The purpose of this document is to codify the policies and procedures of the PhD in Public Health Doctoral Program. They conform to the rules and regulations of the Rutgers School of Graduate Studies. This document is intended to assist both students, and faculty navigate through the complexities most directly and expeditiously. If questions arise, or if individuals wish to deviate from these policies and procedures, requests for exceptions should be directed in writing to the Director of Doctoral Studies, Rutgers School of Public Health. These policies and procedures will be updated periodically. Please note this PhD Student Handbook does not supersede or meant to imply PhD students do not need to comply with other policies and procedures of the Rutgers School of Public Health not covered in the handbook. Comments and suggestions are always welcome.
Table of Contents

Welcome Letter from the Director of Doctoral Studies .................................................................3
School Mission, Vision and Core Values ..........................................................................................4
Admissions ......................................................................................................................................5
PhD in Public Health Central Office ............................................................................................5
Administration ..............................................................................................................................6
PhD in Public Health Program Mission and Competencies .............................................................6
Academic Advising ..........................................................................................................................7
PhD Curriculum and Degree Requirements .....................................................................................8
PhD Timeline to Degree Completion ...............................................................................................10
Course Registration ..........................................................................................................................10
Teaching Experience .......................................................................................................................11
Outside Employment .......................................................................................................................11
Student Resources ..........................................................................................................................12
Qualifying Examination ....................................................................................................................13
Advancement to Candidacy .............................................................................................................14
Developing the Dissertation Proposal and Dissertation ...............................................................14
Institutional Review Board (IRB) Requirements .............................................................................17
Dissertation Format and Style Manual ...........................................................................................17
Completing and Defending the Dissertation ....................................................................................18
Publication of Dissertation and Academic Data .............................................................................19

Appendices
Appendix A: The Individual Development Plan for PhD Students
Appendix B: PhD Timeline Checklist
Appendix C: Application for Admission to Candidacy for the Degree of Doctor of Philosophy
Appendix D: School of Public Health Faculty Eligible to Chair Dissertation Committee
Appendix E: Guidelines for Dissertation
Appendix F: School of Graduate Studies Checklist for Graduation
Appendix G: Sample Title Page for PhD Dissertation
Appendix H: PhD Dissertation Defense Timeline
WELCOME LETTER FROM THE DIRECTOR OF DOCTORAL STUDIES

Dear PhD in Public Health Students,

Welcome to the PhD in Public Health Program! Whether you are a new or returning student, we are honored that you have chosen Rutgers University to embark on your career as a public health scientist. At the Rutgers School of Public Health, our faculty are on the cutting-edge of advancing knowledge to improve public health outcomes all over the world. We are excited that we are part of your public health research journey.

You are entering the field of public health at the time when public health is addressing some of the world’s pressing challenges. This means that there are plenty of opportunities for you to learn about these problems and be part of the Rutgers family that develops solutions.

This will be an exciting chapter in your career, and it should be a memorable time in both your personal and professional life. As the Director of Doctoral Studies, I encourage you to get involved, attend seminars and events, and explore all the resources and the wealth of opportunities that Rutgers University and the School of Public Health have to offer. There are numerous opportunities to get involved in research, training, teaching, and service.

Details of the resources are available to you in this PhD Student Handbook. I also encourage you to take control of your career trajectory early on. One of your most important resources will be your PhD Faculty Academic Advisor. Please keep in regular contact with them about your courses, and well as your research, teaching, and career plans. Please take the time to carefully review this PhD Student Handbook to learn more about our program.

I look forward to meeting each of you. Please know that my door is always open. If you want to talk with me individually, I would be happy to meet with you. I want to hear from you.

It is my pleasure and honor to welcome you to this academic year – we are excited to have you.

Welcome (or welcome back) to the Rutgers School of Public Health!

Best wishes,

Pamela Valera
Pamela Valera, PhD, MSW, NCTTP
Director of Doctoral Studies
Assistant Professor
Department of Urban-Global Public Health
Community Health Justice Lab (www.chjl.org)
Rutgers School of Public Health
SCHOOL OF PUBLIC HEALTH MISSION, VISION AND CORE VALUES

Mission
To advance health and wellbeing and prevent disease throughout New Jersey, the United States, and the world, by preparing students as public health leaders, scholars, and practitioners; conducting public health research and scholarship; engaging collaboratively with communities and populations; and actively advocating for policies, programs, and services through the lens of equity and social justice.

Vision
A world in which all people have the opportunity to reach their full potential in terms of health and wellbeing and where solutions to public health challenges are rooted in population and individual strengths based on a commitment to equity and social justice.

Core Values
Ten core values are reflected in the School of Public Health’s teaching, research, practice and community engagement activities. These core values are:

- Collaboration
- Creativity
- Diversity
- Engagement
- Equity
- Inclusion
- Integrity
- Measurability
- Performance
- Respect

Please visit the School of Public Health website for more information: sph.rutgers.edu/about_us/index.html
ADMISSIONS

Each PhD applicant to the PhD in Public Health Doctoral Program is required to submit a full application as specified in the School of Public Health Catalog, including identification of an area of proposed research. Application materials are reviewed by at least two School of Public Health faculty members in each Concentration accepting doctoral students. The concentration-level committees review doctoral applications for quality and compatibility with the interests of the faculty. Applicants are strongly encouraged to meet with faculty via virtual or in-person visits prior to this review. The recommendations from the faculty within each Concentration are shared with the faculty representative to the Research and Doctoral Studies Committee, which reviews each application and identifies the School of Public Health faculty member (at the rank of Assistant Professor or higher) willing to serve as the applicant’s advisor. The Doctoral Committee may then recommend admission of that student. In addition, students recommended for admission are ranked for the purpose of identifying candidates for funding.

PhD in Public Health students are currently accepted in biostatistics; environmental and occupational health; epidemiology; health systems and policy; and social and behavioral health sciences concentrations.

For application requirements, please visit the School of Public Health website.

PHD IN PUBLIC HEALTH CENTRAL OFFICE

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ADMINISTRATION

The Dean of the Rutgers School of Public Health appoints a faculty member as the Director of Doctoral Studies. The Director of Doctoral Studies is responsible for the administrative and academic success of the PhD in Public Health Doctoral Program. The Director of Doctoral Studies convenes the Doctoral Executive Committee and the Research and Doctoral Studies Committee.

The Doctoral Executive Committee consists of the Director of Doctoral Studies, the Associate Dean for Academic Affairs, the Associate Dean for Research, Director of Recruitment and Admissions, and the Director of Student Support Services (or their designees) from the School of Public Health. The Doctoral Executive Committee advises the Director of Doctoral Studies about student problems, student-faculty problems, and other PhD in Public Health Program matters.

The Research and Doctoral Studies Committee encourages research activities by faculty and students and serves in an advisory capacity to the Dean on general policy matters related to research and to doctoral programs. The Research and Doctoral Studies Committee has the responsibility of making recommendations to the Dean in the following areas:

- Doctoral course of study and admissions.
- Differentiation of PhD and DrPH curricula.
- Oversight of doctoral comprehensive exams and School-wide training.
- Policies regarding internal grant funding program, oversight of University-wide competitions for doctoral funding.

More information on the Governance of the PhD in Public Health may be found in the PhD in Public Health Bylaws on the School website.

PHD IN PUBLIC HEALTH PROGRAM MISSION AND COMPETENCIES

The PhD in Public Health offers an interdisciplinary approach to learning and applying substantive bodies of knowledge in biostatistics; environmental and occupational health; epidemiology; health systems and policy; or social and behavioral health sciences. By employing methods from the health and social sciences, the PhD in Public Health Program prepares students for research, teaching, and service at the college and university level as well as in institutions outside of the academy.

Cross-Cutting Competencies

The PhD in Public Health cross-cutting competencies reflect the knowledge, skills, and other attributes that are essential for any PhD scholar regardless of Concentration, discipline, or pathway. Upon graduation, a student completing the PhD in Public Health will be able to:

1. Demonstrate broad conceptual knowledge and deep understanding of a specific public health field.
2. Apply critical thinking skills to evaluate empirical evidence relevant to public health.
3. Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research.
4. Demonstrate the effective use of teaching methods to engage students in a variety of educational settings (large group, small group, in-person, or online).
Research and Training Objectives
The PhD in Public Health research and training objectives reflect our commitment to graduating PhDs ready and able to produce high-quality original scholarship. Upon graduation, a student completing the PhD in Public Health will be able to:

1. Understand strategies for interdisciplinary teamwork and strengthen communication with other scholars from other disciplines.
2. Build trust among collaborators in a diverse interdisciplinary team.
3. Explain own research agenda, its future direction of the research project and career goals.
4. Aware of own professional development pathway; use Individual Development Plan appropriately to a stage of training.

Each Concentration identifies competencies for the PhD in Public Health degree offered. These competencies reflect the full range of knowledge, skills, and other attributes that a student will acquire as a result of completing the requirements for a PhD in Public Health in that Concentration. Visit the School of Public Health website for more information on the Concentration’s competencies.

The PhD in Public Health Program is designed to balance learning and application, preparing students with the skills and competencies they need to lead successful careers. The doctoral program centers on robust methodological preparation while allowing for a tailored approach to individual mastery in a substantive area of expertise. Doctoral candidates work closely with one faculty mentor in their home concentration on a dissertation that advances knowledge.

ACADEMIC ADVISING

Upon admission to the PhD in Public Health Program, each student will be assigned a Faculty Academic Advisor based on the student’s area of interest. In the first year, the Faculty Academic Advisor helps the student identify additional relevant coursework and conduct a literature review. Together, the Faculty Academic Advisor and the student develop a first-year training plan that includes taking required coursework. A student may change advisors with the approval of the Director of Doctoral Studies. It is the responsibility of the student and Faculty Academic Advisor to complete the Individual Development Plan (Appendix A) each year of their doctoral program. The PhD student will submit their Individual Development Plan and CV on through the School’s PhD and DrPH Canvas page. In addition, PhD students should seek continued advisement in planning and implementing their course of study. The Faculty Academic Advisor will provide guidance to the student on academic and research matters, assisting the student with the Individual Development Plan, recommending a doctoral qualifying exam committee, and proposing a dissertation research committee.

