JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

W. Harry Feinstone Department of Molecular Microbiology and Immunology

DOCTOR OF PHILOSOPHY
DEGREE PROGRAM
(PhD)

Student Guidebook

September 2017
## DEPARTMENT OF MOLECULAR MICROBIOLOGY AND IMMUNOLOGY
### LOCATIONS AND PHONE NUMBERS OF FULL-TIME TEACHING FACULTY

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This Guidebook, which supplements the School's *2017-18 Student Handbook*, is intended to summarize most of the School and Departmental requirements for your degree program. In addition, other practical information is included for your convenience.

The academic advisor assigned to you will assist you in the decision-making process during the initial phase of your studies.
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INTRODUCTION

The goal of the MMI doctoral program is to train independent scientists to take leading roles in advancing our understanding of the cellular and molecular mechanisms that drive infectious and immune diseases. The specific goals listed below are designed to foster ingenuity, creativity and critical thinking in students that will enable them to recognize and solve key problems in infectious and immunological diseases of public health importance.

MMI PhD students will:

- Attain an extensive understanding of the molecular and cellular basis for infectious and immunological diseases through structured course work, informal instruction, mentoring and firsthand knowledge gained during dissertation work.
- Develop the ability to critically analyze scientific data.
- Learn how to create sound hypotheses and to test hypotheses employing the scientific method.
- Attain a broad understanding of the theory, utility and limitations of classic and modern scientific approaches and techniques.
- Develop the ability to adapt current methods or to develop a new methodology to address specific scientific problems.
- Acquire the communication skills necessary to effectively report research findings to other scientists as well as to the non-scientific community.
- Gain an appreciation for the tenets of professional and scientific ethics.

The Department's Graduate Program Committee and faculty constantly monitor the components of the MMI graduate program for its effectiveness. Adjustments are made when necessary to maintain an optimal balance of didactic, literature-based, and technical training.

STRUCTURE OF THE DEPARTMENT

The administration of the Department is the task of the Chair, Dr. Arturo Casadevall, who has the overall responsibility for the educational and research programs in the Department. Major policies of the Department are adopted at monthly meetings of the full-time faculty. A representative of the Departmental student body attends the faculty meetings. A number of committees comprising intramural and extramural faculty and, in most instances, a student representative, voted for or volunteering at a meeting of the Departmental Student Association, carry on much of the business of the Department. The chair appoints the committees annually and membership rotates among the faculty. Each committee is responsible for some aspect of the Department's activities.

1. Graduate Program Committee. The overall responsibility for setting policy with respect to Departmental graduate students is vested in the Graduate Program Committee (GPC). The committee, with Dr. Sabra Klein currently serving as Chair, monitors the program of each graduate student, reviews the progress of each student on a semi-annual basis, and assures the maintenance of appropriate academic standards. The Graduate Program Committee meets on a regular basis and reports monthly at the Departmental faculty meeting, so that the entire faculty is kept informed of all policies and any specific problems that have occurred. The Graduate Program Committee:
a. is responsible for the review and evaluation of the graduate program;
b. is responsible for monitoring and evaluating satisfactory academic progress of each student;
c. develops general policies for the graduate program; for example, recommends requirements for intramural and extramural;
d. develops requirements for student advisement, coursework, and the comprehensive written examination;
e. handles requests from students for exemptions from Departmental requirements.
f. deals with policies regarding other aspects of student life in the Department.
g. approves new courses and changes to existing courses.

Student Communication with the Graduate Program Committee: Because many of the matters that come before the Graduate Program Committee involve individual students and therefore are confidential, the GPC does not include a student member. However, the GPC welcomes comments, questions, and concerns from the departmental students. Students can communicate with the GPC in several ways.

- Students may request that the Student Coordinator present issues to the committee.
- The President of the Graduate Student Organization, acting as representative of the students, may request a meeting with the GPC to discuss a specific matter of concern to students.
- A student may request that the Departmental Ombud present an issue to the committee
- Students may ask any departmental faculty member (for example their advisor, the departmental chair, or the chair of the GPC) to address the GPC on an issue or concern.

2. **Curriculum Committee.** The Curriculum Committee, chaired by Dr. Alan Scott, in collaboration with the Graduate Program Committee, oversees the structure and content of the Departmental curriculum. In this capacity, the Curriculum Committee

- reviews content and organization of curriculum within the department
- proposes new courses and changes to existing courses

3. **Graduate Student Ombud.** Selected by the students each year from among members of the Departmental faculty, the Ombud functions as a neutral party who can present options and devise solutions for those laboratory/workplace issues that cannot be resolved through direct communication with colleagues or advisor. (See Ombud section below for additional details)

4. **Committee on Admissions and Financial Support.** This committee is charged with the responsibility of selecting the best-qualified students for admittance to the Department. It works closely with the Graduate Program Committee to assess the financial needs of new and continuing students and to assign the available financial support based on merit and need. Chair: Dr. Alan Scott. The Committee on Admissions and Financial Support

- develops general requirements for admission to the Department and, in consultation with the Chair, decides the number of students to be admitted;
- evaluates student applications as degree candidates or for regular and special student status;
- reviews requests from students for transfer to another degree program or to or from another Department;
- develops, with the concurrence of the Graduate Program Committee, a program of courses for regular special students who plan to apply for acceptance into a degree program in the Department;
- recommends new and/or continuing predoctoral students for tuition and stipend scholarships.
5. Facilities Committee. The Facilities Committee, chaired by Dr. Alan Scott, supervises the operation and maintenance of commonly shared resources. The Facilities Committee

- monitors and administers common-use equipment and facilities. This involves the establishment of a budget for the administration of common-use facilities and equipment and for the purchase of common-use equipment;
- monitors common-use space, which includes, the cold rooms, warm rooms, and areas where common-use equipment items are located;
- serves in an advisory capacity to the Department Chair on space needs. The committee members may also serve as site visitors in order to analyze space requirements to ensure the efficient use of space and to make recommendations for optimum utilization of available space to the Chair.

6. Appointments and Promotions Committee. This Committee, composed of full-time faculty at the level of Associate Professor and Professor ranks, advises the Department Chair on faculty promotion and tenure decisions and new appointments to the faculty.

The Department of Molecular Microbiology and Immunology follows the University's Policy Statements on Nondiscrimination of Students, Privacy Rights of Students, Alcohol Abuse and Drug-Free Workplace, Award of Degrees, Smoking, and Sexual Harassment as specified in the catalog.

