Health, must be represented. Two readers must be primarily affiliated with BMB. At least one member must have neither a primary nor joint appointment in BMB. The committee may be increased to five members, provided that the above conditions are satisfied for four readers.
The committee and the required Final Oral Examination Form must be submitted to the BMB Academic Office at least one month prior to the date of the thesis defense. The thesis, accompanied by a letter from the student’s advisor signifying that the thesis is ready for distribution to the committee, should be submitted to the Thesis Committee at least two weeks prior to the thesis defense.

**Thesis Defense**

The thesis defense consists of a seminar in which the student presents some or all of the findings of his or her thesis project. This seminar, which is sponsored by BMB, is open to the public. Immediately after the seminar, the student will meet privately with the Thesis Committee. The committee will ask questions about the thesis and will inform the student if the thesis is satisfactory or whether any revisions are necessary. **Students are required to submit the final revised thesis to the Registrar’s Office within one month of the thesis defense date.**

**Table 2. Summary of program milestones and completion dates**

<table>
<thead>
<tr>
<th>Ph.D. Program Milestones</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory rotations (year one)</td>
<td>(Specific dates vary)</td>
</tr>
<tr>
<td>1st: September/October</td>
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<td>2nd: November/December</td>
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<td>3rd: January/February</td>
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<td>4th: March/April</td>
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<tr>
<td>Thesis lab selection (year one)</td>
<td>April 15</td>
</tr>
<tr>
<td>Thesis proposal / oral exam (year two)</td>
<td>Oral defense: October 15</td>
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<td>Revised proposal: November 15</td>
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<tr>
<td>Departmental practice POE (year two)</td>
<td>Before March 31</td>
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<td>University POE (year two)</td>
<td>Before April 30 (within one month of practice POE)</td>
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<td>Thesis Advisory Committee Meetings (years three to completion)</td>
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<td>Individual Development Plans (year two to completion)</td>
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<tr>
<td>Thesis defense</td>
<td>To be determined / Maximum of 7 years</td>
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</table>
Competencies

A table showing the academic competencies that Ph.D. students in the department are expected to obtain prior to graduation is available at my.jhsph.edu/sites/BMB.

Laboratory Notebooks

While different laboratories may use different kinds of physical (or online) notebooks, all share certain fundamentals. A proper laboratory notebook is an accurate, contemporaneous, permanent, and legible record of the student’s deeds and thoughts regarding his or her research project. This notebook is the property of the laboratory and should not leave the laboratory, though students are free to make and take copies. The student’s notebook will be consulted by others to establish what the student did, and to find out how he or she did it, often long after the student has gone. So, if a student has not developed good record-keeping habits, this is an excellent time to begin. Consult the faculty preceptors for guidance and please refer to the Bloomberg School of Public Health Student Handbook (www.jhsph.edu/student_affairs) for Policy and Procedures on the subject of Academic Ethics.

Residency Requirements and Time Limitations

In accordance with Johns Hopkins University policy, a minimum of four consecutive terms of registration as a full-time student is required. Experience indicates that a minimum of four and one-half years is necessary to fulfill all Ph.D. requirements and that the average student requires about five to six years. Not more than seven years may elapse between the date of matriculation and fulfillment of all requirements for the degree.

Withdrawal from Program

If a student withdraws from the Ph.D. program prior to completion of his or her degree, whether for personal or academic reasons, tuition and stipend support will be provided by the department for the remainder of the term during which the decision to withdraw is made. The department may opt to deviate from this policy depending on the particular circumstances.

Vacation

The department considers graduate education, research and training to be a full-time, 12-month-per-year undertaking. It is the policy of the training program that graduate students are permitted two weeks of vacation annually, in addition to the week between Christmas and New Year’s Day. Only in exceptional circumstances will a student be permitted to take a vacation of more than one month’s duration. Students should consult with their thesis advisors before formalizing vacation plans.

Sick Leave/Leave of Absence

Where feasible, it is the responsibility of students who are ill to inform their thesis advisors of their situation. With proper documentation, a leave of absence may be granted to an individual student who faces a difficult illness or personal problem. A request for a Leave of Absence must be submitted to the Program Director, Dr. Michael Matunis, through the BMB academic office. The Program Director may elect to consult with Program Steering Committee before coming to a decision. Every effort will be made to maintain confidentiality about the student’s situation.
Parental Leave Policy for Graduate Students and Postdoctoral Fellows

Graduate students and postdoctoral fellows at the Johns Hopkins Bloomberg School of Public Health may request up to 8 weeks of paid parental leave following the adoption or birth of a child. Additional *unpaid* leave may be granted at the discretion of the advisor. Parental leave applies to either parent. If both parents are graduate students and/or postdoctoral fellows in the same school, both may request simultaneous parental leave. Complete details regarding this policy can be found at: https://www.jhu.edu/assets/uploads/2017/06/newchildaccommgradandpostdoc.pdf

**STUDENT FUNDING**

**Tuition and Fees**

The department provides full tuition and fee support for all Ph.D. students.

**Health Insurance**

All full-time and foreign students are required to be enrolled in a qualified health insurance plan. At the time of registration, students must provide written proof of enrollment in a plan that meets standard guidelines in the State of Maryland. For those students who do not have existing health insurance coverage, the Bloomberg School of Public Health offers the Student Health Plan (SHP). The department provides full support for individual enrollment in SHP. The department also supports the required UHS Clinic Fee and (optional) individual dental coverage (Access Plan). For more information on health insurance, please see the Bloomberg School of Public Health Student Handbook (www.jhsp.edu/student_affairs).