Individual Development Plan (Appendix A)

This Individual Development Plan is a planning tool designed to systematically help PhD students identify professional training needs and competencies, establish goals and take stock of year-by-year progress during PhD studies. The Individual Development Plan helps PhD students stay on track with their research, publications, grant writing and skills development. The Individual Development Plan also helps students plan and prepare for their post-PhD future while in graduate school. The Individual Development Plan can serve as tools to facilitate communication between trainees and their mentors.
Facility Academic Advisor/Mentor Roles and Responsibilities

<table>
<thead>
<tr>
<th>Year</th>
<th>Mentor</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Faculty Academic Advisor</td>
<td>• Meets with the student regularly</td>
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<tr>
<td></td>
<td></td>
<td>• Assists the student with completing the Individual Development Plan</td>
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<tr>
<td></td>
<td></td>
<td>• Develops training plan</td>
</tr>
<tr>
<td>Year 2</td>
<td>Faculty Academic Advisor/Mentor</td>
<td>• Meets with the student regularly</td>
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<tr>
<td></td>
<td></td>
<td>• Assists the student with reviewing and updating the Individual Development Plan</td>
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<tr>
<td></td>
<td></td>
<td>• Develops training plan</td>
</tr>
<tr>
<td>Year 3</td>
<td>Committee Chair</td>
<td>• Meets with the student regularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assists the students with reviewing and updating the Individual Development Plan</td>
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<tr>
<td></td>
<td></td>
<td>• Provides guidance on dissertation proposal</td>
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<tr>
<td></td>
<td></td>
<td>• Helps student form dissertation committee</td>
</tr>
<tr>
<td>Year 4</td>
<td>Committee Chair</td>
<td>• Meets with the student regularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assists the students with reviewing and updating the Individual Development Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helps keeps the student on track for dissertation writing</td>
</tr>
<tr>
<td>Year 5 and Beyond</td>
<td>Committee Chair</td>
<td>• Meets with the student regularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assists the students with reviewing and updating the Individual Development Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helps mentee prepare for dissertation defense</td>
</tr>
</tbody>
</table>

PHD CURRICULUM AND DEGREE REQUIREMENTS

The PhD in Public Health degree requires a minimum of 72 credit hours, including a minimum of 24 credits of doctoral research. Candidates for the PhD in Public Health are expected to enroll full-time and are required to be immersed in research, fulfill a teaching experience, participate in the Doctoral Colloquium, pass qualifying written and oral qualifying examinations, as well as complete and defend original dissertation research.

A specific course of study is followed by PhD in Public Health students during the first year of full-time study with concentration courses completed during the first and second years of full-time study. PhD students then begin their dissertation research in the third year of full-time study.

Required Pre-Requisite Courses (6 credits) Does not count toward the minimum 72-credit PhD curriculum.
- PHCO 0502 – Principles and Methods of Epidemiology (3) Summer before Year 1
- PHCO 0504 – Introduction to Biostatistics (3) Summer before Year 1

If a student holds an MPH from a CEPH-accredited school or program of public health, pre-requisite coursework is considered completed. Previous MPH coursework and other equivalent pre-requisite coursework needs to be reviewed. Please complete and submit the Request for Approval of PhD Degree Program Pre-Requisite form which can be found on the School’s website: https://sph.rutgers.edu/academics/forms.html
Required PhD in Public Health Core Courses (9 credits)

All doctoral students must take the following core courses in addition to their concentration courses.

- PHCO 0512 – Public Health Foundations (3 credits) Year 1 or Year 2 (online)
  
  Course (not the credits) may be waived if the PhD student has an MPH degree from a CEPH-accredited school or program of public health.

- HBSP 0700 – Advances in Public Health Theory (3 credits) Year 1

- ENOH 0701 – Public Health Research Ethics (3 credits) Year 1

Required Concentration Required and Elective Courses (39 credits)

Each area of Concentration has developed its own set of required and elective courses. Students may visit the School of Public Health website, review the School of Public Health Catalog or the Concentration’s office to obtain copies of specific Concentration’s curricula.

Required Doctoral Research and Related Courses (24 credits)

- RESH 0701 – Doctoral Colloquium I (0 credits) each Fall and Spring semester (Year 1)
- RESH 0701 Doctoral Colloquium II (0 credits) each Fall and Spring semester (Year 2)

  The purpose of the Colloquium is to familiarize students with the major streams of research on pressing topics in public health, prepare students to complete the PhD program, and help students develop the skills necessary to become an engaged scholar and be competitive on the academic job market (Year 1 – completion of a peer-reviewed literature review; Year 2 – NIH F31 draft application or equivalent).

- RESH 0760 – Dissertation Proposal Seminar (3) Taken in Year 2, second semester
- RESH 0760 – Doctoral Research (21 credits)

Other Doctoral Requirements (1 credits)

- RESH 0730 – PhD Seminar (0 credit) Attend PhD seminar once per month for Fall and Spring semesters (annually)
- Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) or complete HBSP 0724 - Effectively Teaching and Training Adults (3)
- Complete Responsible of Conduct of Research (RCR) (1 credit)

A student's entire course of study, including dissertation research and defense, must be completed within seven (7) years of admission to the Doctoral Program.

Other Program Policies

Allowable Transfer Credits:

Students may transfer up to a maximum of 24 credits from another school (including our partner institutions), following the School of Public Health’s Transfer of Credits policy and procedures. Courses taken more than five (5) years prior to the student’s admission to the PhD in Public Health Program are given more careful consideration.

Furthermore, doctoral students must meet with their faculty advisor to review their PhD curriculum. During this meeting, students will discuss requests for transfer credits. Once the proposed plan for transfer credits is complete, the faculty advisor will submit the plan to the Director of Doctoral Studies for approval. (This approval may include a review by additional faculty.) Transfer credits will only be awarded for approved courses after the student successfully completes one semester in the PhD program at the Rutgers School of Public Health.
Students who hold a previous degree from the Rutgers School of Public Health should complete the Internal Curriculum Transfer Plan form and students who hold graduate degrees from other institutions, including other Rutgers schools, should complete the Application for Transfer Credit form for each possible transfer credit course. Forms may be found on the School’s website: https://sph.rutgers.edu/academics/forms.html.

**Academic Standing**

Students seeking the PhD in Public Health degree must complete a *minimum* of 72 credits of academic work with a minimum GPA of at least 3.2 overall and a 3.2 in the set of required courses specified by their Concentration; earn no more than nine (9) credits bearing grades less than B; and complete the degree requirements within nine years. See the School of Public Health’s Academic Standing policy for more information.

The PhD in Public Health Program does not have a foreign language requirement.

**PHD TIMELINE TO DEGREE COMPLETION**

A PhD timeline worksheet is included in Appendix B. Below is an ideal timeline for completion of the PhD in Public Health degree. This timeline assumes that the student has completed the pre-requisite courses prior to matriculating into the doctoral program and is enrolled in full-time study. PhD students are required to complete the degree in a maximum of seven (7) years (ideally within 5 years).

<table>
<thead>
<tr>
<th>Year One</th>
<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Two</td>
<td>Coursework</td>
</tr>
<tr>
<td>Years Three-Five</td>
<td>Qualifying Exam (Oral and Written), defend dissertation proposal; conduct dissertation research and write dissertation</td>
</tr>
<tr>
<td>Year Five</td>
<td>Dissertation Defense</td>
</tr>
</tbody>
</table>

**COURSE REGISTRATION**

For Students Enrolled Prior to Fall 2020: Your course registration is through the School of Public Health. The student’s academic advisor will provide the PhD student with their registration pin in advance of registration. It is the responsibility of the PhD student to coordinate with their PhD advisor regarding which courses to take each semester. The PhD student is also responsible for adhering to the School of Public Health’s Registration Calendar.

For Students Enrolled Fall 2020 and After: Your course registration is through the Rutgers School of Graduate Studies, Rutgers Biomedical Health Sciences (SGS RBHS). The Office of the Registrar at SGS RBHS will send the PhD student their registration pin in advance of registration and it is the responsibility of the PhD student to coordinate with their PhD advisor regarding which courses to take each semester. The Office of the Registrar at the School of Public Health coordinates and assists with the registration activities for the SGS/RBHS and PhD students at the School of Public Health (enrolled after Fall 2020). The PhD student is also responsible for adhering to the SGS RBHS Registration Calendar which differs from the School of Public Health’s Registration Calendar.

School of Public Health courses are cross listed on the SGS RBHS course schedule. Courses that are required and part of the PhD in Public Health curriculum are automatically cross listed. However, PhD students who are
interested in taking a course outside of School of Public Health should contact the Office of the Registrar at the School of Public Health to coordinate and request cross listing a course, with approval from the advisor and the Director of Doctoral Studies.

TEACHING EXPERIENCE

Prior to or during the semester serving as a course assistant, the student should enroll in at least one of the training options listed below. The best option for each student will be based in collaboration with the Director of Doctoral Studies, their teaching assignment, and discussions with the Faculty Academic Advisor.

- Doctoral Course for Teaching: HBSP 0724 - Effectively Teaching and Training Adults (3 credits). The course will be offered in online/asynchronous format, and will be offered during Summer semesters, beginning Summer 2022. This course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to put theory and research into practice via active learning experiences, primarily in the academic setting. Specifically, students will develop a syllabus for a course or training program, facilitate an in-person and an online lesson, and evaluate teaching methods.

- Earn a Teaching Certificate from the Rutgers Teaching Assistant Program (TAP): (gsnb.rutgers.edu/tap)

If a student can document sufficient teaching experience at the graduate school level, the Director of Doctoral Studies may waive this requirement if student competence in the related cross-cutting competency can be sufficiently demonstrated and assessed. However, being a course assistant does not warrant sufficient teaching experience.

First Year doctoral students may not teach any courses or serve as course assistants during their first semester, without approval from their academic advisor and the Director of Doctoral Studies. Doctoral students typically serve as course assistants starting in the second year and after. Doctoral students may teach a course later in their PhD studies with permission from the Director of Doctoral Studies, the Associate Dean for Academic Affairs, the Department Chair, the Concentration Director, and the Faculty Academic Advisor.

OUTSIDE EMPLOYMENT

All matriculated PhD in Public Health students, regardless of type of funding the student is receiving, are expected to be fully engaged in research with their academic advisor or another School of Public Health faculty member that contributes to their doctoral research. In addition, matriculated PhD in Public Health students enrolled Fall 2018 and after must be registered full-time every fall and spring semester, unless an exemption is requested and approved.