7. Graduate Student Organization. All MMI graduate students are members of the MMI Graduate Student Organization (GSO). The GSO generally meets at the annual departmental retreat to elect officers, and can meet at other times as often as the student’s desire. Apart from the annual retreat meeting, GSO meetings and activities are organized by the students. Officers elected by the GSO who bear specific official responsibilities are a President, a faculty liaison who attends faculty meetings, a representative to the School’s Student Assembly, and Student Admissions Coordinators. Additional officers (Social Chair, Treasurer, etc.) can be chosen by the GSO if it wishes. In the past, activities sponsored by the GSO have included charity events, fundraisers, bowling parties, student birthday celebrations, etc.
THE DEPARTMENTAL PHD PROGRAM
REQUIREMENTS FOR PHD DEGREE STUDENTS

There are several requirements for the completion of degree programs: those set by the school, those set by the department and those set by the thesis advisor. The degree requirements established by the School are contained in Policy and Procedure Memoranda available at: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree_071717.pdf

School procedures, information and forms can be found here: https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

The Departmental requirements for Molecular Microbiology and Immunology (MMI) are explained in this Student Guidebook. A student's thesis advisor generally will set requirements regarding the preparation for, and completion of, the thesis or dissertation project. A brief summary with an approximate timetable of the requirements of the school and of the department is included at the end of this section.

Advisors. Each new student is assigned an MMI faculty member as his/her academic advisor for the first year. The academic advisor assists the student in the selection of appropriate courses for the first year, acts as the student's source of information concerning school and departmental policies and procedures, and helps the student with problems he/she may encounter. A student who wishes to change his/her academic advisor should contact the Student Coordinator, who will consult the GPC.

Selection of a thesis advisor takes place after completion of laboratory rotations (see below), generally prior to the first term of the second year. After discussion with the prospective thesis advisor, the student should submit to the Student Coordinator a completed Thesis Advisor Selection form (available from the Student Coordinator and on the Departmental web site), signed by the prospective advisor, for approval by the department Chair.

Note that MMI graduate students must perform thesis research in the laboratory of a faculty member with a primary appointment in MMI, or in the laboratory of a faculty member designated as a trainer on the MMI training grant. Requests for thesis advisors other than these will not be approved.

Every effort will be made to accommodate a student's request to work with a specific faculty member for his/her thesis research. However, the department cannot guarantee that a student will be able to work in the laboratory that he/she selects as a first choice. In the event that a student's first choice cannot be met, an alternative will be arranged in consultation with the student.

Thesis Advisory Committees and Individual Development Plans.

Thesis Advisory Committees (TACs) provide structured opportunities for students to discuss scientific goals, progress and issues relevant to their project and to develop an individualized plan to achieve projected career goals (Individual Development Plan; IDP) with a select group of faculty members. TACs meet at least annually; more frequently if desired.

Each student must form a TAC during his/her second academic year. TAC meetings must be scheduled by the end of the 4th term and completed before the end of the summer term each year. Students who do not complete the annual TAC meeting and submit the TAC/IDP Report will not be allowed to register.
in the first term of the following academic year. It is the responsibility of the student and his/her faculty advisor to schedule the annual meetings. The Student Coordinator should be informed of the anticipated date of the meeting when it is scheduled. Note that a long lead time (months) may be needed to find a date when all TAC members are available for the meeting and so it is wise to begin the scheduling process early.

TACs consist of the student's Thesis Advisor and at least two faculty members with a primary appointment in MMI at the rank of assistant professor or higher. The highest ranking MMI faculty member, other than the advisor, will serve as the committee chair. TACs can include additional members and members from other departments/divisions of JHU and from other institutions are welcome. Committee members should be jointly selected by the student and the thesis advisor. The composition of the TAC must be reported to the Student Coordinator.

TAC meetings are conducted in four parts.

• 1. Introduction by the advisor. With the student absent, the advisor should briefly introduce the student (thesis topic, year in the program, background, unusual career circumstances or other relevant matters) and assess the student's performance relative to the advisor's expectations. Factors that may be impeding the student's progress should be raised and discussed. At the discretion of the Committee, these may be discussed with the student during the meeting.

• 2. Discussion of the scientific aspects of the student's project, beginning with a concise presentation by the student that summarizes the current status of the research project, research accomplishments during the previous year, and an outline of research plans for the coming year. The scientific discussion is intended to provide fresh perspectives on the project, overall guidance, potential technical solutions to difficulties that have arisen, and access to expertise in varied fields. This part of the TAC meeting will be summarized at the end of the discussion by the TAC Chair in Part A of the Thesis Advisory Committee and Individual Development Plan (TAC/IDP) Report form, available on the MMI portal or from the student coordinator. https://my.jhsph.edu/sites/MMI/academic-forms/default.aspx

3. Review of the student’s professional development, guided by the points listed in Part B of the TAC/IDP. Part B should be completed by the student before the meeting and furnished to the committee members at the meeting. As appropriate, the committee will discuss the student's responses to the points on the form and offer recommendations, advice, and insights into how the student might best approach his/her professional goals. At the end of this discussion, the TAC Chair will summarize this discussion and note action items on the form. It is recognized that career goals evolve, and it is the intent that TAC/IDP reports will reflect, facilitate and potentially guide that evolution, not constrain it. At the end of this discussion, the TACR/IDP form should be signed by the committee and the student for return to the Student Coordinator.

4. Discussion with the student in the absence of the advisor. At the conclusion of the discussion of the IDP, the advisor will leave the meeting to give the student an opportunity to evaluate the status of his project, the relationship with the advisor or the lab generally, and to identify measures that would enhance his/her educational and professional experience. Substantive issues that are revealed should be summarized in a confidential e-mail from the TAC Chair to the GPC c/o the Student Coordinator. The TAC chair should also inform the advisor of matters that arose, unless the student prefers that the discussion remain confidential.
Most students will defend their thesis before or during their fifth year in the program. For students who require additional time, beginning in the sixth year, TAC/IDP reports must include a substantive analysis of the prospect for fulfilling the requirements and a detailed time-line for completion. A recommendation that a thesis be prepared without further laboratory work can be made by the TAC if appropriate. It is recognized that in some cases that the status and trajectory of the dissertation project will be such that it is not possible to successfully complete the requirements for graduation at the PhD level. In these cases, the TAC can recommend that the research completed to date be used to fulfill the research requirement for the ScM degree. These reports will be reviewed by the GPC and appropriate action taken on a case-by-case basis.

**Annual Evaluation of Progress, Performance, and Mentoring.** The principal element in the training and guidance of graduate students is the interaction with their Thesis Advisor. Such mentoring commonly occurs on an ongoing basis involving frequent informal discussions, lab meetings, etc. However, a formal mechanism of evaluation of performance and of satisfaction of both the advisor and student is valuable in many cases. Annual progress, performance, and mentoring meetings between each student and his/her mentor guided by the Annual Evaluation of Progress, Performance, and Mentoring (AEPPM) form insures that such formal performance and satisfaction discussions occur in MMI. Once per year, a month prior to the TAC meeting, each student is required to complete this document (available on the MMI web site or from the student coordinator), and to discuss it with his/her Thesis Advisor. Following that discussion, the form, signed by student and Thesis Advisor should be returned to the Student Coordinator. The form **must be turned in prior to the TAC meeting.** Completed forms are reviewed by the GPC with the object of identifying developing problems. This mechanism is intended to foster frank discussions between student and advisor and will be of value only if the student's answers and the advisor's responses during the following discussions are honest.