**Stipends, Salaries and Income Taxes**

During their first year, Ph.D. students will receive stipend support from departmental (non-sponsored) funds. After the first year, Ph.D. students may receive stipend support from an institutional training grant, salary support from a research grant, or a combination of both. In keeping with federal guidelines, stipend (scholarship/fellowship) income is not taxed by Johns Hopkins University, although it is likely to be taxable income. Salary to graduate students from research grants is taxed, although these wages are not subject to Social Security or Medicare tax (FICA).

Stipend recipients should investigate making federal and state estimated tax payments. All students should use their December 31 pay stub as documentation of compensation for tax purposes, as forms W-2 and 1099 will not include stipend payments. Pay stubs may be viewed and printed by clicking on the “MyPayroll” icon at my.jhu.edu.

Visit the IRS website at www.irs.gov to obtain form 1040ES, regarding Federal estimated tax payments. Student Tax Issues are addressed in IRS Publication 4. Visit Maryland's website (www.comp.state.md.us) to receive form 502D for Maryland estimated tax payments. Assistance may also be obtained from the JHU Tax Office (Eastern Campus) at 443-997-8442, or by emailing tax@jhu.edu. Consultation with a personal tax advisor is encouraged.

**Taxation of Nonresident Aliens:** Nonresident aliens are usually taxed on earnings received while living in the United States. Generally, nonresident aliens (F-1 and J-1) are exempt from FICA (Social Security tax). If the Visa type is F-1 or J-1, the student may be exempt from Federal taxes only if the country
where the student lived before arriving in the US has negotiated an income tax treaty with the United States government. The country in which the student was born is not a deciding factor. If the country of residence has negotiated an income tax treaty, and it covers the type of payment the student is receiving while visiting the United States, the student should complete Form 8233 for earned wages or Form W-8BEN for scholarship/fellowship payments. These forms must be completed each calendar year so that Federal tax is not withheld. State taxes must be withheld on wage payments paid by the University. Forms are available at the JHU Tax Office website at [finance.jhu.edu/depts/tax/taxforms.htm](http://finance.jhu.edu/depts/tax/taxforms.htm). At year-end, the University issues to nonresident aliens either a Form 1042-S or Form W-2, or both, which summarizes income. Nonresident aliens are required to complete federal form 1040NR to report and pay taxes, if appropriate, on any income. An excellent guide to Nonresident Alien taxation is IRS Publication 519, available from the IRS web site ([www.irs.gov](http://www.irs.gov)).

NOTE: The department cannot provide individual tax advice to students. All tax-related questions should be directed to the JHU Tax Office at (443) 997-8442 ([finance.jhu.edu/depts/tax](http://finance.jhu.edu/depts/tax)). The office is located at the Eastern Campus at 1101 East 33rd Street. To assist international students, the Office of International Students, Faculty, and Staff Services, in cooperation with the JHU Tax Office, conducts tax seminars in March of each year.

**Training Grants**

Most eligible students are supported by training grants in their second year, and some students may be supported by training grants for multiple years. Over the course of his/her studies, each student may remain on the same training grant, be moved to a different training grant, or be moved to a faculty research grant. Appointment to a training grant will be based, in part, on the student’s intended research interests. The department currently has trainee slots on one NIH funded Institutional Research Service Award (training grant) listed below:

**Training in Areas Fundamental to Cancer Research**
National Cancer Institute (NIH)
Dr. Michael J. Matunis (PI)

**Training Grant Requirements**

All students supported by NIH training grants are subject to the following requirements:

- Complete an online Statement of Appointment annually.
- Provide annual reports on the progress of his or her doctoral studies.
- Acknowledge the training grant in all publications resulting from his or her doctoral studies.
- Complete an online Notice of Termination upon termination of training grant support.

**Course Requirement specific to the NCI-funded Training Grant**

Cancer Training Grant: Training in Areas Fundamental to Cancer Research
- Fundamentals of Cancer (ME.510.706 – 1st and 2nd terms)
**See Program Academic Coordinator regarding course availability or alternatives**
RESPONSIBLE CONDUCT OF RESEARCH

All research students must complete courses in the responsible conduct of research before graduation. Currently, the online course *Academic and Research Ethics* (PH. 550.860) must be completed by all students during the first term of matriculation. Students must also take the course *Responsible Conduct in Research* (PH.550.600), in the 1st term of their second year. Students should refer to the Bloomberg School of Public Health Student Handbook ([www.jhsph.edu/student_affairs](http://www.jhsph.edu/student_affairs)) for Policy and Procedures on the subject of Academic Ethics.

ADMINISTRATIVE ISSUES

Human and Animal Subjects

Before beginning contact with either human or animal subjects, students (as all researchers) must obtain the appropriate approval for their projects from either an Institutional Review Board or the Institutional Animal Care and Use Committee. In both cases, the student’s faculty mentor must be involved in this process, since the protocol for the research project is submitted under the advisor’s name with the student listed as a student investigator. It is important to remember that NO contact can be made with humans, human tissue, human samples or human records without prior approval.

Students intending to work with human subjects should contact Kear Wright for information on required training and procedures.