Initiated in Fall 2018, the School of Public Health has three types of funded appointments that support PhD in Public Health student training. These three types include, but are not limited to:

- 21st Century Pre-Doctoral Fellow [funded by the School of Public Health].
- Graduate Student Research Assistant [funded through academic advisor’s research or other means].
- NRSA or equivalent Fellow/Trainee [such as funded through NIH F31 or T32 grant].
Full-Time Employment Status—Applies to students enrolled Fall 2021 and after

All PhD in Public Health students in receipt of funding support via an assistantship, fellowship or traineeship for stipend, wages or tuition remission (see types of student appointment previously outlined) funded by the School/University, their academic department or research grants are appointed full-time (appointment duties equal 20 hours per week). PhD in Public Health students in receipt of funding support may only engage in additional part-time employment up to 10 hours weekly and on annual basis (either within the University or outside of the University) with prior approval from the Director of Doctoral Studies, the Department Chair/Concentration Director, the Academic Advisor and the Rutgers School of Graduate Studies. (Students must not accept paid positions without this prior approval.) Other full-time employment (35 hours or more is not permitted.

International students should consult with the Rutgers Office of Global Affairs regarding visa requirements in terms of employment.

Outside or Additional Employment for Advanced PhD in Public Health Students with Funding—Applies to students enrolled Fall 2021 and after:

Advanced PhD in Public Health students may request approval to work more than the 10 hours weekly (either within the University or outside of the University) with prior approval from the Director of Doctoral Studies, the Department Chair/Concentration Director, the Academic Advisor and the School of Graduate Studies. However, approvals will only be considered if it can be determined that the student is able to maintain satisfactory academic progress. Other full-time employment (35 or more hours) is not permitted.

International students should consult with the Rutgers Office of Global Affairs regarding visa requirements in terms of employment.

Outside or Additional Employment for Advanced PhD in Public Health Students Without Funding—Applies to students enrolled Fall 2021 and after:

Advanced PhD in Public Health students without funding are not restricted from part-time or full-time employment. However, all PhD in Public Health students must maintain satisfactory academic progress.

STUDENT RESOURCES

PhD in Public Health students at the Rutgers School of Public Health have access to all student services, resources, and opportunities available to students in degree programs at the School. Resources range from free, confidential counseling services through the Student Wellness Program to academic accommodations through the RBHS Office of Disability Services to student-centered events hosted by the various student organizations at the School. Information about these opportunities can be found on the SPH Student Connect Canvas page.

PhD students (and only PhD students) also have access to resources and services available through the Rutgers School of Graduate Studies (SGS). Some resources and opportunities are highlighted below.

Professional Development Courses & Workshops

SGS offers training opportunities for entering and advanced PhD students. Students can take advantage of semester-long courses in scientific writing, dissertation writing, and engaging in responsible and ethical research. SGS also hosts workshops about career opportunities, effective communication, publishing articles, and time management as a doctoral student. The workshops are generally offered once or twice per academic year.
year, but specific dates and information can be found on SGS Professional Development and Future Faculty Training webpage (gsnb.rutgers.edu/profdev).

**Fellowships & Scholarships**

In addition to the fellowship and research awards that PhD students have been offered, the SGS has funding opportunities available for students. Specific information about the financial opportunities and how to apply can be found on SGS Fellowship and Awards webpage (gsnb.rutgers.edu/awards).

One specific opportunity to note is the GradFund (gradfund.rutgers.edu). Through the SGS GradFund office, students have access to an extensive database of fellowship and grant information and receive one-on-one advising to help identify relevant opportunities and apply for funding. GradFund prides themselves on having over 3,000 opportunities through their database, and it may be a useful resource for additional funding.

**Career Services**

The School’s Career Services provides one-on-one career advising and promotes fellowship and post-doc opportunities that may be of interest to our PhD in Public Health students. Additional resources and career opportunities are available through University Career Services for PhD in Public Health students only.

Additional information about services, resources, and student opportunities can be found on the School’s Student Connect Canvas page. Information about career opportunities and professional development resources can be found on Student Career Connect Canvas page. Information about the School of Graduate Studies and all the resources available through them can be found on SGS website.

**QUALIFYING EXAMINATION (Appendix C, Part I)**

All PhD in Public Health students must complete and pass a qualifying exam before being admitted to candidacy. Each Concentration will establish the content and structure of the qualifying exam. PhD students are expected to demonstrate competence in their area of study via successful completion of both a qualifying examination and a dissertation. Admission to candidacy requires a 3.2 or higher-grade point average and successfully passing the qualifying exam. Once students have completed their coursework (typically by the end of their second year), the student will sit for the qualifying exam, which comprises a written portion and an oral portion. The written portion of the qualifying exam will address knowledge and skills that are specific to a student's content area of study as well as foundational public health knowledge and skills. The oral portion of the qualifying exam assesses the student’s ability to communicate their knowledge and skills specific to a student’s area of study. The qualifying exam will be assessed by faculty members with expertise in the area. The qualifying exam may result in a pass, deferred pass with conditions, or a fail.

If the qualifying exam results in a deferred pass with conditions, the student will be notified by the concentration as to what is required to have the conditions removed, this may involve asking the student to retake some portion of the exam within a two days’ time frame or retake a course. These conditions are discussed and established by the qualifying exam committee. A retaken exam will be assessed by the original faculty graders, whenever possible.

If the qualifying exam results in a fail outcome, matriculation is suspended and the student must request permission from the department to retake the examination. If the students pass the second qualifying exam, doctoral student status is restored.
Lastly, the qualifying exam is scheduled annually, typically during the first week of June. There is no special administration provided for the qualifying exam.

ADVANCEMENT TO CANDIDACY

Upon passing the doctoral qualifying examination, the student becomes a candidate for the PhD degree. Upon advancement to candidacy, a student’s doctoral dissertation committee may be formed. The student’s advisor will propose members for a student's doctoral dissertation committee to the Director of Doctoral Studies who is responsible for approving the Committee. Denials by the Director may be appealed to the Research and Doctoral Studies Committee. The proposal must include at least four members, including one member who is not a faculty member in the School of Public Health and a minimum of two members from the candidate’s Concentration (one who will serve as Chair must be a primary faculty member of the School of Public Health, and the other may be a primary or secondary faculty member). Exceptions to the rule must be approved by the Director of Doctoral Studies and will only be approved under very special and extraordinary circumstances. The overall Committee must be approved by the Chair of the Department. In particular situations, the “outside” member may be drawn from within the PhD program faculty when it can be shown that the individual has no close personal or professional ties to the student, the Faculty Academic Advisor and other members of the Committee. A faculty member who has left the employment of the School for a minimum of three years may serve in the capacity of an outside member. If, however, they have an adjunct appointment that would qualify them to be an inside member.

The Director of Doctoral Studies also must approve any changes in the membership of the student's doctoral dissertation committee in writing. The Director of Doctoral Studies has the prerogative of sitting on any dissertation committee.

The doctoral dissertation committee for each student should confer at least once a year to evaluate the student's progress towards his or her degree and must report back to the Doctoral Committee annually.

Students should seek the advisement of the Senior Administrator for Degree Certification, Rutgers University, School of Graduate Studies, 25 Bishop Place, New Brunswick, for instructions on completing graduation requirements and dissertation direction (https://gsnb.rutgers.edu/contact-us).

DEVELOPING THE DISSERTATION PROPOSAL AND DISSERTATION

The successful defense of the dissertation is the final criterion for the PhD in Public Health degree. The dissertation demonstrates the PhD student’s capacity to conduct original research, or secondary data analysis work, and present findings in a lecture format with time allocated for open discussion and questions. The research may involve primary data collection or use of secondary data that were previously collected for another purpose, but analyze for use in their dissertation. The dissertation should reflect the research competence of a PhD student in their discipline. PhD students are encouraged to discuss possible dissertation topics with the Faculty/Dissertation Advisor as well as other faculty members.

Selecting a Dissertation Committee Chair (Appendix D)

Rutgers faculty members with primary appointments in the School of Public Health that hold doctoral degrees in Public Health or related fields and have Full Membership in the PhD Graduate Faculty of Public Health at the SGS may serve as Dissertation Committee Chairs.
The goal of the PhD student is to identify a faculty member who is willing to devote considerable time and effort to mentor the student through the dissertation process. Students should seek guidance from the Director of Doctoral Studies or the Associate Dean for Academic Affairs, if they have any concerns or questions as to whether the faculty member may serve as a Dissertation Committee Chair. Students may also contact the Director of Doctoral Studies and ask for guidance in reaching a particular faculty member or determining who might be the most appropriate Dissertation Committee Chair, given their interests and concentration focus.

**Dissertation Committee Chair**

An approved Dissertation Committee Chair is the person who guides the student through the dissertation process. The Chair is responsible for making sure that the Dissertation Committee follows the formal requirements for the dissertation defense. The Chair schedules the defense and moderates the candidate’s presentation and committee members’ questions and discussions.

**Dissertation Committee**

A student’s Dissertation Committee comprises a minimum of four members: three must be School of Public Health faculty members (one who serves as the Chair), and one must be an outsider, either from other Rutgers Biomedical and Health Sciences schools/units and/or schools or universities outside of Rutgers University.

The outside member of the Dissertation Committee should bring expertise or knowledge of the research topic that is not available among Rutgers faculty. The dissertation committee sponsor must assure the Concentration that the outside member will be able to be present for the dissertation defense. The Concentration does not have funds to cover the transportation expenses that might be incurred by outside committee members.

**The Dissertation Proposal**

Within one year of advancing to candidacy, the student must develop and defend a dissertation proposal with the consent and approval of their dissertation committee chair. The length of the proposals will vary by Concentration and should be developed in consultation with the members of the dissertation committee. Still, the development of the proposal requires time and effort; proposals are expected to be 25 pages, double-spaced, and require a 12-point font, 1-inch margins, excluding tables, appendices, timeline of the study, and references. The dissertation proposal includes the following:

- Title Page (see Appendix G)
- Abstract (1 page)
- Background sections - a statement of the problem to be investigated, including gaps in current research and significance
- Specific research aims of the dissertation
- A statement of hypotheses or questions
- A description of the methodological approach, including research design and plans for data collection and analysis
- Status of human subject’s review
- Expected results
- Strengths and limitations
- Conclusion
- References
- Timeline
Proposal Defense (Appendix C, Part II)

The Dissertation Committee Chair or the PhD student will inform the Office of Student Affairs to schedule a proposal defense after the “Thesis Proposal Approval” form has been circulated to and signed by the student’s dissertation committee (see Appendix C, Part II) and the student’s dissertation proposal has been tentatively approved. All dissertation committee members must be present at the proposal defense. Students must notify the Director of Doctoral Studies and the Office of Student Affairs at least two weeks in advance of the defense proposal.