**Laboratory Rotations.** Doctoral students must rotate through at least three laboratories of faculty members with primary appointments in MMI or designated MMI training grant trainers. Rotation periods broaden a student's knowledge of laboratory techniques and skills, provide exposure to a variety of research areas, help in selecting a laboratory for thesis research, provide an opportunity for interaction with several faculty members, and develop the ability to carry out a research project. Supervisors for the required rotations must hold a primary full-time appointment in MMI. MMI ScM students who matriculate to the PhD program are required to complete at least 2 rotations, over the course of both programs. These rotations must be in different departmental laboratories.

During a laboratory rotation, a student will be given a specific research problem of limited scope as his/her rotation exercise. At the end of the laboratory rotation term, the student will give a short oral presentation on the project at the Research Forum in Molecular Microbiology and Immunology (see below) The rotation supervisor will submit a written evaluation of the student's performance to the Student Coordinator and will assign a grade of Pass or Fail. Students are encouraged to discuss expectations (time and effort spent, etc.) with the rotation supervisor early in the rotation.

Each laboratory rotation lasts about 8 weeks. Rotation starting and ending dates are listed in the table below. Because laboratory rotations do not correspond to standard academic terms, **students should register for the Laboratory Rotations course (260.851) during the second, third and fourth terms.**
The selection of laboratories for rotations is the responsibility of the student. Students (with the assistance of their academic advisor) should identify potential laboratories for their rotations and consult with the faculty members in charge of these laboratories to arrange a rotation for a particular academic term. Students should take advantage of the Departmental Retreat and faculty summaries ongoing projects which can be found at: http://www.jhsph.edu/departments/w-harry-feinstone-department-of-molecular-microbiology-and-immunology/faculty/.

Students may conduct rotations in addition to the three required in order to explore other laboratories or to learn particular laboratory techniques or skills. These extra rotations may be conducted in departmental laboratories or in labs outside MMI. Because PhD students must conduct thesis research in a laboratory within the Department or in the laboratory of a designated MMI training grant trainer, rotations outside such labs should not be considered a means for identifying potential thesis research laboratories.

It is expected that substantial time will be spent in the laboratory during each rotation. It is critical that the student and rotation supervisor discuss this issue and reach an agreement on their mutual expectations. In the case of questions on this point, seek the advice of the MMI Ombuds, the GPC chair or any MMI faculty member. There is no strict correspondence between the number of credits assigned to the rotation and hours spent in the lab.

At the conclusion of each rotation, the student and the rotation supervisor will complete a rotation report that will be turned in to the student coordinator. A copy of the form can be found on the MMI portal. https://my.jhsph.edu/sites/MMI/academic-forms/default.aspx

Research Forum and Laboratory Rotation Reports. Ph.D. students are required to give oral presentation of their research. During the first year, the student will present the results of their rotation projects. These oral reports will be delivered during weekly Departmental Research Forum. Rotation reports are 20 minutes long and thesis research reports are 30 minutes long. Presentation dates are assigned by the Student Coordinator.

Suggested organization of Rotation and Research Reports

1. Introduction - Present the background and rationale of the work and outline the working hypothesis.

2. Experimental Design - Describe the overall experimental approach. Do not present the minor details of experimental protocol. Explain how the study will provide evidence for or against the working hypothesis outlined in the introduction.
3. **Results/Discussion** - Results should be presented in an organized, meaningful and comprehensible manner. They should be compared with reports from the literature (if any) and be analyzed in the context of the working hypothesis.

4. **Summary/Conclusion** - Provide a short summary of the results and give an indication of future research directions.

An evaluation form (available from the Student Coordinator and available on the departmental web site) will be completed by two students and two faculty and returned to the student to provide constructive comments to improve future presentations.

**Required Courses**

The Department requires that all Ph.D. students take the following courses in the first year. These courses must be passed with a grade of A or B; students not meeting that standard must repeat the relevant course(s) and pass with an A or B. A student who earns a grade below that threshold in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core course by repeating the same course or by completing another course that has been approved by the GPC Chair. A grade below the threshold on the second attempt may be grounds for dismissal and must be reported to the School’s Committee on Academic Standards.

First year students must register for 16-22 credits each term. Students in their 2nd year and beyond should register for a minimum of 16 credits. First year students should register for 260.851 Laboratory Rotation in terms 2, 3 and 4. (See Laboratory Rotations, above).

**First Year**

**Summer:**

**Introduction to Online Learning:** [https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/90/](https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/90/) (non-credit)

**TERM 1:**

PH 550.860 Academic and Research Ethics at JHSPH (0 credits)
PH 260.623 Fundamental Virology (4 credits)
PH 260.611 Principles of Immunology I (4 credits)
PH 260.801 Topics in Immunology (1 credit)
ME 260.709 Molecular Biology and Genomics (3 credits)
PH 260.607 Core Discussion of Scientific Literature MMI (2 credits)
PH 260.822 Seminars in Research in Molecular Microbiology and Immunology (1 credit)
PH 260.821 Research Forum Molecular Microbiology and Immunology (1 credit)

**TERM 2:**

PH 260.635 Biology of Parasitism (5 credits)
PH 260.612 Principles of Immunology II (4 credits)
PH 260.802 Topics in Immunology II (1 credit)
ME 260.709 Molecular Biology and Genomics (Continued.)
PH 260.607 Core Discussion of Scientific Literature MMI (2 credits)
PH 260.851 Laboratory Rotation 1 (Variable credits)
PH 550.865 Public Health Perspectives on Research (2 credits) – online
PH 260.822 Seminars in Research in Molecular Microbiology and Immunology (1 credit)
PH 260.821 Research Forum in Molecular Microbiology and Immunology (1 credit)

TERM 3:
PH 260.627 Pathogenesis of Bacterial Infection (4 credits)
ME 110.728 Cell Structure and Dynamics (3 credits)
PH 260.607 Core Discussion of Scientific Literature MMI (2 credits)
PH 260.650 Vector Biology and Vector Borne Diseases (3 credits)
PH 260.822 Seminars in Research in Molecular Microbiology and Immunology (1 credit)
PH 260.821 Research Forum in Molecular Microbiology and Immunology (1 credit)
PH 260.851 Laboratory Rotation 2 (Variable credits)

TERM 4:
PH 340.688 Practical Epidemiology for Basic Scientists (3 credits) ** See note below.
PH 260.851 Laboratory Rotation 3 (Variable credits)
PH 260.822 Seminars in Research in Molecular Microbiology and Immunology (1 credit)
PH 260.821 Research Forum in Molecular Microbiology and Immunology (1 credit)

PhD students are strongly advised to take at least one departmental advanced course during each of the third and fourth terms of their first year. The specific courses taken should be chosen after discussion between the student and his/her advisor. Generally, these courses will include at least one in the area in which the student expects to conduct his/her thesis research.