Students working with animals must complete an online training course located at [web.jhu.edu/animalcare/training](http://web.jhu.edu/animalcare/training). Animal protocols will not be approved or renewed unless individuals working with animals complete this training. It is also mandatory that all individuals working with animals at Johns Hopkins University enroll in the Animal Exposure Surveillance Program. The program is designed to prevent occupation-related disease among those working with animals. Enrollment consists of the completion of an AESP form at [www.hopkinsmedicine.org/hse/forms/AESP](http://www.hopkinsmedicine.org/hse/forms/AESP).

Classroom/Conference Room Scheduling

Rooms W8504, E8015, W8503A and E3130 are available for lab meetings, journal clubs, student exams, and other gatherings. Calendars are maintained online and can be accessed by logging onto the BMB Team Site at [my.jhsph.edu/sites/bmb](http://my.jhsph.edu/sites/bmb). Erika Vaitekunas can also provide assistance with scheduling when needed. When a room is scheduled for a student exam, please notify Shannon Gaston.

Computer Lab

The Department Computer Lab is located on the 8th floor in Room W8013. Use of the equipment in this room is limited to BMB Ph.D. students, postdoctoral fellows and faculty. Because this facility is costly to maintain, use of computers and printers for personal reasons should be kept to a minimum. The Sharp multipurpose machine (printer/copier/scanner) in the Computer Lab is set by default to print double-sided, in black and white. Single-sided and/or color printing may be selected in situations where it is *scientifically essential*. Please do not hesitate to approach unfamiliar individuals using the facility. If the individual is not affiliated with BMB, advise him or her that Information Systems has computing labs on the third floor and wireless network devices located throughout the Bloomberg School of Public Health.
Copying

Ph.D. students’ ID badges are coded to allow access to all copiers in the School that are equipped with the Pharos scanner system. The Sharp machine in the Computer Lab and BMB’s main copier, in room W8034, are both on this system. Students should see Erika Vaitekunas for access or questions.

Demographic Data

Any changes regarding one’s personal status, home address and phone numbers, etc. should be changed through ESS (Employee Self Service) at my.jhu.edu (MyHR link) so all payroll and online systems can be updated automatically. A forwarding address is required upon graduation or departure from the department. The department’s NIH training grants require that we document professional careers of our graduates for a 10-year period following their departure from JHU. Therefore, the Department asks that student alumni keep us informed each time there is a change in their contact information or employment situation.

Facilities Management

Problems with facilities (lights, leaks, etc.) and/or laboratory equipment should be reported immediately to the student’s mentor or to Erika Vaitekunas in the Administration Office.

Student Assistance Program (SAP)

This program provides support to students in dealing with the pressures and problems they encounter during their academic careers. SAP services are private and confidential, in accordance with state/federal laws and University policies. There is no cost to a student for utilizing SAP services. For more information please call 410-955-1220, 443-997-3800 or visit the SAP website at www.fasap.org. Also see the Bloomberg School of Public Health Handbook at www.jhsph.edu/student_affairs.

Fire Alarms

All occupants must shut the door to their lab or office and exit the building immediately whenever a fire alarm sounds. For more information on Safety Regulations and Emergency situations, please see the Bloomberg School of Public Health Handbook (www.jhsph.edu/student_affairs).

Foreign Students: Visa Applications and Other Issues

Foreign students are required to report to the Office of International Services located in Reed Hall (1620 McElderry St.) on the first day of arrival in the U.S. They should bring their visa and I-94. During the student’s tenure in the department, all visa extensions and other issues pertaining to visa status are handled by Charlene Camponeschi, our payroll/HR coordinator, in cooperation with the OIS. A student's I-9 (employment eligibility) form must also be updated whenever there is a change in his/her visa status. International students are encouraged to visit the Office of International Services web site at www.hopkinsmedicine.org/intlsvcs. This site also provides a link to the JHMI International Society. OIS can be reached by phone at 5-3371.

JHED

The Johns Hopkins Enterprise Directory is an on-line source of address, telephone, e-mail and other contact information for faculty, staff and students throughout the Johns Hopkins University. Incoming
students’ information is pulled into the directory from the Registrar and Payroll databases. It is imperative that students maintain current information in JHED since other resources depend on the directory information. To verify and update information, log on to my.jhu.edu. First time users will be prompted to create his/her own password. The JHED user ID and password will be required to access other secure online JHU systems.

Laptop and LCD projector

The department has two Dell laptops and LCD projectors available for lab meetings, journal clubs, student exams, etc. Online calendars are available at BMB’s Team Site at my.jhsph.edu/dept/bmb. Erika Vaitekunas can also provide assistance if needed.

Pay Dates and Check Distribution

Students are paid semi-monthly (the 15th and the last day of the month) for effort through that date (no lag). Should a payday fall on a weekend or holiday, funds will be distributed on the previous day. Students are encouraged to sign up for direct deposit; please see Charlene Camponeschi for more details. All paper checks are delivered to Charlene Camponeschi for pick up. You will be notified when your paycheck arrives. If your check is not picked up within 48 hours, we will mail the check to the address on record. Direct deposit stubs can be viewed at my.jhu.edu (MyPayroll link) - paper stubs are not distributed.

Radiation Safety

Radiation safety training will be arranged for all 1st year Ph.D. students during their first term. Badges to monitor external radiation exposure will be issued to students upon completion of the training and on a quarterly basis thereafter. When a student receives a new radiation badge, he or she should return the previous badge promptly to Erika Vaitekunas.