The proposal defense, which will be open to the public, is a 40-minute formal presentation that outlines the project, discusses its methods, provides the rationale and underlying assumptions, and decisions that were made while developing the proposal. Following the presentation, the audience will be invited to ask questions. Then, the student's doctoral dissertation committee will meet with the student in a closed session to discuss the proposal in detail. The proposal defense may be the first time the dissertation committee has come together to discuss the proposal. Therefore, this meeting should be viewed as a working meeting, where the committee members provide critical feedback on the research plan, and any differences or varying opinions among committee members concerning the research plan should be resolved during the meeting. If committee members agree that there are weaknesses to the current research plan, the student may be asked to revise the proposal in accordance with the discussion and recommendations of the student’s dissertation committee. A new draft will be circulated to the student’s dissertation committee, and another meeting may be scheduled before the proposal is approved. It must be approved in writing with no more than one dissenting member. Students are limited to nine (9) credits of dissertation research (RESH 0760) prior to obtaining this approval.

Once a dissertation proposal is defended, and the Committee requires changes to be made to the original proposal, those changes must be made within six months from the original proposal defense date to secure the Chairperson’s signature. If this timeframe is not met, a student may be required to present a new proposal defense.

Any substantial changes in a student’s research proposal, such as dropping or adding of a question or hypothesis, or substitution or changes in the analytic methodology, must be approved by the student’s dissertation committee.

The Dissertation Committee Chair should inform the Director of Doctoral Studies and the Associate Dean for Academic Affairs of the approval of the dissertation proposal. A copy of the approved proposal should be uploaded on the School's PhD and DrPH Canvas page to be kept on file.

Conflicts of Interest
The student must address the issue of potential conflicts of interest regarding data, support for dissertation work, and composition of the dissertation committee. The student must obtain assurances from sources of data regarding the ability to publish results and to have access to the data after the study has been completed. The steps triggering the submission of the conflict of interest form include the following:

- The student has passed the qualifying examinations.
- The student, with the approval of his/her advisor, has decided upon a dissertation topic.
- The student has proposed the internal and external members of his/her dissertation committee.
- The student has informed the department chair regarding the dissertation topic and the members of the dissertation committee; and before a proposal defense date is set.
The student and dissertation committee chair has the responsibility to provide the Research and Doctoral Studies Committee with information on potential conflicts of interest. To do so, the student will complete a questionnaire regarding potential conflicts of interest and submit the form to the Director of Doctoral Studies. The Director, together with the Associate Dean for Research (or their designee), will determine whether there is a potential conflict of interest-based on the responses on the questionnaire that must be addressed by the candidate.

**Dissertation in Progress**

When the proposal has been approved by the dissertation committee, and the protocol has received IRB approval or been determined to be exempt, the student may initiate the dissertation research. The PhD student should work closely with their dissertation committee chair and decide with the rest of the Committee regarding how the Committee should be provided with updates on their progress.

**INSTITUTIONAL REVIEW BOARD (IRB) REQUIREMENTS**

Research conducted by students should be appropriate to their educational level and commensurate with their training. Graduate students may serve as principal investigators (PI) if the Department/School permits them to do so (and the IRB approves). If a PhD student is designated as the PI, additional responsibilities accrue to them, including obtaining a full-time Rutgers faculty member to serve as their advisor and co-investigator on the proposed Human Research. Students who are conducting research involving human subjects must apply to the Rutgers IRB and obtain approval before initiating research. Research studies that will be covered by existing IRB protocols or studies that do not involve direct contact with human subjects must be submitted for IRB review. The determination of whether the dissertation is exempt is the responsibility of the IRB, not the PhD student or dissertation committee.

The PhD student may schedule the proposal defense prior to IRB approval, but the student must have IRB approval before starting their research project. PhD students are encouraged to seek guidance from the IRB office on the preparation of their research protocols.

PhD students who are conducting research outside the United States will be required to submit their project within the country’s host institution.

For more information about student responsibilities in Human Research or the role and responsibilities of the Faculty Academic Advisor or Dissertation Committee Chair, visit [https://orra.rutgers.edu/policies-and-guidance](https://orra.rutgers.edu/policies-and-guidance) and click on [HRP-105: Student Handbook]

**DISSERTATION FORMAT AND STYLE MANUAL (Appendix E)**

The dissertation is the culmination of the PhD degree. It should demonstrate not only mastery of the literature on the subject, but also an ability to carry out independent research that results in a genuine contribution to public health knowledge, or an original interpretation of existing knowledge in a literate and lucid fashion. This may be accomplished in one of two formats chosen by the student in consultation with the Dissertation Committee Chair.

- Format Option 1: Narrative format (as with traditional dissertations a comprehensive monograph-length work)
• Format Option 2: Three-Article Dissertation (TAD) format. Three publishable articles preceded by an introduction and ending in a Summary and Conclusion integrating the articles and findings. Further instructions on the TAD dissertation option are provided in Appendix A.

The choice of a style manual may be decided by the doctoral candidate with the advice and consent of their Committee. Generally, candidates are urged to learn and use the manual most often required for scholarly writing by journals within their disciplines. Typically, there are two options: 1) the APA manual of style (American Psychological Association Publication Manual); or 2) the AMA manual of style (International Committee of Medical Journal Editors and the World Association of Medical Editors).

COMPLETING AND DEFENDING THE DISSERTATION

As a student nears completion of their research, sections of the dissertation should be submitted to their dissertation committee chair. Once approved by the dissertation committee chair, these sections should be submitted to the other members of the dissertation committee. Committee members are expected to provide written comments to drafts within a reasonable period. In general, three weeks to 1-month should be sufficient time devoted to review and provide a detailed response to a single chapter. At least four weeks to six weeks should be sufficient time to review several chapters and 2-months for a full draft of the dissertation. PhD student should work closely with their dissertation committee to develop a schedule for submission, review and revision of their dissertation chapters. (See Appendix H for a PhD Dissertation Defense Timeline.)

The entire dissertation must be approved by the Dissertation Committee Chair, the Director of Doctoral Studies and at least one other member of the student’s Committee in writing (to the Office of Student Affairs) at least four (4) weeks prior to the scheduled defense of the dissertation. At this point, the Chair of the Dissertation Committee will schedule the dissertation defense. If the material is not satisfactory, the dissertation defense will be delayed until the full dissertation committee approves it.

All requirements for successful dissertation defense be met at least three weeks prior to the graduation date, so the defense date must be set to allow for this time restriction. (If the three-week minimum timeframe is not met, the student’s graduation will be delayed.) This will allow sufficient time for the Office of Student Affairs to acquire all the signatures needed on the candidacy form.

Conduct of the Dissertation Defense

Dissertation defenses are scheduled throughout the academic year. The dissertation defense has two parts. First, in a presentation open to the public, the student will provide a presentation on the results of their research. Following questions and discussion from the public, a closed session will be held between the student, the student’s doctoral dissertation committee and any member of the School of Public Health faculty that wishes to attend. Those present will pose additional questions and engage in further discussion. They will seek to:

a) determine the validity and significance of the data and information presented in the dissertation;
b) assess the student as a critical thinker and data analyst;
c) evaluate the student’s scientific creativity, including their ability to relate research results to scientific theory and in context; and
d) assess whether the dissertation is clearly and appropriately written.

The committee chair and the defending student must be physically present at the final dissertation defense (e.g., presence by teleconference is not acceptable). Ideally, all voting members of the Committee must be
present at and participate in the final dissertation defense. In special circumstances, the School will allow up to two voting members to participate via electronic communication media, such as speaker-phone or video-conference link. Students wishing to take advantage of this option should seek approval from the Director of Doctoral Studies prior to scheduling the dissertation defense date.

The student’s dissertation committee may require additional writing or clarification or results following the defense. Final approval is granted when all members of the student’s dissertation committee are satisfied with the written product and the student’s command of the relevant material.

Submission of Dissertation
Candidates earning the PhD in Public Health degree must submit their entire dissertation electronically to the Rutgers School of Graduate Studies. Submission of dissertations electronically begins with the establishment of a Rutgers University account which is done by downloading the required form from www.nbcs.rutgers.edu/newdocs/for00301/for00301.pdf and bringing the form to the Senior Administrator for Degree Certification at the School of Graduate Studies who will facilitate an account.

The website that students will need to use to submit their dissertation is https://etd.libraries.rutgers.edu/login.php. There is a tutorial available on https://etd.scc-net.rutgers.edu to walk students through the submittal process.

Appendix F outlines the School of Graduate Studies Checklist for Graduation.

PUBLICATION OF DISSERTATION AND ACADEMIC DATA

After the granting of the doctorate, the Rutgers School of Graduate Studies will have the dissertation archived. The dissertation must, therefore, be prepared with the same care as if it were to appear in printed form. The abstract that must accompany the dissertation will be published in dissertation abstracts and, therefore, must be ready for publication when it is submitted to the Dean. Rutgers University Libraries and ProQuest LLC, of Ann Arbor, Michigan, will archive the dissertation and publish the abstract. Information concerning the preparation of the dissertation and abstract and the online publishing agreement that the doctoral candidate must give to ProQuest are available in the Office of the School of Graduate Studies, Rutgers University, New Brunswick.

A bound copy of the dissertation is required to be submitted to the Rutgers School of Public Health for school records.

All rules and regulations herein apply to the PhD in Public Health degree program of the School of Graduate Studies.
Appendix A

This Individual Development Plan (IDP) is a planning tool designed to systematically help PhD students identify professional training needs and competencies, establish goals and take stock of year-by-year progress during your PhD years. Thus, IDPs help PhD students stay on track with their research, publications, grant writing and skills development. Second, there are many career options for people who have obtained a PhD in Public Health. The IDP helps you plan and prepare for your post-PhD future while you are in graduate school. In both these areas, IDPs can serve as tools to facilitate communication between trainees and their mentors. The National Institute of Health requires IDPs for graduate students.


The Goals and Benefits of IDP:

- Establish target dates for academic and research milestones.
- Set goals and sub-goals for the next year, including how to spend your time.
- Define in detail the approach you plan to take to obtain the specific skills and strengths needed (e.g., courses, technical skills, teaching, supervision) along with an anticipated time frame for obtaining those skills and strengths.
- Define career goals and create annual plans to reach your goals; and
- Provide structure for conversations between you and your Faculty Academic Advisor regarding your goals and progress.