Second Year

TERM 1
PH 550.600 Responsible Conduct of Research (1 credit)
PH.260.820 Thesis Research MMI (variable credits)
PH.260.821 Research Forum in MMI (1 credit)
PH.260.822 Seminars in MMI (1 credit)

TERM 2
PH.550.865.81 Public Health Perspectives on Research (if not taken in year 1)
PH 260.625 Scientific Grant Writing (2 credits)
PH.260.820 Thesis Research MMI (variable credits)
PH.260.821 Research Forum in MMI (1 credit)
PH.260.822 Seminars in MMI (1 credit)

TERM 3
PH.260.820 Thesis Research MMI (variable credits)
PH.260.821 Research Forum in MMI (1 credit)
PH.260.822 Seminars in MMI (1 credit)
PH 140.615 Statistics for Lab Scientists I (4 credits) ** See note, below

TERM 4
PH.260.820 Thesis Research: MMI (variable credits)
PH.260.821 Research Forum in MMI (1 credit)
PH.260.822 Seminars in MMI (1 credit)
Additional course requirements – various years.

All Departmental students must register for and attend Seminars in Molecular Microbiology and Immunology (260.822) and Research Forum in Molecular Microbiology and Immunology (260.821) in each term. These courses are graded Pass/Fail.

PhD students must complete the online course Academic and Research Ethics (550.860.82) in the first term they are enrolled. Additionally, PhD students must take Responsible Conduct of Research (550.600, 1st term) or Research Ethics and Integrity (306.665, 3rd term.) These courses are usually taken during the second year, and must be taken prior to taking the Preliminary Oral Exam (POE.)

Public Health Perspectives on Research (550.865, online, 2nd term). Required of all students in the school who are in non-professional programs; this includes all MMI PhD, ScM, and MHS students. Public Health Perspectives will be waived by students with an MPH degree from a domestic institution within the last ten years or students who have taken graduate-level courses in the five CEPH core areas that are biostatistics, epidemiology, social and behavioral sciences, environmental health sciences, and health systems administration. Waivers can be obtained from the instructor, and need to be approved early in the student’s PhD studies.

**All academic doctoral degree candidates are required to take a minimum of 3 academic credits of coursework in epidemiology and one course in biostatistics.** The suggested epidemiology course is PH 340.688 Practical Epidemiology for Basic Scientists (3 credits.) It is offered in 4th term. Other courses that fulfill the requirement are: 340.721 Epidemiologic Inference in Public Health (either section) and 340.751 Epidemiologic Methods 1.

The recommended biostatistics course is 140.615 Statistics for Laboratory Scientists I. Other courses that fulfill the requirement include: 140.611/612 Statistical Reasoning in Public Health 1 & 2 and 140.621/622 Statistical Methods in Public Health 1 & 2. Both requirements are generally completed by the end of the second year and must be completed before taking the POE.

**Recommended courses:**
- 260.700 – How Do We Know What is True? Theory and Practice of Science
- 260.701 – Anatomy of Scientific Error
- 260.707 – Evidence-Based Teaching in the Biomedical Sciences: Foundations
- 260.708 – Evidence-Based Teaching in the Biomedical Sciences: Practice

**Distribution requirement.** The School requires Ph.D. students to complete a minimum of 18 credits in formal courses outside his/her own department with no fewer than nine of these credits taken in the Bloomberg School of Public Health. All 18 credits must be taken for a grade (Pass/Fail is not acceptable). Credits earned for Molecular Biology and Genomics and Cell Structure and Dynamics count toward the required credits outside of MMI, as do credits earned for biostatistics and epidemiology. Credits for Academic and Research Ethics, Responsible Conduct of Research and Public Health Perspectives on Doctoral Research are counted as separate School Requirements and are not included in the 18-credit requirement.

**Professional Development.** The MMI department offers several courses that are designed to assist students with professional development. Student are required to take Scientific Grant Writing (260.625) in their second year and are encouraged to take the Business of Academic Biomedical Research (260.815)
and Survival Skills for Academia in the Lab Sciences (260.813). Collectively these courses are designed to provide students with the professional skills to assist with career development beyond the bench.

The Johns Hopkins Medical Institutions Professional Development Office (PDO) also offers professional skill-building courses, career exploration workshops and individual consultation for postdoctoral fellows and senior students at JHMI. [https://pdco.med.jhmi.edu/](https://pdco.med.jhmi.edu/) **Training grant-specific requirements.** Students who are supported on training grants shared with other departments in the schools of Public Health or Medicine may be required to take additional courses. Details are available from the departmental Student Coordinator.

Second year and later PhD students should continue to register for a minimum of 16 credits per term, including classroom courses (if any), 1 credit for Research Forum, 1 credit for Seminar, and Thesis Research (260.820). **PhD students must also register for summer term:** 12 credits summer thesis research, plus 4 credits special studies, for a total of 16 credits.

**Winter and Summer Institute courses:** Tuition for these courses is charged separately by the registrar, and is not covered by tuition paid during the academic year. Students wishing to take any of these courses may do so at their own expense.

**Certificate Programs.** There are several certificate programs offered by the School in specific areas of public health that have fewer course requirements than do formal degree programs. Certificate programs are focused academic training programs designed to appeal to students seeking targeted education in a specific area of public health. Educational objectives, admissions requirements, courses of study, and other information is provided for each certificate program and can be found at [http://www.jhsph.edu/academics/certificate-programs/](http://www.jhsph.edu/academics/certificate-programs/)

**Academic Performance and Academic Probation.** Doctoral students are required to maintain a 3.0 grade point average and, as noted above, complete required courses with a grade of B or better. Students who do not comply with these and other academic requirements may be placed on Academic Probation by the Graduate Program Committee. Formal notification of Academic Probation generally will be accompanied by conditions that the student must fulfill in order to be returned to good academic standing. Students who fail to meet those conditions may be dismissed from the program.

**Written and Oral Exams**

**Departmental Written Comprehensive Examination (PhD Comps)**

The School requires a departmentally-administered written comprehensive examination for students in doctoral degree programs. In MMI, the comprehensive examination is intended to test the student's grasp of basic factual material necessary for Ph.D. level research in molecular microbiology and immunology and his/her ability to integrate the information obtained in the several disciplines of departmental interest. The examination also assesses each student's ability to identify important scientific problems and to formulate hypotheses and plausible experimental approaches to testing those hypotheses.

The MMI written comprehensive exam is given at the end of the first year and has a written and oral component. The **written component** of the exam takes the form of a critical review of the literature on a currently active topic relevant to first-year coursework. **The review should be limited in scope, but a thorough, scholarly exploration of the topic area.** Included should be a discussion of the public health and scientific significance of the topic, a critical analysis of the current state of knowledge in the field
including important unanswered questions, a discussion of potential experimental approaches to address those questions, and their implications for future research. The student's review will be evaluated by a committee of three MMI faculty, with the student's Academic Advisor serving as Chair, and will be defended in an oral examination.