Registration

Students are required to register online at isis.jhu.edu. Students are expected to have their registration approved in advance by their advisors. Specific course information will be distributed in August and again in December.

Lab Safety

The Johns Hopkins University Safety Policy and Procedure Manual is available online at www.Hopkinsmedicine.org/hse. All students must understand that it is their responsibility to comply with appropriate safety and health standards as issued by the department and university. Unsafe conditions should be reported immediately to the student’s faculty mentor or to Kear Wright, department administrator.

The Office of Health, Safety and Environmental Health (HSE) has the responsibility of providing guidance and direction in all phases of the safety program. It conducts annual safety and environmental inspections of our laboratories and facilities, advising administration of unsafe conditions or non-compliance with federal and state regulations.
DEPARTMENTAL ACTIVITIES

Departmental Retreat

The BMB departmental retreat is usually held in late March or early April. Attendance is required by all PhD students, postdoctoral fellows and faculty. This retreat allows faculty and students an opportunity to present, in an informal setting, research accomplishments. Students should contact their faculty advisors for more information regarding the format of the presentations. This is a professional retreat and thus family members are not encouraged to attend. Expenses are fully paid by the department. Details of this retreat are provided in February-March.

JHSPH Happy Hour

A student-run (by BMB students) social hour is held each Friday from 4:30-6:00 p.m. in the Student Lounge Court. This is open to all in the school. Beer and soft drinks are sold; pretzels and potato chips are free.

BMB Happy

A departmental social hour is held the first Wednesday of each month in the McCollum Reading room. Only open to faculty, staff and students of BMB. Beer is sold for $1; soft drinks, pretzels and potato chips are free.

Social Events in BMB

A luncheon is held in the first two weeks of the first term to welcome the new incoming students. Refreshments are provided by the department. The department also hosts a holiday party on campus each December. Families, including children, are encouraged to attend the holiday party. Other social activities, such as thesis parties, occur throughout the year and provide opportunities for all members of the department to gather informally.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey, Scott</td>
<td>Assoc. Prof., BMB, BSPH</td>
<td></td>
<td>(DNA recombination, CRISPR)</td>
</tr>
<tr>
<td>Berger, James</td>
<td>Professor, Biophysics, SOM</td>
<td></td>
<td>(genome / anti-cancer agents)</td>
</tr>
<tr>
<td>Biswal, Shyam</td>
<td>Professor, EHE, BSPH</td>
<td></td>
<td>(signaling / Nrf2 &amp; lung cancer)</td>
</tr>
<tr>
<td>Casero, Robert</td>
<td>Professor, Dept. Oncology, SOM</td>
<td></td>
<td>(genome / chromatin structure)</td>
</tr>
<tr>
<td>Caterina, Michael</td>
<td>Professor, Biol. Chem., SOM</td>
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<td>(signaling / pain &amp; inflammation)</td>
</tr>
<tr>
<td>Culotta, Valerie</td>
<td>Professor, BMB, BSPH</td>
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<td>(signaling / cellular stress)</td>
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<tr>
<td>Drummond-Barbosa</td>
<td>Professor, BMB, BSPH</td>
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<td>(signaling / diet / stem cells)</td>
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<tr>
<td>Ewald, Andrew</td>
<td>Professor, Cell Biology, SOM</td>
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<td>(cell biol / cancer metastasis)</td>
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<tr>
<td>Greider, Carol</td>
<td>Professor, Mol. Bio &amp; Gen., SOM</td>
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<td>(genome / telomeres)</td>
</tr>
<tr>
<td>Groopman, John</td>
<td>Professor, EHE, BSPH</td>
<td></td>
<td>(chemoprevention, cancer risk)</td>
</tr>
<tr>
<td>Jordan, Phillip</td>
<td>Assoc. Prof., BMB, BSPH</td>
<td></td>
<td>(meiosis / genome integrity)</td>
</tr>
<tr>
<td>Kavran, Jennifer</td>
<td>Asst. Prof., BMB, BSPH</td>
<td></td>
<td>(signaling / growth pathways)</td>
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<tr>
<td>Klein, Sabra</td>
<td>Professor, MMI, BSPH</td>
<td></td>
<td>(immunology / sex differences)</td>
</tr>
<tr>
<td>Laiho, Marikki</td>
<td>Professor, Radiat. Oncol. SOM</td>
<td></td>
<td>(genome / DNA repair &amp; cancer)</td>
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<tr>
<td>Leung, Anthony</td>
<td>Asst. Prof., BMB, BSPH</td>
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<td>(miRNAs / protein modifications)</td>
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<tr>
<td>Liu, Jun</td>
<td>Professor, Pharmacol, SOM</td>
<td></td>
<td>(signaling / cancer therapeutics)</td>
</tr>
<tr>
<td>Matunis, Michael</td>
<td>Professor, BMB, BSPH</td>
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<td>(signaling / protein modifications)</td>
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<tr>
<td>Meeker, Alan</td>
<td>Professor, Pathology, SOM</td>
<td></td>
<td>(telomeres / prostate cancer)</td>
</tr>
<tr>
<td>Pienta, Ken</td>
<td>Professor, Oncology, SOM</td>
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<td>(signaling / prostate cancer)</td>
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<tr>
<td>Pomerantz, Joel</td>
<td>Assoc. Prof., Biol. Chem., SOM</td>
<td></td>
<td>(signaling / immunology &amp; cancer)</td>
</tr>
<tr>
<td>Prigge, Sean</td>
<td>Professor, MMI, BSPH</td>
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<td>(malaria / metabolic pathways)</td>
</tr>
<tr>
<td>Sears, Cynthia</td>
<td>Professor, Oncology, SOM</td>
<td></td>
<td>(inflammation / colon cancer)</td>
</tr>
<tr>
<td>Sharma, Dipali</td>
<td>Professor, Oncology, SOM</td>
<td></td>
<td>(signaling / obesity &amp; cancer risk)</td>
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<tr>
<td>Sinnis, Photini</td>
<td>Professor, MMI, BSPH</td>
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<tr>
<td>Stivers, Jim</td>
<td>Professor, Pharmacology, SOM</td>
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<td>(genome / DNA damage, repair)</td>
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<td>Velculescu, Victor</td>
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<td>Wan, Fengyi</td>
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<td>Wang, Jiou</td>
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<tr>
<td>Wills-Karp, Marsha</td>
<td>Prof. &amp; Chair, EHE, BSPH</td>
<td></td>
<td>(inflammation / asthma)</td>
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</table>
BMB ADMINISTRATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Yost</td>
<td>HR/Payroll Service Coordinator</td>
<td>E3132C</td>
<td><a href="mailto:hali6@jhu.edu">hali6@jhu.edu</a></td>
<td>7-2726</td>
</tr>
<tr>
<td>Mystee Edmonds</td>
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<td>W8503A</td>
<td><a href="mailto:medmon14@jhmi.edu">medmon14@jhmi.edu</a></td>
<td>2-9030</td>
</tr>
<tr>
<td>Shannon Gaston</td>
<td>Academic Program Manager</td>
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<td><a href="mailto:sgaston1@jhu.edu">sgaston1@jhu.edu</a></td>
<td>5-3672</td>
</tr>
<tr>
<td>Chandan Prasai</td>
<td>Sr. Research Service Analyst</td>
<td>E3135</td>
<td><a href="mailto:cprasai@jhmi.edu">cprasai@jhmi.edu</a></td>
<td>5-3769</td>
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<td><a href="mailto:sgaston1@jhu.edu">sgaston1@jhu.edu</a></td>
<td>5-3672</td>
</tr>
<tr>
<td>Erika Vaitekunas</td>
<td>Administrative Coordinator</td>
<td>E3132</td>
<td><a href="mailto:erikav@jhu.edu">erikav@jhu.edu</a></td>
<td>5-3671</td>
</tr>
<tr>
<td>Kear Wright</td>
<td>Department Administrator</td>
<td>E3132B</td>
<td><a href="mailto:kwright@jhu.edu">kwright@jhu.edu</a></td>
<td>5-3655</td>
</tr>
<tr>
<td>Sarah Studer</td>
<td>Communication Specialist</td>
<td>W8501</td>
<td><a href="mailto:ssuder3@jhu.edu">ssuder3@jhu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