Outline of the IDP Process

The implementation and revision of the IDP require a series of steps to be conducted by you and your Faculty Academic Advisor.
ASSIGNMENTS: IDP forms must be completed by August 31 each year. Meetings for 2nd, 3rd and 4th year students and beyond must be held by September 15 each year.

First Year students

1. Read pages 1-10 of this Rutgers IDP document but do not complete pages 11-22.
2. Meet with your PhD Advisor to discuss your IDP career goals by September 15.
3. Create a CV in Word format (see page 24-26 for template) and sign page 23.
4. Upload your CV and IDP career goals for Year 1 to the PhD and DrPH Canvas under assignment First Year by September 20.
5. Schedule a meeting with the PhD Director by October 15.

Second Year students

2. Meet with your PhD Advisor to discuss your IDP and have them complete pages 16-17 and 23 by September 15.
3. Upload completed Rutgers IDP document and updated CV to the PhD and DrPH Canvas under assignment for Second Year by September 20.
4. Schedule a meeting with the PhD Director by October 15.

Third Year students

1. Review pages 1-10 of this Rutgers IDP document and complete pages 11-15 and 18-22.
2. Meet with your PhD Advisor to discuss your IDP and have them complete pages 16-17 and 23 by September 15.
3. Update your CV in Word format.
4. Upload your revised CV and IDP under assignment for Third Year by September 20.
5. Schedule a meeting with the doctoral administrative staff to review dissertation and graduation requirements.

Fourth Year students and Beyond

1. Read pages 1-10 of the Rutgers IDP document and complete pages 11-15 and 18-22 (except pages 16-17: Mentor Evaluation).
2. Meet with your PhD Advisor to discuss your IDP and have them complete pages 16-17 and 23 by September 15.
3. Upload completed IDP and updated CV to the PhD and DrPH Canvas site under assignment for Fourth Year by September 20 and schedule a meeting with PhD Director by October 15.
   a. Schedule a meeting with the doctoral administrative staff to review dissertation and graduation requirements.
   b. Schedule a meeting with the doctoral administrative staff to review dissertation and graduation requirements.
**Annual Goals: Years 1 and 2**

**Goals and Responsibilities:** The first two years of PhD graduate studies are critical for mastering the discipline, knowledge and skills needed for success as a research scientist; for acquiring scientific knowledge from the classroom and by reading the primary literature; and for developing oral and written communication skills.

**Learning:**

- Take the courses you need to become skilled at a PhD level in your broad areas of interest.
- Spend enough time and effort on your coursework to learn what you need to know so you have a specialized background.
- Read primary literature and systematic reviews.
- Learn about new developments and emerging knowledge in your fields of interest and research.
- Attend seminars within and outside your area of focus to broaden and deepen your scientific knowledge base.
- Determine the research, computational and/or other skills you are likely to need.

**Choosing a dissertation project:**

**Year 1**

- Spend enough time and effort in your PhD Advisor/mentor’s lab to gain a good sense of your research opportunities and to provide potential mentors with a positive view of your abilities and attitudes.
- Meet with faculty within the school to learn about their research backgrounds and interests.
- Prepare for the qualifying exam on public health in Year 2.

**Year 2**

- Define your Dissertation project.
- Review when to take your qualifying exam for your concentration.
- Determine who will be on your Dissertation advisory committee.

**Scientific research skills:**

- Learn to design studies or analyze data to address scientific questions that will generate conclusive answers from the results.
- Learn to plan and execute research project and record the results in a form that could be published.
- Begin to interpret your results and assimilate new knowledge to formulate good scientific questions.

**Participation in the public health and/or scientific community:**

- Understand the standards of professional and ethical scientific conduct as well as rigor and reproducibility and be committed to upholding them.
- Form appropriate support relationships with mentors, peers, and administrative staff.

**Communication skills:**

- Learn to organize, interpret and present your research results using appropriate graphics and text.
- Learn to communicate your research results effectively in oral and visual presentations to your colleagues and to a general audience.
- Learn to communicate scientific concepts effectively through writing.
Career development:
- Begin to learn about various career opportunities for those with a PhD in public health.
- Establish a clear set of goals that you wish to accomplish this year and next.
- Apply for fellowships
- Discuss these goals with your mentor/IDP committee members.

Annual Goals: Year 3

Goals and Responsibilities: The third year of PhD graduate studies is the first year entirely dedicated to research. As a member of a team, your role is to expand your interest far beyond the lab/field to: build multi-tasking skills; further your academic knowledge; expand your network through collaboration and technical interactions; improve upon your written and oral communication skills; and become an independent scientist. Your third year is the pivotal point to grasp the entirety of what a good scientist must consider and do to be successful. Your sense of belonging to the public health and scientific community should develop. Your longer-term goals should emerge to make appropriate decisions with respect to scientific projects. By the end of the third year, you should have prepared and defended your dissertation proposal, or at the very least, you should have detailed dissertation outline, an attainable set of objectives for completion and a timeline for defending your proposal.

Learning:
- Read the literature to become an expert in your field.
- Obtain knowledge that will broaden the scope of your work.
- Learn how to stay abreast with novelty in public health research and science.
- Attend an appropriate number of seminars.
- Learn to be critical of the literature and what you hear in a seminar.
- Begin to become an expert in your area of research.
- Learn to balance lab/research/fieldwork efficiently with timespent reading literature.
- *Improve your multi-tasking skills.*

Scientific research skills:
- Learn to refine your research project and become more focused.
- Learn how to improve your experimental or observational designs design.
- Learn to think creatively, troubleshoot your own experiments, and develop your scientific independence.
- Learn to efficiently translate results into publication quality data.
- Decide how far you are from your 1st publication or conference presentation

Participation in the scientific community:
- Develop an understanding of the overall philosophy of research/the scientific method.
- Determine how you can improve your relationships with mentors, peers, and other scientists.

Communication skills:
- Solicit feedback from mentors and peers about your presentation skills and strengthen your skills.
- Present your work at an/ or attend a scientific meeting and begin to network.
- Apply for fellowships.
- Write an abstract, research paper or review article.
- Learn how to improve your writing.
- Seek opportunities to practice your teaching skills.

Career development:
• Create a well-organized plan for completing your PhD dissertation research.
• Determine if you are developing an original research proposal and if you understand the criteria for assessment.
• Begin to explore different career choices by going to meetings, career fairs and networking.
• Continue to define your specific interests and objectives for your PhD studies.
• Seek opportunities for community service and outreach.
• Evaluate your strengths and weaknesses and adjust your program to improve on or accommodate them.
• Develop a focused set of goals that will lead to publication of papers and development of your dissertation within the next year.
• Discuss these goals with your mentor/IDP committee members.

**Annual Goals: Year 4**

Goals and Responsibilities: As a fourth-year PhD student, you should be focused on your research, on writing papers and communicating your findings. By now, you should have acquired considerable expertise in your chosen field, and you should be exhibiting this expertise through more effective planning and implementation of experiments, through mentoring newer research members and through discussions with others in your public health scientific community. As a fourth-year student, you should have your dissertation plans, and a chapter-by-chapter outline of your dissertation, approved by your dissertation committee. You should be able to critically read the literature, identify important new problems, develop hypotheses, and design experiments to test them as an independent scientist. Finally, you should begin preparing for the career path you have chosen by working on skills required for success in that environment.

Learning:
• Establish and demonstrate expertise in your chosen area of study.
• Stay abreast of the current literature in your field.
• Read the literature critically and identify assumptions, important implications and/or alternate interpretations.
• Increase your depth and breadth by attending seminars within and outside of your field.
• Decide whether you can ask important questions.
• Learn to make connections between your research and the literature.
• Learn to develop new hypotheses and design experiments to test them.
• Develop a sense of where the field is going and what the next big question is.
• Determine if you are willing to learn new techniques and to take risks.
• Learn to write an original and competitive research proposal.

Scientific research skills:
• Improve your ability to interpret data, question assumptions and identify important implications of your findings.
• Ask important questions and design your own experiments or observations to generate answers.
• Work with sufficient focus and intensity to drive discovery and complete your research objectives.
• Determine how you are managing time for research, reading, and writing; seek help if time management is an issue.
• Develop and follow through on your own ideas.
• Seek your mentor’s input on whether you demonstrate creativity and innovation in your experimental work.
• Publish a paper or prepare a manuscript for publication.
Participation in the scientific community:

- Reflect on if you are developing confidence as a member of the scientific community.
- Determine if you ask questions and enter discussions in seminars, conferences, and journal clubs.
- Develop and practice a short narrative to articulate what you have discovered and why it is important.
- Solicit feedback on whether you can deliver an effective seminar and get input from peers and mentors to improve your seminar.
- Seek out and take advantage of opportunities to present your research.
- Learn to present your research results authoritatively.
- Attend local and national meetings to present your results and network.
- Seek opportunities to improve your teaching skills.
- Develop skills in leading and motivating others, and conflict resolution by mentoring others.

Career development:

- Think about your next career stage and what the best career fit is for you having evaluated your strengths, weaknesses, and passions.
- Determine the skills required for success in your chosen career path and take steps to improve your skills.
- Network with people who are in the field you have chosen.
- Seek opportunities to mentor other students.
- Develop your leadership, teamwork, and management skills.
- Continue to be involved in community service and outreach.
- Discuss your timetable for completion and career plans with your mentor(s) and Dissertation committee.
- In consultation with your dissertation committee, set a dissertation defense date.

Annual Goals: Years 5/6 (and beyond if necessary)

Goals and Responsibilities: In the fifth and sixth years you should be focused on completing your dissertation research work and writing research papers. Ideally you should be thinking about your dissertation defense and making plans for a post-graduate position as the next step in your career. You will be expected to be an expert in your specific field of research, have command of the literature, and articulate how research contributions. By the end of the fifth year, it is expected that you have a clear timeline for finishing and defending your dissertation.

Learning:

- Demonstrate that you are an expert in your field.
- Present and defend your work with confidence.
- Articulate how your work contributes to the knowledge in your field.
- Demonstrate that you have a breadth of knowledge in areas related to your area of research expertise.
- Balance lab/research/field work with writing papers and finalizing your dissertation.