**Conduct of the Comprehensive Exam.** This is an examination and **the written review must be the student's own work.** However, students must select the review topic in consultation with the academic advisor, and will receive their committee’s comments on their outline/description (see below). Additionally, students are encouraged to discuss their original ideas, concepts, experimental approaches, etc. with advisors, faculty and colleagues at whatever length. Faculty will not review the written review before submission. The GPC suggests that students hold at least three substantive meetings with their advisors: prior to topic selection, before finalization of the outline/description, and during preparation of the exam.

**Summary of the Comprehensive Examination process.**

- Select a topic relevant to first-year coursework in consultation and with the approval of your academic advisor. Exciting recent research publications are good sources for ideas for topics.
- Submit a letter stating the topic, countersigned by the academic advisor, to the Student Coordinator.
- The GPC will appoint a review committee of three MMI faculty members. The student's academic advisor serves as the Chair of the committee.
- Submit an outline or brief description of your topic (about 1 page) to your advisor. Committee will comment on the proposed content and organization of the review via your advisor. If necessary, your advisor will assist in revision of the outline.
- Give copies of the finished review (10-15 pages, 11 pt) to each committee member and to the Student Coordinator. Committee members will grade the review. If all reviewers agree that the review is satisfactory, proceed to arrange the oral exam. If any committee member feels that the review is unsatisfactory, the Student Coordinator will inform you and your advisor and request a revised document. In revising your review you should discuss any criticisms raised with each committee member before re-submission. The oral exam cannot be held until the review is approved by all committee members.
- Arrange an oral exam - you are responsible for setting the date and time, subject to committee member availability.

**MMI Ph.D. Comprehensive Examination Timetable**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Dates</th>
<th>Who is responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter stating topic due to Student Coordinator</td>
<td>4/9/2018</td>
<td>Student</td>
</tr>
<tr>
<td>Review Committee appointed</td>
<td>4/16/2018</td>
<td>GPC</td>
</tr>
<tr>
<td>Outline/description due</td>
<td>4/23/2018</td>
<td>Student</td>
</tr>
<tr>
<td>Committee response to student</td>
<td>5/7/2018</td>
<td>Advisor/Committee</td>
</tr>
<tr>
<td>Final review due</td>
<td>6/18/2018</td>
<td>Student</td>
</tr>
</tbody>
</table>
Grades/request for revision due from committee members | 6/25/2018 | Committee members
Oral examinations completed | 7/27/2018 | Student/Committee

**Scoring of the written component.** The review will be grades Pass/Fail in its entirety on criteria that include:

- Significance to the field
- Quality of the literature review, including inclusion of primary literature, depth and synthesis of the review, and inclusion of recent literature
- Quality of critical analysis of the state of the field
- Clarity and precision of writing
- Quality of assessment of future research directions

Committee members will grade the review and the committee chair, on behalf of the committee, will collect critiques/comments and inform the student if revisions are required. Committee members who require revisions will discuss their criticisms with the student to facilitate the revision. If required, revisions will be due two weeks prior to the scheduled oral examination date. If a unanimous passing score is not obtained after rewriting the review, the student will have failed the examination. If a student has not passed after two separate attempts, he/she may be dismissed from the PhD program.

**Oral defense component.** The defense will consist of a brief (10-15 minute) summary of the review, followed by questions from the committee. Students are strongly encouraged to use PowerPoint, Keynote, or similar software in presenting their summary. **During the exam, questions will address topics both related to and outside the immediate subject area of the proposal** to assess the student's breadth of understanding of material presented in required coursework, departmental seminars, and research forum. The defense will be one to two hours long.

**Scoring of oral component.** After the defense, the committee will meet in private to determine a defense outcome. The following framework should be used in evaluating the oral defense:

- 20% of emphasis: Summary.
- 30% of emphasis: Discussion of questions posed by committee specific to the review, including
  - Explanation of why this topic was selected from subject matter
  - Demonstration of knowledge of concepts and terms used
  - Demonstration of understanding of experimental evidence discussed
- 50% of emphasis: Discussion of questions extending beyond immediate subject areas to other fields in microbiology and immunology. (Remember, this is a Comprehensive Exam.)

**Outcome of oral defense.** The outcome of the oral defense will be reported to the Student Coordinator by the advisor by e-mail. Possible outcomes are Pass, Conditional Pass, or Fail. The committee will impose specific conditions upon students who receive a Conditional Pass and will specify a timetable and mechanism for satisfying the condition. Students who fail the oral defense must repeat the defense within a time frame specified by the committee. If a student has not passed after two attempts, he/she may be dismissed from the PhD program. Note that the outcomes of the written and oral elements of the Comprehensive Exam need not be the same.
Preliminary Oral Examination

The purpose of the preliminary oral examination (POE) required and administered by the University for all PhD candidates, is to determine whether the student has the depth and breadth of scientific and technical knowledge to undertake thesis research. Examiners will be concerned with the student's reasoning ability; depth and breadth of knowledge; and ability to develop and conduct research leading to a completed thesis or dissertation. The POE is conducted by a committee of examiners usually selected by the student’s advisor according to eligibility rules set by the university (link below). Note that the student’s advisor is NOT a member of the POE committee.

The POE must be completed by May 31 in the student’s second year. A completed committee selection form (link below) must be submitted to the Student Coordinator by April 1. If a committee/date is not set by April 1, the GPC will assume the responsibility for committee assignment and scheduling. The GPC's decisions will be made with input from the advisor if offered, but to simplify scheduling, the GPC will not feel obligated to honor requests for certain examiners or dates. The student is responsible for arranging for a room for the exam.

The POE rules and form can be found here: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree_071717

At least two weeks prior to the scheduled date of the exam, the student should make his/her Grant Writing Course proposal available to the committee members. This is for ground purposes and the proposal will not be evaluated as part of the exam by committee members, nor will the examination be confined to topics related to the proposal.

Conduct of the exam: The student’s advisor does not participate in the student’s POE. However, in the student’s absence, the advisor will provide a brief overview of the student’s research progress to the committee prior to the start of the POE.

The student may prepare a short talk (5 min) based on their proposal and/or their anticipated research project to serve as an introduction to the examination. If a presentation is made, students are strongly encouraged to make use of PowerPoint, Keynote, or similar presentation software.

Exams last 1 to 2 hours. After the exam, a form indicating the outcome (Pass, Fail, or Conditional Pass) will be filled out by the examiners and returned to the Registrar. It is suggested that the POE Committee Chair inform the student's PI of issues that arose in the course of the exam. In particular, if the outcome of the exam is a Conditional Pass or Failure, the advisor will require this information to assist the student in correcting deficiencies.

After the completion of the preliminary oral exam, PhD students will be required to complete a “Thesis Documentation Form.” Angelica Watts in the Dean’s Office collects these forms. Final orals paperwork will not be processed unless this form is on file with the Dean’s Office.