TRAINING PROGRAM STEERING COMMITTEE

Dr. Michael J. Matunis (Program Director and Chair)
Dr. Daniela Drummond-Barbosa
Dr. Scott Bailey
Fengyi Wan
Dr. Alan Meeker
HELPFUL WEB LINKS

www.jhsph.edu/dept/bmb
BMB Web Site

my.jhsph.edu/sites/bmb
BMB Team Site (Intranet)

www.jhsph.edu
School Home Page

www.jhsph.edu/student_affairs
Information for Students
(including Student Handbook link)

commprojects.jhsph.edu/courses/
Course Catalog

www.welch.jhu.edu
Welch Medical Library Home Page

www.hopkinsmedicine.org/hse/
Office of Health, Safety and Environment

www.fasap.org
Student Assistance Program

www.hopkinsmedicine.org/intlsvcs/
Office of International Services

my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages
Preliminary Oral Exam Form
Appointment of Thesis Readers Form
Final Exam Form

www.jhsph.edu/GER
Office of the Associate Dean for
Graduate Education and Research

www.controller.jhu.edu/depts/tax
JHU Tax Office

www.hopkinsmedicine.org/hse/forms/AESP
Forms – Animal Use

secure.lwservers.net
Online compliance training (Animal Care,
Human Subjects, et. al)

my.jhu.edu
Johns Hopkins Enterprise Directory (JHED)

www.hopkinsmedicine.org/hse/radiation.htm
Radiation Safety

isis.jhu.edu
Registration
APPENDICES
Rotation Evaluation Report

Department of Biochemistry and Molecular Biology

1. **Name:**

2. **Date:**

3. **Rotation number:**

   1  2  3  4

4. **Laboratory Rotation Advisor:**

5. **Rate your overall performance during this rotation:**

   1  2  3  4  5
   
   Exceptional  Poor

6. **Rate your overall ability to manage your time during this rotation:**

   1  2  3  4  5
   
   Exceptional  Poor

7. **Rate your time and effort spent working in the lab:**

   1  2  3  4  5
   
   Maximum effort  Minimum effort
8. Rate your time and effort spent reading and learning about your project:

1 2 3 4 5

Maximum effort Minimum effort

9. Rate your understanding of the research problem that you worked on:

1 2 3 4 5

Exceptional Poor

10. Were you able to make any independent contributions to your project? Explain:
    Introduce new ideas? Developed your own experiments? Contributed to data analysis?