Scientific research skills:

- Define a clear path and timetable for completion and publication of your dissertation research.
- Identify experiments necessary for writing up the results for publication and a final dissertation.
- Design experiments independently, interpret your results and determine next steps.
- Determine if you think creatively about the implications of your research to other work in the field.
- Publish any research papers and determine if they will be chapters of your dissertation.
Participation in the scientific community:

- Determine if you can confidently discuss the current literature in your area of expertise.
- Attend seminars, conferences and journal clubs and actively participate with questions and comments.
- Maintain good communications with mentors, peers, and administrative staff.
- Communicate with your dissertation committee about finalizing your research and defending your dissertation.

Communications skills:

- Present your research in local, national and international meetings.
- Prepare and practice your dissertation seminar to be understood by your dissertation committee and a diverse scientific audience.
- Demonstrate writing skills through publication of your research or writing chapters of your dissertation.
- Develop your management skills by learning how to manage a budget, organize and oversee a project.

Career development:

- Make plans for the next stage in your career, continue to network with people on that career path and obtain the skills necessary to be successful in your chosen career.
- Identify people who you might be interested in working with for your next phase and initiate contact with those individuals.
- Continue to mentor other students, developing your interpersonal skills and the ability to lead and motivate others including resolving conflicts.
- Continue to develop your leadership, teamwork and management skills.
This form should only be completed annually in years 2, 3, 4 and beyond. Rutgers Individual Development Plan (IDP): 

Name: ____________________________  
Semester & Year Started PhD: ____________  
Today's Date: ________________

Part 1: State your career goals and evaluate your progress during the past year.

Primary advisor/mentor: ____________________________

Dissertation committee: ____________________________

IDP committee members (optional): ____________________________

How many years have you been in graduate school? ____________

For students in their 4th - 6th years only, what month and year do you hope to finish your PhD degree?

What is your “Long Term Career Goal” (academic, industry, public health, teaching, business, marketing, law, public policy, clinical research, etc.)? Why have you made that decision and what skills do you have that you think will allow you to succeed in that career?

What is your “Next Step Career Goal” (postdoctoral training, job, internship, etc.)? Why have you chosen this as your next step and how will it help you achieve your long-term goal?
If your career goals have changed in the past year list, why:

Provide a brief overview of your research project and major accomplishments in the past year:
What were your main goals for the past year?

Which goals did you meet? If you did not meet a goal, why not?

**New areas of research or technical expertise acquired in the past year:**

Publications:

**Fellowships applied for:**

Local and national meetings attended (indicate meeting title, oral or poster presentation):

Oral presentations (indicate date and venue):
Teaching activities:

Other professional activities, including those that have helped you explore different career options:

Community/service activities, including participation on graduate student committees, volunteer work and science outreach programs in the community:
Part 2: Assess your skills.

Semester & Year

Started

Name ___________________________ PhD:

Today’s Date:

SELF Evaluation: Assess your strengths, weaknesses, and skills.

Evaluate your skills and abilities in the following areas
where: 1 = Need’s improvement --- 5 = Highly proficient

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<td>Creativity/developing new research directions</td>
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<tr>
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</table>
**Organizational skills**

**Interpersonal Skills:**

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<td>Conflict resolution</td>
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<td>Networking/meeting new colleagues</td>
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</tbody>
</table>
MENTOR Evaluation: Ask your faculty academic advisor to assess your strengths, weaknesses and skills, and then return the list to you for discussion. Evaluation from last year can be provided to assess progress.

Please evaluate the skills and abilities of _______________ in the following areas, where:

1 = Needs improvement -- 5 = Highly proficient

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<th>2</th>
<th>3</th>
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<td><strong>Overall Core Scientific Knowledge</strong></td>
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<tr>
<td>Knowledge of literature in the general field</td>
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<td>Knowledge of literature related to specific project</td>
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<tr>
<td><strong>Lab Skills:</strong></td>
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<td>Skill set (specify):</td>
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<tr>
<td>Efficiency and speed</td>
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<td><strong>General Research Skills (e.g., designing experiments, analyzing data, creativity):</strong></td>
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<tr>
<td>Designing experiments</td>
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<td>Analytical/computational skills</td>
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<td>Problem solving/troubleshooting</td>
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</table>
**Part 3: Set goals and learning objectives for the next year.**

Name:  
PhD:  
Semester & Year Started:  
Today's Date:  

In the “Setting Goals” sections, you will set goals for developing your skills and accomplishing your projects during the coming year and achieving scientific independence.

**Setting Goals: Research Projects**

**Scientific Question:** What are the **scientific questions** that you will be working towards answering in the next year? These may be individual papers (or figures within a single paper) that you aim to publish. Connect with the bigger picture in the field.

**Experimental approach:** What are the experimental approaches that you are currently pursuing? Are there other approaches that you could try? Are there additional more promising experiments that you should be doing?
Setting Goals: Scientific Knowledge

Knowledge area: In what areas do you want to acquire more scientific knowledge?

Method for knowledge development: Do you plan to do more reading in this area? Discuss with specialists? Attend conferences?

Setting Goals: Research/Laboratory Skills

Skills Area: What further research-related or laboratory skills do you need to acquire to be successful in this step of your career and in the next step? (See the Skills Assessment Worksheet in Part 2.)

Method for skill development: How will you gain exposure to those skills?
Setting Goals: Oral Presentation Projects and Skills

**Presentation Projects:** What talks, and posters do you plan to present in the next year? (at lab meetings, journal clubs, in-house seminars and scientific meetings)

**Presentation Skills:** Are there specific presentation skills you would like to work on in the coming year?

**Method for skill development:** What will you do to develop these skills? (Attend professional development workshops, volunteer to give more presentations, attain feedback from mentors and peers)
Setting Goals: Writing Projects and Skills

**Writing Projects:** Are there any writing projects that you will be continuing or initiating this year? (Fellowships, manuscripts, grants)

**Writing Skills:** Are there specific writing skills you would like to work on in the coming year?

**Method for skill development:** What will you do to develop these skills? (Writing workshops, practice writing projects, seek editing assistance)

Setting Goals: Leadership, Interpersonal, and Communication Skills

Leadership, management, teamwork and interpersonal skills area: What specific skills do you need to
acquire or improve? What specific skills will you work on in the coming year? (See Part 2 of this IDP for examples.)

**Method for skill development:** How will you work to develop these skills? (Examples: attend workshops/seminars, seek advice of mentors/colleagues or advisors/counselors, ask to lead meetings and seek feedback, seek leadership positions on your campus or in a professional society.)

**Setting Goals: Career Development Projects**

*Career Development Projects:* List activities that you will complete during the next year to learn more about and move closer to your major career goal (attend workshops, advice from counselors, conduct informational interviews with people in your desired career path, read/research potential career paths, take classes that enhance your skill set in areas related to your long-term career goals).

**Setting Goals: Time Management**

How much of your time do you plan to spend on each of these goals and activities? What will your effort distribution be?
Part 4: Implement Your IDP

Writing your IDP is just the beginning of the career development process and serves as the roadmap.

At the beginning of each year of your PhD program in the School of Public Health, there should be a meeting with you and your PhD advisor/mentor to review and discuss your IDP. In addition, please schedule a meeting with your PhD director beginning of the Fall semester. Additional meetings are welcome if desired. Put your plan into action: Read it over regularly to check your progress. Revise and modify the plan as necessary: The plan is not cast in concrete; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.

Update your CV and submit it with your IDP. A recommended format is provided on the next page.

Documentation of IDP meeting:

Student:

________________________________________________________________________
Name                                    Signature                           Date

PhD Faculty Academic Advisor/Mentor:

________________________________________________________________________
Name                                    Signature                           Date

Director of Doctoral Studies:

________________________________________________________________________
Name                                    Signature                           Date
CURRICULUM VITAE TEMPLATE

NAME EMAIL: PHONE:

PRESENT ADDRESS
Street Address
Town, State, Zip Code

PERMANENT ADDRESS
Street Address
Town, State, Zip Code

CITIZENSHIP

EDUCATION

UNDERGRADUATE
University name and location
Degree, Major, Month and Year of Graduation
If you attended other institutions, list in reverse chronological order and use either dates of attendance or graduation date.

GRADUATE
University name and location
Degree, Program, Month and Year of Graduation or Expected date
If you attended other institutions, list in reverse chronological order and use either dates of attendance or graduation date.

RESEARCH EXPERIENCE

Graduate: Title of dissertation, advisor, dates

Undergraduate or technician experience: Topic of research, mentor, dates

Internships: Organization, topic of research, dates
EMPLOYMENT

Employment not listed under research experience

PROFESSIONAL ORGANIZATIONS

Membership in scientific societies, dates

HONORS AND AWARDS

Name of award and description if not clear, date

TEACHING EXPERIENCE

School, course title, role, dates

FELLOWSHIPS AND GRANTS

Granting agency, title of project, amount of award, dates

PUBLICATIONS (list in reverse chronological order)

REFEREED

Include papers published, in press, submitted, or in preparation
REVIEWS OR CHAPTERS IN BOOKS

ABSTRACTS

PATENTS

PRESENTATIONS

Title of talk or poster at meetings or symposia, all authors, meeting name, date, location

ACTIVITIES AND SERVICE

Membership and leadership within organizations: Title (Treasurer), name of the organization, dates.
# Appendix B

## PhD Timeline Checklist

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date Completed</th>
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<tbody>
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<td>Admission to Program</td>
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<tr>
<td>Curriculum Approved</td>
<td>_____________</td>
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<tr>
<td>Teaching Assistant</td>
<td>_____________</td>
</tr>
<tr>
<td>Qualifying Examination</td>
<td>_____________</td>
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<tr>
<td>Committee Established</td>
<td>_____________</td>
</tr>
<tr>
<td>Qualifying Exams Completed And Admitted to Candidacy (within 3 years of admission)</td>
<td>_____________</td>
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<tr>
<td>Dissertation Committee Established</td>
<td>_____________</td>
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<tr>
<td>Dissertation Committee Meetings</td>
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<td>(at least annually; list members in attendance)</td>
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<tr>
<td>Proposal Defense Completed (within 1 year of candidacy)</td>
<td>_____________</td>
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<tr>
<td>Proposal Accepted</td>
<td>_____________</td>
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<tr>
<td>Dissertation Defense (within 7 years of admission)</td>
<td>_____________</td>
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</tbody>
</table>
Appendix C

Please obtain an official copy of this form from the Office of Student Affairs.

Application for Admission to Candidacy for the Degree of Doctor of Philosophy

Part I. Qualifying Examination

Instructions to the student:

This application form is to be used on two occasions, first at the time you take your qualifying examination and again at the time you take your final (post dissertation) examination.