550.600 Responsible Conduct of Research must be completed before taking the POE.

MMI Grant Proposal Requirement. Success in obtaining independent funding for research is an essential element of most scientific careers. Therefore, as part of their training, each MMI PhD student is required to submit grant proposals for funding by outside agencies. It is anticipated that most proposals
will be for NIH F31 grants, but similar applications to NSF or other governmental or non-governmental organizations will also fulfill the requirement.

The first grant application must be submitted by the end of the summer term (late August) in the student's second year, for example, on the F31 NIH submission deadlines of April 8th or August 8th.

At least two submissions are required (unless the first is successful). These can be an original and a revised application or two different applications to the same or different organizations. The second application must be submitted within 1 year of the first submission.

Proposals will generally be written on the student's thesis project (or anticipated thesis project) and should be prepared in close cooperation of the student's PI. Additionally, each student must obtain written critiques of a draft of the proposal from two different MMI faculty members apart from the PI prior to submission. Since students will have formed Thesis Advisory Committees (TACs) by that time, it is suggested that members of the TAC prepare the reviews. Proposal drafts should be submitted to these reviewers at least ONE MONTH before the application is due at the School's Office or Research Administration (ORA) or to the sponsoring organization. Note that for many applications (for example, NIH applications), the ORA deadline is several days before the sponsor due date.

Students must notify the Student Coordinator of grant application submissions by completing a form available from the Student Coordinator or from the MMI portal. TACs will record submissions on the TAC report form. [https://my.jhsph.edu/sites/MMI/academic-forms/default.aspx](https://my.jhsph.edu/sites/MMI/academic-forms/default.aspx)

**Publication requirement.** Publication is an essential component of training for a research career and a strong publication record as a graduate student is of great benefit to the trainee, the laboratory, and the program. Therefore, each PhD student in MMI is required to have published or submitted for publication in a peer-reviewed journal one or more first-author manuscripts prior to the date of the Final Oral Examination. Publication plans should be discussed as part of the IDP portion of each TAC meeting, and the TAC must indicate on the TAC Report Form whether the student is making satisfactory progress toward publication. If not, the TAC must provide a written recommendation for steps to be followed to expedite publication. Students must notify the Student Coordinator of first author publications by completing a form available from the Student Coordinator.

**Teaching or outside work:** Federal law stipulates a maximum of 19 hours for paid work outside of laboratory thesis work. All paid fellowships, part-time working opportunities and teaching need to be discussed with the student’s primary advisor.

**Final Oral exam**

The PhD thesis/dissertation is the culminating product of a student’s PhD studies and provides a permanent record of a student’s intellectual contribution to the field. Unlike published papers that might result from the same work, the thesis both requires and provides opportunity for the student to creatively place his or her work in the broadest possible context, explore implications, and speculate on where the future of the field lies. Preparation of a thesis requires the greatest care both in thought and execution.

Most students find that writing a thesis requires much more time and effort than expected. For that reason, students are encouraged to write as they go, rather than wait for the final few weeks of their graduate careers. Students are also encouraged to work closely with their advisors on thesis organization, scope, and content. To facilitate these recommendations, the Department requires a student to submit a
draft of each of the components of the thesis to his/her advisor at least **eight weeks** prior to the Final Oral Examination (thesis defense) date, and to submit a final draft of the complete thesis to the readers at least **four weeks** prior to that date. Readers will provide comments on the thesis at or before the Final Oral Examination, and may require that changes be made prior to approval.

The Committee of Thesis Readers conducts the Final Oral Examination and ultimately must approve the thesis. School-wide policies and deadlines governing the selection of readers, conduct of the oral examination, and approval of the written thesis are available from the Student Coordinator or Registrar's office and online: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_of_Philosophy_Degree_071717. Comprehensive information for doctoral students including timelines, guidelines, exam and graduation information for doctoral students, including Thesis Reader Appointment forms can be found here: https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx

Details of the required format of a PhD thesis are available at http://guides.library.jhu.edu/etd

For theses that contain published work, suitably modified versions of the published manuscripts may be used as chapters, with careful attribution of the work of co-authors. In general, because the depth of the introductions and discussions of published papers are not sufficient for thesis use, and additional introductory and summary chapters will be required in the thesis.

Essay/thesis writing/editing assistance is offered at both campuses:

JHMI: Editing Referral Service:
http://www.hopkinsmedicine.org/fac_development/researchers/publishing.html#ERS

JHU: Writing Center: http://krieger.jhu.edu/writingcenter/about/

Official PhD thesis submission to the University is now done electronically. Please review the checklist for specific requirements regarding thesis submission: https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Documents/AFTER%20THE%20FINAL%20DEFENSE%20%20Revised%20July%202017.pdf

**The department requires one printed copy of the PhD thesis, which will be kept in the Department Library.** Students should provide the Student Coordinator with a PDF, and she will have a copy printed for the department.

**Final Seminar Presentation**

At the conclusion of their thesis research, students are required to present their work at a formal seminar that is advertised throughout the University. This seminar is scheduled in conjunction with the Final Oral Examination.

**Residency**

PhD students must successfully complete all program-specific requirements (such as a thesis or dissertation, as detailed in the specific program PPMs) within 7 years. Extensions are possible and must be formally approved by the Committee on Academic Standards.
Criteria for Dismissal from the MMI Doctoral Program

Students may be dismissed from the MMI Doctoral program for reasons that include (but are not limited to) failure to satisfy conditions specified for removal from academic probation, failure to maintain an adequate GPA, failure to pass required courses with a grade of B or better, failure of the Departmental Comprehensive Examination or Preliminary Oral Examination, failure to make satisfactory progress in thesis research, violations of academic or professional ethics, and failure to adhere to School time limitations.

Miscellaneous Program Policies

Academic Ethics and Responsible Conduct of Research. MMI requires students to adhere rigorously to the School's standards for Academic Ethics and Responsible Conduct of Research in all activities. Violations of these standards are grounds for dismissal from the program. Policies are detailed in Policy and Procedures Memoranda (PPMs) "Students 01 Academic Ethics" and (for research, including student research) "Faculty 07 Scientific Misconduct." PPMs can be accessed at: https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx

A lecture introducing students to these topics will be presented during the first term. Time and location will be announced by the Student Coordinator. Attendance is required. All students must complete the online course Academic and Research Ethics (550.860.82) in the first term they are enrolled. Additionally, students are required to complete Responsible Conduct of Research (550.600, 1st term) or Research Ethics and Integrity (306.665, 3rd term) in their second year (see Required Courses, above).

Department Retreat. In the Fall of each academic year, the MMI faculty and students attend a retreat that includes faculty and trainee presentations and student posters on research currently be conducted in the department. The retreat provides students with an important opportunity to meet faculty and discuss possible rotation and thesis projects. The retreat also provides students with the chance to meet faculty and students and learn more about research being conducted in the department. Attending the retreat, including talks and poster sessions is expected for 1st and 2nd year PhD and ScM students and optional for MHS students.