11. Rate your ability to learn new scientific techniques and approaches:

1 2 3 4 5

Exceptional Poor

12. Rate the quality and reproducibility of the data that you produced during your rotation:

1 2 3 4 5

Exceptional Poor
13. Rate your ability to organize your results:

```
1 2 3 4 5
```

Exceptional Poor

14. Rate the quality and completeness of your lab notebook:

```
1 2 3 4 5
```

Exceptional Poor

15. Rate your ability to interact and work with other lab members:

```
1 2 3 4 5
```

Very well Not so well

16. Rate your ability to interact effectively with the lab head:

```
1 2 3 4 5
```

Very well Not so well

17. Rate your ability to accept constructive criticism:

```
1 2 3 4 5
```

Very well Not so well

18. Rate your time and effort preparing for your rotation report:

```
1 2 3 4 5
```

Maximum effort Minimum effort
19. Rate your rotation report performance:

   1 2 3 4 5

   Exceptional Poor

20. Weaknesses
   From the list above, what skills do you think are the most important for you to improve?

21. Work environment
   Give examples of things you did during your rotation to contribute to a positive work environment:

22. Strengths
   Provide examples of some of the skills that you are performing well.

23. Work environment
   Do you have recommendations for improving the work environment and rotation experience?
24. Mentoring
   Interactions with the lab head were:
   
   Just right
   Too frequent
   Too infrequent

25. Would this be an acceptable lab for your thesis research?
   Yes
   No
   Maybe

26. Other comments:
Rotation Evaluation Report: FACULTY SECTION

Summarize your meeting with the student. Specifically comment on:

(1) Overall performance:

1  2  3  4  5
Exceptional        Poor

(2) At least two areas where the student demonstrated competency in their research efforts.

(3) At least two areas where the student could improve their performance.
(4) Any reservations that you may have about the ability of the student to conduct thesis research in your laboratory.

Faculty Advisor Signature / Date: 

____________________________________________________

Student Signature / Date: 

____________________________________________________________
APPENDIX II

THESIS RESEARCH PROPOSAL / ORAL EXAM

In completion of the departmental written and oral exam requirements

All students that matriculated as of fall 2014 must prepare a research proposal that meets the requirements of the “Research Training Plan” section of an NIH F31 grant application. Specific guidelines for preparing this proposal, as detailed in the F31 grant application guide, are attached below. Other specifics and a timeline for completing the proposal and oral exam are as follows:

May – September, year 1: Student works full-time in their chosen thesis lab to generate the preliminary data and ideas for developing a research proposal. The mentor must work closely with the student in defining the research project to pursue. The student and mentor choose a committee of two additional faculty that will act as additional consultants for the student, reviewers of the written proposal and serve as members of an oral examination committee. These faculty members may come from within the BMB department or from outside the department should they provide special expertise in the research area and in writing fellowships. Over the summer the student should schedule the oral exam component of the proposal that should occur within the first two weeks of October (see below).

September – October, Year 2: The student writes the first draft of the proposal. The mentor is expected to play an active role in proposal development and coaching the student to write in a clear, concise, study section-friendly manner. The advisor should not write the proposal but provide guidance and feedback through several drafts. Consultation with other committee members is also encouraged.

October 1st-15th, Year 2: The student submits their proposal to the committee at least one week in advance of the oral exam which must be scheduled no later than October 15th. For this oral exam, the student presents in a chalk talk format, the rationale and experimental sections of the research plan. The committee will test the student’s ability to defend the proposed experiments – is the rationale sufficiently compelling to support the experiments proposed? The committee will also provide guidance as how to re-structure the proposal as needed and improve the research plan.

October 15th – November 15th, year 2: The student prepares a revised version of the proposal that addresses concerns and incorporates suggestions by the committee. The advisor should work closely with the student in assembling this revised application. The revised application must be submitted to the committee no later than November 15th for review. Following approval of this revised application, and satisfactorily completing the oral exam component, the student has officially passed the departmental written and oral exam requirement.

Additional comments: This exercise is designed to help students prepare quality research proposals that can be submitted as fellowship applications for funding considerations. It is expected that a majority (but not all) students will choose to submit their proposals to the NIH and the exam requirement will be completed in time for the December 8th F31 deadline. Other students may choose alternative funding sources, but regardless, the exam requirements remain the same: A minimum 6-page research plan with separate Specific Aims page as outlined below. Students seeking non-NIH funding sources should be able to re-format the proposal as needed to meet the specific agency requirements.

The reviewing committee should be considered as a continual resource for the student. Prior to submitting the fellowship for funding considerations, the student is recommended to solicit feedback from their committee on all aspects of the fellowship application including pages that address selection of sponsor and institution, description of research experience, etc.
Appendix VI

Timeline Summary

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-September, yr 1</td>
<td>Define specific aims of the proposal, identify two committee members, generate preliminary data</td>
</tr>
<tr>
<td>September-October, yr 2</td>
<td>Prepare first written draft of the proposal</td>
</tr>
<tr>
<td>October 1st-15th, yr 2</td>
<td>Submit the proposal to examining committee, schedule and complete oral exam</td>
</tr>
<tr>
<td>October 15th – November 15th</td>
<td>Submit revised proposal for review by the committee</td>
</tr>
</tbody>
</table>

Guidelines for Preparing the Proposal (verbiage taken directly from NIH guidelines)

The Research Training Plan should include sufficient information needed for evaluation of the project, independent of any other document (e.g., previous application). Be specific and informative, and avoid redundancies. This section should be well-formulated and presented in sufficient detail that it can be evaluated for both its research training potential and scientific merit. It is important that it be developed in collaboration with your sponsor, but it should be written by you, the fellowship applicant.