Shortly before you plan to take your qualifying examination, you should complete Part I of this form. Present it to the Chairperson of your Committee at the time of examination. After the members of your Committee have signed it, return it to the Office of the Graduate School, preferably by hand rather than through the mail.

Please read through the italicized instructions elsewhere in this application and familiarize yourself with the formal obligations you must fulfill between the qualifying examination and the completion of your doctoral studies.

Name______________________________

First             Last

Local address__________________________________________________________

Permanent home address_________________________________________________

RUID#_________________________Email_____________________________________

Phone number (day)_________________________ (evening) ____________________

Degrees received:

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Period of attendance</th>
<th>Degree</th>
<th>Year</th>
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</table>

First registration as a graduate student at SPH____________________________

Other graduate schools attended, with dates of attendance________________________

Graduate program in which you are enrolled______________________________

I am applying for admission to candidacy for the degree of Doctor of Philosophy.

Date_________________________Signature of applicant_________________________
Appendix C

Please obtain an official copy of this form from the Office of Student Affairs.

[For students in programs with language requirements]

The applicant has met the language requirement of the program.

Graduate Director

[Qualifying Examination Committee Report]

The applicant has been given a qualifying examination and the records of the applicant’s previous graduate education have been examined.

Please affix your signatures to either A or B:

A. We recommend that the applicant not be admitted to candidacy. The Chairperson of this committee will summarize the committee recommendations in a letter to the applicant and will forward a copy to the Office of the Graduate School within three days of the examination.

Signature
Printed Name

Chairperson

Graduate Director

Date

B. We recommend that the applicant be admitted to candidacy.

Signature
Printed Name

Chairperson

Graduate Director

The applicant is admitted to candidacy for the degree of Doctor of Philosophy.

Date
Signature of the Dean

End of Part I
Part II. Final Examination

Your Committee must also sign the title page of your dissertation after they have certified your passage of the final examination and after they are satisfied that the dissertation meets their requirements.

[Final Examination Committee Report] Please affix your signature to either A or B:

A. We certify that the candidate did not pass the final examination. The Chairperson of this Committee will summarize the committee recommendations in a letter to the candidate and will forward a copy to the Office of the Graduate School within three days of the examination.

Signature Printed Name

________________________________________    __________________________________________

________________________________________    __________________________________________

________________________________________    __________________________________________

Outside Member ___________________________   Chairperson ______ Date ______

B. We certify that the candidate passed the final examination.

Signature Printed Name

________________________________________    __________________________________________

________________________________________    __________________________________________

________________________________________    __________________________________________

________________________________________    __________________________________________

Outside Member ___________________________   Chairperson ___________________________

Date ___________________________ Report of the Graduate Director

I certify that the candidate has satisfied all the program requirements for the Doctor of Philosophy Degree.

______________________________

Date ___________________________ Graduate Director _________________________________

Report of the Dean

I report to the Graduate Faculty that the candidate has completed all the requirements for the degree of Doctor of Philosophy and advise that the candidate be recommended to the Board of Governors for this degree.

Date ___________ Signature of the Dean
Appendix C
Please obtain an official copy of this form from the Office of Student Affairs.

Course credits offered toward the degree. Please list in chronological order.

<table>
<thead>
<tr>
<th>Subject, course number</th>
<th>Title</th>
<th>Term and year</th>
<th>Credits</th>
<th>Grade</th>
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</thead>
</table>

16:

Total Transfer Credits

Total Credits

Research credits (minimum of 24) offered toward the degree. Please list in chronological order.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Term and year</th>
<th>Credits</th>
<th>Grade</th>
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16:

Total Credits
## School of Public Health Faculty Eligible To Chair Dissertation Committees (as of Spring 2021)

—Subject to Change—

<table>
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<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Concentration</th>
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<tbody>
<tr>
<td>Michael</td>
<td>Anestis</td>
<td>Professor</td>
<td>Urban-GLOBAL Public Health</td>
</tr>
<tr>
<td>Emily</td>
<td>Barrett</td>
<td>Associate Professor</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Mark</td>
<td>Budolfson</td>
<td>Assistant Professor</td>
<td>Environmental &amp; Occupational Health</td>
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<tr>
<td>Greta</td>
<td>Bushnell</td>
<td>Assistant Professor</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Cris</td>
<td>Delnevo</td>
<td>Professor</td>
<td>Social &amp; Behavioral Health Sciences</td>
</tr>
<tr>
<td>Shauna</td>
<td>Downs</td>
<td>Assistant Professor</td>
<td>Urban-GLOBAL Public Health</td>
</tr>
<tr>
<td>Paul</td>
<td>Duberstein</td>
<td>Professor</td>
<td>Social &amp; Behavioral Health Sciences</td>
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<tr>
<td>Devin</td>
<td>English</td>
<td>Assistant Professor</td>
<td>Urban-GLOBAL Public Health</td>
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<tr>
<td>Panagiotis</td>
<td>Georgopoulos</td>
<td>Professor</td>
<td>Environmental and Biological Sciences</td>
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<tr>
<td>Tobias</td>
<td>Gerhard</td>
<td>Professor</td>
<td>Epidemiology</td>
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<tr>
<td>Judith</td>
<td>Graber</td>
<td>Associate Professor</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Perry</td>
<td>Halkitis</td>
<td>Professor</td>
<td>School of Public Health (Dean)</td>
</tr>
<tr>
<td>Daniel</td>
<td>Horton</td>
<td>Assistant Professor</td>
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<tr>
<td>Leslie</td>
<td>Kantor</td>
<td>Professor</td>
<td>Urban-GLOBAL Public Health</td>
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<tr>
<td>Anita</td>
<td>Kinney</td>
<td>Professor</td>
<td>Epidemiology</td>
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<td>Robert</td>
<td>Laumbach</td>
<td>Associate Professor</td>
<td>Environmental &amp; Occupational Health</td>
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<tr>
<td>Wei (Vivian)</td>
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<td>Biostatistics</td>
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<tr>
<td>Yong</td>
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Appendix E

Guidelines for Dissertation

1. Before you begin
   - Attend a dissertation workshop.
   - Ask your advisor for the preferred style guide (APA, MLA, etc.) for the discipline. If there is no guide, consult the leading journal in the field for models to follow. The precise form of all matters of style should be consistent throughout and conform to generally accepted practice in the discipline.
   - Please consult with Barbara Sirman at 848-932-8122 or sirman@grad.rutgers.edu, if you need more details about a particular type of formatting or if you have formatting questions not addressed in this guide.

When you submit
   - Your thesis or dissertation must be converted to a PDF file and then submitted online at Rutgers Electronic Theses and Dissertations Submission.
   - You must submit the signed title page to Barbara Sirman, who can be contacted at 848-932-8122 or sirman@grad.rutgers.edu.

2. General Specifications

Typeface:
   - Choose an easy-to-read type. Use one typeface throughout; script or italic typefaces are not acceptable for the main text (10–12 points).

Page Format:

Spacing
   - Double-space preliminary pages, appendices, and all text.
   - Single-space all footnotes, endnotes, references, and bibliographic material.
   - Quotations of four or more lines of prose should be single-spaced and indented five spaces from the left margin. Do not indent the right margin.
   - Verse quotations of two or more lines should be single-spaced and centered.
   - Footnotes and endnotes should be single-spaced.

Margins
   - Left margins must be 1.5 inches.
   - Top, right, and bottom margins must be 1 inch.

Numbering
   - Preliminary pages: lowercase Roman numerals, centered 1/2 inch from the bottom of the page. Begin with the number (ii) on the first page of abstract (no pagination on title page).
   - Text: Arabic numerals, upper right-hand corner, exactly 1 inch from the right-hand edge of the page and 1/2 inch from the top. Begin with the number one (1) on the first page of text and number consecutively.

3. Outline & Formatting Rules

Preliminary Pages

Note: Formal headings must be used on the sections marked with asterisks*.
Some dissertations will not have: copyright page, preface, acknowledgements and/or dedication, list of tables, list of illustrations, appendices. Do not include a running header.
I. Copyright page:
- Include this page to inform readers that you acknowledge your legal rights and that you are the copyright holder. Must be included if you chose to register your copyright. For details, see: Copyright and Your Dissertation or Thesis: Ownership, Fair Use, and Your Rights and Responsibilities, by Kenneth D. Crews, ProQuest, 2013.

II. Title page:
- Please refer to the appropriate sample page for specific formatting directions.
- Title should be a brief but meaningful and accurate description of the content of your research.
- Avoid oblique references, substitute words for formulae, symbols, superscripts, Greek letters, etc.
- Your full, legal name, as it appears on registrar’s records, must be on the title page.
- Insert your Thesis advisor’s name only - do not use any formal title (Ph.D., Dr., etc.).
- Provide the appropriate number of lines needed for the approval signatures. Please note: The signed copy of this page gets submitted to Barbara Sirman. The version you upload should not be signed.
- The title page of the original copy must contain the original signatures of the research director and all committee members in BLACK INK.
- Center and double-space all text and lines.
- The month and year entered at the foot of the page must be October, January, or May — the date the degree is to be conferred, not the date of the defense. The title page is not numbered.

III. Abstract:
- Please refer to the Abstract sample page for specific formatting directions.
- Provides a succinct summary of the dissertation, summarizing clearly the problem or problems examined, the methods employed, and the major findings.

IV. Acknowledgement and/or Dedication

V. Table of contents (with page reference):
- Includes all preliminary and concluding sections.

VI. List of tables (with titles and page references)

VII. List of illustrations (with titles and page references)

Text

I. Introduction

II. Main body:
- Divided into chapters or sections, each having a title and each beginning on a new page. As needed, chapters or sections are further divided into one or more series of subsections, each preceded by a subtitle.
- Graphs, figures, tables, charts, maps, and photographs must be suitably sharp and clear for reproduction on microfilm and must be suitable for binding.

References, Citations, and Bibliography

I. Appendices
II. References or Footnotes: *

- Footnotes at the bottom of the page, endnotes at the ends of chapters or at the end of the manuscript. Number notes consecutively. When notes are at the end of chapters, each chapter's notes should begin with the number one (1). Be consistent throughout and conform to generally accepted practice in the discipline.