Vacation/Holiday Policy. Graduate student holiday and vacation schedules traditionally have been flexible to accommodate the varied demands of individual research projects. Guidelines which reflect the department’s expectations are outlined below. These guidelines are not intended to eliminate flexibility in the scheduling of holidays and vacation, and do not replace any conditions that might be imposed by fellowships/funding agencies. These guidelines also do not restrict legitimate academic or research activities conducted off campus, such as attendance at scientific meetings and field work. Students are generally entitled to the following holidays and vacation time:

- University holidays
- Spring break
- The period between last day of 2nd term and the first day of winter intersession
- A fortnight vacation in the second and subsequent years as scheduled by arrangement with the advisor.

Graduate students are expected to be present during winter intersession and summer term or as required by their experimental protocols.
Leave of absence. A leave of absence (LOA) is for students who are forced to take a temporary break from their programs of study due to reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of their graduate studies. A leave of absence is an officially recognized inactive student status that is entered on a student's academic record. LOA cannot be used by a student working on a thesis who has completed all other degree requirements. LOA is limited to one academic year except for military service.

Application for LOA must be made on a form available from Student Affairs. Policies and procedures are described at:


Parental leave. Graduate students may request parental leave following the adoption or birth of a child. Parental leave applies to either or both parents and includes sixty calendar days of stipend/salary support and health insurance coverage. Parental leave must be requested on a Departmental Paid Leave of Absence form, available from the Student Coordinator. More detailed information is available in the JHSPH Guidebook at: http://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsph-guidebook/2017_2018Guidebook.pdf

Student/Faculty Forum. Informal meetings are held periodically to facilitate communication between students and faculty. Its purpose is primarily to exchange views and to initiate policy changes. A topic relevant to students is discussed; for example, required courses, finding a post-doc. The Graduate Officer welcomes suggestions for discussion topics. This forum also provides an opportunity to inquire about degree requirements and for meeting informally with faculty and students.

Animal experiments and protocols; radiation licenses; pathogen, and recombinant DNA registrations. Any student who participates in animal experiments must be added to the appropriate animal protocol before beginning work. Changes to animal protocols (including addition of personnel) are the responsibility of the Principle Investigator (PI) of the protocol. Students also must complete online animal research training and must enroll in the Animal Exposure Surveillance Program prior to beginning work. If your thesis or rotation project involves animals, please discuss these matters with your advisor.

Students must also be added to radiation licenses, pathogen and recombinant DNA registrations and human IRBs by the PI as required. In general, training in procedures is required for work with these agents. The PI will make information available to students in his lab.

Departmental Seminars. A weekly Departmental Seminar is held at 12:00 pm on Thursdays during the academic year and all students are required to attend. Research Forum is held at 12:00 pm on Mondays and all students are required to attend.

Students are encouraged to participate in Journal Clubs in Immunology, Molecular Parasitology, Programmed Cell Death, Vector Biology and Virology, which are scheduled at various times throughout the week.
ADDITIONAL DEPARTMENTAL AND SCHOOL INFORMATION

Additional Course Information. Many university-wide courses can be used to fulfill specific requirements. Consult the catalogs of the various university divisions available for viewing in the Office of the Registrar.

1. Bloomberg School of Public Health catalog -- see interdepartmental programs.
2. School of Medicine catalog.
3. School of Arts and Sciences (Homewood Campus) catalog.

Administrative Personnel. The department’s main office is located in Room E5132. Below are staff members who serve the needs of the faculty and students.

Lisa Walborn (Room E5132) serves as the Department Administrator. Lisa directs all aspects of finances, budgets, permanent equipment, and space requirements for the department and has overall responsibility for the administration of the department and the Malaria Institute. This includes the pre- and post-award grant administration, HR/payroll, equipment and facilities.

Gail O’Connor (Room E5008) serves as Academic Program Administrator. She handles all aspects of students’ academic careers, tuition, medical and dental insurance and admissions. She attends meetings of several departmental committees concerned with students and academic programs.

Lawanda Lewis (Room E5006) serves as the Human Resources Coordinator. Lawanda handles all HR/payroll and visa issues for faculty, staff, post-docs and students.

Patricia Bazemore (Room E5001) serves as the course coordinator for Core Discussion of Scientific Literature.

Thom Hitzelberger (Room E5004) serves as Budget Specialist and is responsible for reviewing the accuracy of invoices and preparing fiscal documents required to pay vendors for goods and services. He assists in the purchasing of departmental equipment and supplies. In addition, he serves as "key operator" for the departmental photocopier and printers and also reconciles monthly budget statements.

Leonid Shats (Room E1305) has oversight of Departmental equipment. Leonid provides instruction in use of the Departmental microscopes, performs some routine maintenance, and repairs or arranges repairs of Departmental equipment. Repair requests are submitted online through the MMI web site.

Maryann Smith (Room E5132) serves as the assistant to the Department Chair. She is responsible for maintaining Dr. Casadevall’s daily schedule, arranging his appointments, meetings and travel. She coordinates course 550.865.81 Public Health Perspectives on Research. She also coordinates JHMRI/MMI events including the Department Seminars on Thursdays, the Tropical Medicine Dinner Club, Vector Encounter and the fall MMI retreat.

Kathy Spinnato (Room E5132) serves as Administrative Secretary in the Office of the Chair.

Genevieve Williams (Room E5141) serves as Program Manager for the JHMRI. She organizes the Malaria Friday Seminars, World Malaria Day, the fall JHMRI retreat and ICEMR for Zambia and Zimbabwe.
Trish Ward (Room E5143) serves as the JHMRI Center Administrator and is also the assistant to Professor Peter Agre. She manages the JHMRI pilot grants and JHMRI fellowships.

Computer Accounts. See "Information Systems" in the School's Student Handbook. All full-time students will be issued an email account at orientation.

MMI Fifth Floor Conference Rooms. These rooms (E5130 and E5133/library) are available for journal club meetings, student or faculty committee meetings, special seminars, and group study sessions. There is a calendar available on line at: https://my.jhsph.edu/sites/MMI/ConfRoomSched/default.aspx (conference room scheduler).

MMI Fifth Floor Student Computer Room. This room (E5003) is available to all MMI students. A computer, scanner, and laser printer are available for your use.

Departmental Mailboxes. All first year students in the Department are issued mail-slots located in Room E5003. These slots are used for telephone messages, Departmental and School correspondence and announcements, as well as for any mail addressed to students in care of the Department. It is important for students to check their mailboxes frequently. Mail is distributed twice a day, once in the morning and once in the afternoon. Starting in year 2, PhD or ScM students’ mail will be delivered to their lab’s mailbox, across from the department office,

School Mailboxes. The Department provides mail-slots for its students, so School mailboxes will be issued.

Student Lockers. Student lockers are available and can be reserved during orientation each August.

Photocopying and Faxing. To use the Departmental photocopier in Room E5003, students must have their badge activated. Please see Thom Hitzelberger to have your badge activated. Only work authorized by the Department, e.g., course-related copying, may be charged. Faxing can be done in the copier. The number is 410-955-0105.