The following page limits apply (All page limits include all tables, graphs, figures, diagrams and charts).

Specific Aims – limited to one page.
Research Strategy – limited to six pages (does not include the Bibliography and References Cited section).

Be succinct and remember that there is no requirement to use all six pages allotted to the Research Strategy. Note that the Research Training Plan may include graphic images of gels, micrographs, photographs, etc.; however these images may not be included in an Appendix.

Note: Begin each text section of the Research Training Plan with a section header (e.g., Specific Aims, Research Strategy).

Specific Aims are limited to one page.
State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved. List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology.

Research Strategy is limited to six pages.
Organize the Research Strategy in the specified order using the instructions provided below. Start each section with the appropriate section heading — Significance, Innovation, Approach. Cite published experimental details in the Research Strategy section and provide the full reference in the Bibliography and References Cited section (there is not page limit to the Bibliography and References Cited section).

Significance
Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses.
Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.
Appendix VI

**Innovation**

Fellowship applications should not include an Innovation section unless specified in the FOA.

**Approach**

- Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Unless addressed separately in Item 14 (Resource Sharing Plan), include how the data will be collected, analyzed, and interpreted as well as any resource sharing plans as appropriate.

- Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.

- If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high risk aspects of the proposed work.

- Point out any procedures, situations, or materials that may be hazardous to personnel and precautions to be exercised. A full discussion on the use of select agents should appear in Item 15, below.

- If research on Human Embryonic Stem Cells (hESCs) is proposed but an approved cell line from the NIH hESC Registry cannot be identified, provide a strong justification for why an appropriate cell line cannot be chosen from the Registry at this time.

If an applicant has multiple Specific Aims, then the applicant may address Significance, Innovation and Approach for each Specific Aim individually, or may address Significance, Innovation and Approach for all of the Specific Aims collectively.

As applicable, also include the following information as part of the Research Strategy, keeping within the three sections listed above: Significance, Innovation, and Approach.

**Preliminary Studies for New Applications.**

For new applications, include information on preliminary studies, if any. Discuss the applicant's preliminary studies, data and/or experience pertinent to this application. When applicable, provide a succinct account of published and unpublished results, indicating progress toward their achievement.
**Annual Thesis Committee Meeting Form (Student)**

**Department of Biochemistry and Molecular Biology**

<table>
<thead>
<tr>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student name / PhD training program:</td>
</tr>
<tr>
<td>• Meeting date / date of last committee meeting:</td>
</tr>
<tr>
<td>• Year in which student entered the program / thesis lab:</td>
</tr>
<tr>
<td>• Thesis research advisor:</td>
</tr>
<tr>
<td>• Thesis committee members:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accomplishments since previous committee meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Publications:</td>
</tr>
<tr>
<td>• Presentations:</td>
</tr>
<tr>
<td>• Teaching, mentoring and outreach:</td>
</tr>
<tr>
<td>• Course work:</td>
</tr>
<tr>
<td>• Fellowships submitted:</td>
</tr>
<tr>
<td>• Expected graduation date / timeline for completion:</td>
</tr>
</tbody>
</table>
Appendix VI

**Project Description** (1-2 pages)

Introduction:

Summary of past progress:

Summary of current work and future studies:
Appendix IV

Annual Thesis Committee Meeting Form (Committee)

Department of Biochemistry and Molecular Biology

Student’s name:____________________________________________________________

Date of meeting:_________

Thesis Advisor: ____________________________________________________________

Year of study:___________

Committee members in attendance:_____________________________________________

Please evaluate each of the areas below by circling the appropriate descriptor and also by providing comments where appropriate (to be completed by the student’s thesis advisor).

1. Progress since last thesis committee meeting (or qualifying exam if no prior meeting):

Cause for concern to committee   Meets Expectations   Outstanding

If cause for concern, please explain:

2. Does the student have a publishable story or at least the beginnings of one that could be completed within one year?

Yes   Probably   Maybe No   Too soon to say

3. Should the student consider switching to a new project?

Yes   No   Too soon to say

Comments: if in doubt please describe additional experiments to assess the viability of the project
4. What specific goals should the student focus on to move the project to its next stage?

High priority experiments:

Investigation of new directions (recommended reading or consultation with outside experts, pursuit of potentially new techniques or approaches, etc.):

Others:

5. Is the student on track to graduating in under 6 years (from date of entry into the program)?

Yes    Probably    Maybe No    Too soon to say
Appendix VI

6. When should the student have another committee meeting?
3 months   6 months   9 months   12 months

7. Is the student ready to write his/her thesis and graduate? Does the committee agree with the student’s proposed thesis outline and plan for graduation (assuming it was presented)?

Yes, means that it is the last thesis committee meeting and the student is being given permission to write up the dissertation and to schedule a thesis seminar date.

Yes     No

If no, please explain:

8. Any other comments:

Advisor’s signature:_________________________________________

Thesis committee member’s signatures:

______________________  ________________________  ________________________
Appendix V

Individual Development Plan for Doctoral Students

A. Information

Name:_________________________

PI:_________________________

Date:_________________________

PLEASE NOTE: No signatures are required; instead, cc your mentor in the same e-mail sent to me with the attached IDP form.

B. Research Project(s)

• Describe the aims and experimental approaches of your current research project(s).