III. Acknowledgment of Previous Publications

- It is a universal tenet in publishing that previously published work, or work pending publication elsewhere, be acknowledged. Academic fields vary in the degree to which they countenance reuse of material that has also appeared, or will appear, elsewhere. In those fields in which such practices are accepted, the following guidelines should be adhered to:
  - Without exception, previous and pending publications must be acknowledged in the thesis or dissertation. There are several ways in which this may be done.
  - If a thesis or dissertation is composed in part or in full of whole chapters or independent articles or reports already published, the preface or acknowledgments page must indicate this and give citations to the earlier publications. Even if the portions of previous publications are more partial, such acknowledgment in the front matter is recommended.
  - It is presumed that the previously published material used in the thesis or dissertation represents the original work of the student. In the event that that is not the case, it has no place in the thesis or dissertation. In those fields in which the student typically works alone on the research and writing of the thesis or dissertation, it is expected that the writing will be his or her own. In those fields in which it is conventionally the case that work is done in close collaboration with others this may not be the case, but material written by others as part of a joint project should be referenced as such. In the case of coauthored material, comparable acknowledgment must be supplemented by a clear indication of the contribution of the author of the thesis or dissertation. In all cases, the major substance of the thesis or dissertation must be the original work of the student submitting it.
  - In the case of shorter passages written by others, they may be quoted with proper attribution and any necessary permissions.

IV. Bibliography*

For additional information, please visit: https://gsnb.rutgers.edu/academics/electronic-thesis-and-dissertation-style-guide

Guidelines for the Three Article Dissertation

Guidelines the Three Article Dissertation (TAD)

The choice of dissertation format (TAD or traditional monograph) is made by the student in consultation with their Dissertation Advisor and should be made no later than the end of the second year of coursework. The format should not drive the decision on the dissertation topic. Some topics are ‘unitary’ and do not lend themselves to compartmentalizing and should be presented in a monograph or traditional format.

In addition to the topic, the student’s strengths should help guide the decision. Neither format is easier or faster. The rationale for the TAD is that this format more closely conforms to academic expectations for publication and lends the study findings to wider dissemination earlier rather than later. The challenges of this format include word limits and other constraints imposed by journals, the risk of redundancy. Students who choose the TAD
must work closely with their Dissertation Committee Chair and Dissertation Committee (referred to as the ‘Committee’ henceforth) to ensure it makes a significant contribution to the field.

The TAD option is often the choice of students who are working on a larger research project directed by a faculty member (who may be the student’s Faculty Academic Advisor/Dissertation Committee Chair or a member of the Dissertation Committee). When this is the case, it is incumbent on all parties to ensure that the student is able to have the autonomy to conduct independent, original research.

**Guidelines for the Three-Article Format**

In the TAD option, three articles of publishable quality should form a coherent body of work that supports a theme or themes that are expressed clearly in the introductory chapter of the dissertation (Chapter 1).

The rationale for three separate articles should be clear and not merely represent minor tweaks of a work that would be more appropriately reported in just one or two articles. The three articles may take several forms, including one major report and two ancillaries but distinctly separate reports. Data may come from a pre-existing dataset, collected anew, or a combination of these. It is unlikely but possible that the student conducts three separate studies with new data for each article. The three articles may represent a sequence of works, one informing the next.

Reviews of the literature should be registered with PRISMA -PROSPERO. Mixed (qualitative-quantitative) designs are a good fit with TAD, but all-quantitative or all-qualitative works are also acceptable.

All articles must represent work undertaken while the student is enrolled in the PhD program, and all must be completed after the proposal defense. The articles must be connected to the theme or themes of the dissertation with minimal overlapping. Some overlap can be expected. The Dissertation Committee will help the student identify three papers that do not overlap excessively. Redundancy can be reduced by citing one’s own work. Self-plagiarism - reusing one’s own previously written work or data as ‘new’ without letting the reader know that this material has appeared elsewhere - is prohibited.

**Authorship and Publication of the Articles**

The student must be the first author on all three articles. As the first author, this means being responsible for the development and articulation of the concept or idea for research, writing major portions of the manuscript, and interpreting results. Co-authors must be approved by the Primary Mentor and their respective roles described by the student.

If a student seeks to publish any of the articles before the dissertation defense, the Primary Mentor must approve their inclusion as part of the final dissertation and copyright permission must be obtained as required by law.

**Suggested Outline for TAD Proposal:**

I. Introduction
   a. Definition of statement of the problem
   b. The importance of the problem, i.e., why it is worth studying.
   c. The theoretical foundation(s) supporting the problem/issue.
   d. An overview of the important literature (overview, because each article will have its own unique literature review).
   e. The research questions and/or hypotheses guiding the dissertation overall

II. Articles. An abstract or précis of the articles being proposed along with a rationale for each, a description of the methodology to be used and proposed journals for submission.
Appendix E

III. References

The defense of the TAD proposal is expected to parallel the proposal defense for a traditional dissertation. The TAD alters the format, but not the content, expected in dissertation research.

Completion and Defense of the Dissertation
In the TAD, each article/chapter contains its own footnotes and references. The text of the articles must be formatted such that the dissertation is page-numbered sequentially throughout and uses the same font, margins, etc. The chapters may have “bridging” sections deemed necessary to make the thesis a coherent document. The defense of the dissertation is expected to parallel the defense of a traditional dissertation.
Appendix F

Please obtain an official copy of this checklist from the Office of Student Affairs.

School of Graduate Studies Checklist for Graduation:
https://gsnb.rutgers.edu/academics/checklist-phd-degree

Deadlines
  o  October 1, 2021, for an October-dated degree
  o  January 2, 2021, for a January-dated degree
  o  April 1, 2022, for May-dated degree

You are NOT eligible to receive your degree until the following requirements have been completed and returned to the School of Graduate Studies for approval.

1. Diploma Application
   Complete the Diploma Application online. Print and return your email confirmation that shows you submitted a diploma application online.

2. Candidacy Form
   You must pick up your original candidacy form from the Graduate School Dean's Office (25 Bishop Place, CAC) for your final defense.
   After a successful defense, return your completed candidacy form along with one original title page (with signatures in black ink) to the School of Graduate Studies, as well as three extra copies of the signed title page and 3 copies of the abstract by the degree deadline.
   ▢  Committee members and program director must sign page three.
   ▢  Both course and research credits must be listed on page four.

STYLE GUIDE FOR DISSERTATION PREPARATION
The guide contains information regarding style, format, margins, footnotes, etc. and should be followed explicitly.
  •  Questions: Contact Barbara Sirman at 848-932-8122 or sirman@grad.rutgers.edu.
  •  Pick up a copy from the School of Graduate Studies or your graduate program.

3) Publishing Agreement
   Complete the Proquest Publishing Agreement form online (https://www.etdadmin.com/login?siteId=904&form=etdadmin&request_uri=https%253A%252F%252Fwww.etdadmin.com%252Fcgi-bin%252Fstudent%252Fetd%253FsiteId%253D904)
   Once completed, click on "Manage this ETD" > "View ETD Details" > "Print your Details Page". Print and Return your "ETD DETAILS" page.

*Please note: If requesting delayed release/access in the ProQuest Publishing Agreement (#3 on this checklist), you must also request an embargo in the submission to the libraries' RUetd system (#7 on this checklist). The value for each request MUST be the same or your request will be void.

4) Survey of Earned Doctorates
   Complete the Survey of Earned Doctorates online (https://sed-ncses.org/login.aspx)
   Print and return the Certificate of Completion at the end of the survey and return it to the School of Graduate Studies.

5) PhD Exit Survey
   Complete the Ph.D. Exit Survey (https://oirap.rutgers.edu/PHD_Exit_Survey.html)
Appendix F

Please obtain an official copy of this checklist from the Office of Student Affairs.

Print and return the "Verification Sheet" to the School of Graduate Studies.

6) Degree Candidate Responsibility Statement
Print and complete the form. Return it to the School of Graduate Studies

7) Submit Your Dissertation
Submit your dissertation online to the Rutgers Electronic Theses and Dissertation system
(https://etd.libraries.rutgers.edu/login.php)
Final electronic submissions will only be reviewed after all above forms are completed and returned to the School of Graduate Studies. Your dissertation must be submitted and approved by the deadline for the degree date listed on your title page.
All forms must be submitted by 4:30 p.m.
If you have any questions, please contact Barbara Sirman at 848-932-8122 or sirman@grad.rutgers.edu.
Sample Title Page for PhD Dissertation

[INSERT TITLE OF DOCTORAL DISSERTATION]

By
[INSERT AUTHOR’S NAME]

A dissertation submitted to the
School of Graduate Studies
Rutgers, The State University of New Jersey

In partial fulfillment of the requirements
For the degree of
Doctor of Philosophy
Graduate Program in Public Health

Written under the direction of
[Insert Dissertation Director’s name]

And approved by

_____________________________________
_____________________________________
_____________________________________
_____________________________________  

New Brunswick, New Jersey

(Insert the month and year degree will be awarded)
Appendix H

PhD Dissertation Defense Timeline
Information for Students and Dissertation Chairs/Mentors

1. **4-6 months ahead of anticipated defense:**
   - Meet with your Dissertation Chair and the PhD Central Office (at the School of Public Health) to identify what else you need to do to complete your degree
   - Begin to finalize your final draft of your dissertation
   - Work with each of your Dissertation Committee members to develop a timeline for them to read and provide feedback on your dissertation
   - Identify potential dates for the dissertation defense with your Dissertation Chair and committee, select date and time

2. **2-3 months ahead:**
   - Confirm dissertation defense date/time with your committee
   - Work with PhD Central Office to reserve room(s) for your dissertation defense
   - Continue finalizing writing, work with your committee on final drafts

3. **At least 4-6 weeks ahead:**
   - Send information about your dissertation defense to the PhD Central Office for advertisement (abstract, date/time, location, your previous degrees, etc.)
   - Provide your committee members with an electronic copy of the final dissertation draft

4. **At least 3 weeks ahead:**
   - Practice seminar
   - Print report of Part II of the Application for Admission to Candidacy form

5. **Day of defense:**
   - Present, defend, celebrate!

6. **Post-defense:**
   - Follow your dissertation committee’s instructions (revise text/chapters, additional analyses, etc.)
   - Follow graduation procedures on SGS and School of Public Health websites
   - Have PhD Central Office submit final paperwork to SGS to confirm that you have satisfied the requirements of the committee
   - Submit final copy (print and bound copy) to PhD Central Office
   - All degree materials must be submitted to SGS (contact the PhD Central Office for SGS submission email)
   - Upload your final approve dissertation to Rutgers University Libraries and ProQuest LLC

Updated June 2020