Departmental portal page (https://my.jhsph.edu/Departments/MMI/Pages/default.aspx). Academic forms, conference room scheduling, and department information are available on the portal. You will need to log in with your jhsph account ID.

Student Assistance Program (JHSAP) 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 443-287-7000 or visit the website at http://www.jhsap.org/

Personal information. Please report changes in home address, phone numbers, etc. to Lawanda Lewis and update your ISIS account with the new information.
Miscommunication, misunderstanding, and conflict among people are inevitable. **Most laboratory/workplace issues can be resolved through a timely and frank discussion with your advisor.** However, for those laboratory/workplace issues that cannot be resolved through direct communication with your advisor, it is often useful to involve a neutral party who can present options and devise solutions.

**What does the MMI Student Ombud do?**

The MMI Ombud assists departmental students and postdoctoral fellows, informally and confidentially, in understanding and resolving a variety of workplace issues. Such issues may range from perceptions of unfair or discriminatory treatment to a desire to understand the formal complaint process to a concern about possible unethical or unprofessional practices.

The MMI Ombud will carefully listen to what you have to say and help you analyze your situation and evaluate options in the context of Departmental, School and University policies. The MMI Ombud may, with permission, initiate discussions with others involved in the issue and if appropriate, assist in direct communication or serve as an intermediary between parties. The MMI Ombud is also available if the student or postdoc simply needs a safe place to ‘vent’.


- **Confidentiality** - The Ombud will hold all communications with those seeking assistance in strict confidence, and will not disclose confidential communications unless given permission to do so. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm.
- **Neutrality and Impartiality** – The MMI Ombud will not take sides. The mission of the Ombud is to listen, to understand, to explain, to discuss options, to weigh alternatives, and to point out possibilities and consequences.
- **Informality** - Interactions with the MMI Ombud is informal and conversational. The Ombud will keep minimal records. The primary mission is to help individuals, confidentially, one at a time.
- **Conflict of Interest** - For any case that may present a conflict for the MMI Ombud, arrangements will be made with another, non-conflicted individual, or with the School’s Deans for Students Network to manage the situation.

**Who has access to the MMI Ombud?**

All MMI graduate students and postdoctoral fellows have access to the MMI Ombud.

**When should I contact the MMI Ombud?**

- If you want or need to discuss a sensitive issue or question regarding your rights, obligations, responsibilities or roles as an MMI student/fellow.
- If you need a question answered, but don’t know whom to ask.
• If you think you may have been treated unfairly or arbitrarily.
• If you become aware of practices that you think are questionable, but don’t know whom to tell or don’t want to be involved.

What concerns can be discussed with the MMI Ombud?
• Perceived or apparent inequities in assignments or perquisites.
• Concerns about inappropriate behavior or speech, particularly as they impact study or working conditions.
• Questions about performance evaluation and retention.
• Concerns about practices risking or adversely affecting health and safety.
• Concerns about authorship or intellectual property.
• Concerns about compliance with relevant public laws/regulations, IRB protocols, IACUC protocols or University policies.

What is the process for contacting the MMI Ombud?

The student or postdoc can make initial contact with the MMI Ombud in person, by email, by phone or through a third party to schedule a meeting. There is no need to specify the reason for the meeting in the initial correspondence, just that you would like to set a time to meet.

Confidentiality

The goal of the MMI Ombud is to carefully listen to what you have to say and help you analyze your situation and evaluate options. Typically, the MMI Ombud will not take notes regarding the issues at hand (but may jot down ‘to do’ reminders). All materials used during the course of a case will kept in a locked cabinet, will not be duplicated and will be shredded or returned to you if you wish. The MMI Ombud will not acknowledge who has or who has not contacted the Ombud without express consent.

What the MMI Ombud will not do.

The MMI Ombud does not have any administrative or other type of authority within the Department, School or University. The MMI Ombud will not determine guilt or innocence, adjudicate or decide outcomes or participate in any way in a formal grievance process.
Rights and Responsibilities of Ph.D. Students at Johns Hopkins University

Preamble: Ph.D. education is fundamental to the University’s teaching and research mission. For an intellectual community of scholars to flourish, it is important to acknowledge the principles that underlie the compact between Ph.D. students, the faculty, and other members of the University community. It is in this spirit that the Doctor of Philosophy Board, in collaboration with faculty and students from across the University, has articulated a statement of rights and responsibilities for doctoral students at Johns Hopkins. The principles described in this document are to be realized in policies established by the various Schools of the University; the Schools will also develop mechanisms to monitor and enforce such policies.

RIGHTS

1. Ph.D. students have the right to education, supervision and training. This includes access to the classroom, laboratory and teaching opportunities necessary for completion of degree requirements, appropriate and regular faculty supervision consistent with the norms of the discipline, as well as appropriate research and/or clinical experiences.

2. Ph.D. students have the right to full and regular access to information about the requirements for the degree. This includes information regarding program requirements, assignment/selection/change of advisor, expected time to completion, graduation rates, and conditions of financial support.

3. Ph.D. students have the right to conditions of learning, teaching and research that are appropriate and reasonable for their discipline. This includes the right to information and ongoing consultation regarding their expected effort and specific duties, as well as clearly stated criteria for participation in collaborative work and/or research.

4. Ph.D. students have the right to be treated in a respectful and professional manner by all members of the University community. This includes freedom from discrimination and harassment as well as assurance of reasonable confidentiality in their communications, as governed by university policy.

5. Ph.D. students have the right to receive, on a regular basis, written evaluation of their progress and to be informed of the criteria upon which the evaluation is based. Students should also be provided with opportunities to discuss such evaluations with their advisor. Each program should make available their policies concerning academic probation, funding withdrawal, and dismissal; reasonable warning should be provided in advance of dismissal based on failure to make satisfactory academic progress.

6. Ph.D. students have the right to appropriate recognition for their contributions to research and scholarship. This will require discussion between the student, advisor and other relevant parties regarding expectations for student contributions and the nature of the recognition.

7. Ph.D. students have the right to academic freedom. This includes the right to express, without reprisal, independent opinions about scholarly issues (such as opinions regarding theoretical and methodological debates in their disciplines), opinions regarding matters of institutional policy, concerns about suspected research misconduct and personal opinions on public matters.

8. Ph.D. students have the right to have their views represented in the development of policies that govern the Ph.D. Student ideas and perspectives should be solicited and considered if substantive changes in the structure of a Ph.D. program are anticipated.

9. Ph.D. students have the right to clearly defined policies regarding benefits and nonacademic issues pertinent to their student status. These policies should cover (but not be limited to) such things as the provision of health care, recognition of family responsibilities, leave, vacation and other absences. These policies should acknowledge that students can, without reprisal, form clubs,
associations or organizations around common interests, as long as these are consistent with general non-discrimination policies of the University.

Ph.D. students have the right to accessible procedures for redress of their grievances. Each School within the University must provide mechanisms to ensure that grievance procedures are fair and without reprisal. These procedures should include Ph.D. student representation, as appropriate.