• What is the significance of your research?

C. Annual Progress Report

• List or briefly describe major research accomplishments this year (do not include publications or presentations here):

• List new techniques/expertise acquired this year:

• List references for publications submitted or published this year. List references for abstracts that were presented at meetings. In each case, underline your name in the author list.

• List your funding source(s) and grants applied for this year. Describe your visa status if appropriate:

• List honor/awards received this year:

• List intellectual and/or technical collaborations established or continued this year:
• List accomplishments this year in other aspects of career development (e.g. teaching, clinical, committees, course work, etc.). Include mentoring of graduate students, undergraduate students, etc. in the laboratory:

• Describe and explain your level of satisfaction with your research progress in the past year?

• Describe and explain your level of satisfaction with other aspects of your career development in the past year?

D. Plans for Up-Coming Year

• Research Project Goals for the up-coming year (be brief):

• What are your plans for improving your scientific writing skills and your oral presentation skills in the up-coming year?

• Anticipated research techniques to learn in the up-coming year:

• Anticipated publications to submit in the up-coming year (indicate projected titles):

• Anticipated meeting and workshop attendance in the up-coming year:

• Fellowship or other funding applications planned for the up-coming year. Describe your plans to alter your visa status if appropriate:

• Anticipated collaborations to establish in the up-coming year:

• Anticipated other professional training for the up-coming year (e.g. teaching, course work, etc.):

• How can your PI help you achieve your goals for the upcoming year? What do you want/need from your PI/mentor?

• [Question for Mentor] How can the graduate student/postdoctoral fellow improve performance and achieve his/her goals for the upcoming year?
E. Career Goals

- What are your short-term career goals? Describe your time line for achieving them?

- What are your long-term career goals? Describe your time line for achieving them?

- In reference to your career goals, what resources can your PI provide or help you find?

- What further research activity or other training is needed before it is appropriate to start a job search/postdoc search?

- When will you begin a job/postdoc search? If you do not know, estimate.
BMB Academic Program Milestones

STUDENT NAME: __________________________ MATRICULATED: ___ / ___ / ___
ADVISOR: ______________________________

PhD Program Core Curriculum Requirements
The School’s Satisfactory Academic Performance policy requires Doctoral Students to maintain a minimum GPA of 3.0 and to have a B or greater in Program core courses.

Year 1 (complete 16 credits per semester)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>First Term</th>
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<tr>
<td>ME.100.709</td>
<td>Macromolecular Structure &amp; Analysis</td>
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<tr>
<td>ME.100.710</td>
<td>Biochemical and Biophysical Principles</td>
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<tr>
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<tr>
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<tr>
<td>Academic &amp; Research Ethics Module</td>
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</table>

[Should be completed prior to Orientation]

Second Term:

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</thead>
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<tr>
<td>ME.110.733</td>
<td>Principles of Genetics</td>
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<td>ME.800.707</td>
<td>Computational Biology &amp; Bioinformatics</td>
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</table>

[Can be taken in Year 2]

<table>
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Third Term:

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<tr>
<td>ME.360.728</td>
<td>Pathways and Regulation</td>
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Fourth Term:

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<td>Special Studies and Research/BMB</td>
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<tr>
<td>PH.120.850</td>
<td>Biochemical Techniques</td>
<td>6</td>
<td></td>
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</table>
Year 2 (Complete 16 credits per term)

Complete 6 credits course work outside of BMB but within JHSPH

☐ Elective 1 (in JHSPH) Date Completed ________ Grade ________
☐ Elective 2 (in JHSPH) Date Completed ________ Grade ________
☐ Epi Requirement (if necessary) Date Completed ________ Grade ________

[Must take 360.688 (3 credits), 340.721 (5 credits) or 340.751 (5 credits)]

1st Term:
☐ 550.600 Responsible Conduct of Research (1 credit) OR 305.665 Research Ethics & Integrity*
   [*Required prior to preliminary oral exam] Date Completed ________ Grade ________

Second Term:
☐ 550.865 Public Health Perspectives on Research* Date Completed ________ Grade ________
   [Must be taken in 2nd term]
☐ ME.800.707 Computational Biology & Bioinformatics Date Completed ________ Grade ________
   [Unless completed in year 1]

<table>
<thead>
<tr>
<th>Check off each box as you complete the course</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>3rd Term</th>
<th>4th Term</th>
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<tbody>
<tr>
<td>PH.120.840 Special Studies and Research/BMB (variable credit)</td>
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<tr>
<td>PH.120.820 Thesis Research Biochemistry (variable credit)</td>
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<tr>
<td>PH.120.822 Seminars in Research in Biochemistry and Molecular Biology (1 credit)</td>
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</table>

PhD Milestones

☐ Departmental Oral Examination Date _____________
☐ Written Departmental Comprehensive Exam Date _____________
☐ School-wide Preliminary Oral Exam (POE) Date _____________
☐ Thesis Committee Meetings – Meet at least once a year after POE
   ☐ Date _____________
   ☐ Date _____________
   ☐ Date _____________
   ☐ Date _____________
☐ Completed 64 credits of didactic coursework Date Verified _____________
☐ Completed 9 credits outside of BMB within JHSPH Date Verified _____________
☐ Final Oral Exam Defense & Seminar Date _____________
☐ Thesis Title __________________________________________________________________________

Cumulative GPA _____________ Date GPA Entered _____________ Conferral Date _____________