

Tulane University

Department of International Health and Development

Doctoral Program Policies and Guidelines

Department of International Health and Development

Updated and Revised, August 2009

Guidelines apply to students entering August 2008.

Forms are applicable to students entering any year.

Table of Contents

1. Overview
2. Program Description
Doctor of Philosophy (PhD)
3. Coursework and Credit Requirements
Required Courses and course load
Academic Performance
4. Comprehensive Exams
Committee members
Coordination and Administration
Schedule & Format
Grading and Assessment of Comprehensive Exams
Exam Retakes
Oral Exam
5. The Prospectus & Dissertation
The Prospectus
The Dissertation
6. Faculty/Student Advising
Faculty Advising Responsibilities/Expectations
How to Form a Committee
Monitoring your Progress: Student Self-Report, Advisor Report
7. Logistics
Facilities, Support, and Space
Tuition Waivers
Student Work on Projects
External Funding
Clocks, timing and extension
8. Attachments & Forms
 - Core Competencies
 - Student Semester Self-Report
 - Transfer of credits
 - Clearance to take exams
 - Checklist (getting through the doctoral program)

Also note important documents on the SPHTM website:

- *SPHTM Doctoral Guidelines*
- *SPHTM Prospectus Defense forms*
- *SPHTM Dissertation defense form*
- *SPHTM Prospectus and Dissertation Outline Style Guidelines*
- *SPHTM CITI training and Human Subjects/IRB application forms*

1. Overview

This document lays out guidelines and formal policies for students enrolled in the PhD program of International Health and Development (from August 2008 onward; students, including DrPH students, who enrolled in 2007 or earlier years follow older guidelines). Coursework, comprehensive exams, advising and mentoring and other details are described here. Forms and checklists are attached. This document should help you navigate the system, understand expectations, and follow formal university or school (SPHTM) policies.

Check the SPHTM website for *Official Policies and Procedures for Doctoral Programs* for any updates or clarification. The *SPHTM Official Policies and Procedures* lays out the formal school-level requirements and provides essential forms to meet policies for the following:

- Credit hours
- Academic performance, residency and registration
- Comprehensive examinations
- Composition of the Dissertation Committee
- Prospectus and Dissertation Format
- Requirements for graduation
- Time limits (the doctoral clock)
- Transferring and waiving credits

These SPHTM and University policies and procedures formally supersede any department requirements or guidelines. The department may have stricter guidelines. Students are responsible for complying with the regulations set forth in the catalog and in other (current or subsequent) official statements. The University reserves the right to change any of its courses and charges without advance notice and to make such changes applicable to students already registered as well as to new students.

2. Description of the IHD Doctoral Program

From 2009, we offer one doctoral program, the Doctor of Philosophy (PhD). The doctoral program (PhD) in International Health and Development prepares students for original academic research, technical advising, and research management positions in international settings (academic, international, and government agencies) This degree is for a student seeking a career in academia (i.e., combining teaching and research) or primarily as a researcher in a non-academic setting. Graduates from IHD PhD program work in governmental agencies (the CDC, USAID), multilaterals (WHO, UNICEF) and non-governmental agencies (AED, PSI, FHI).

The degree prepares the student to conduct original scientific research, to publish in peer-review journals, and write successful, competitive research grant proposals. The student who seeks an academic career will have an opportunity to learn skills involved in teaching. These tasks require a deep understanding of relevant social and scientific theories, the logic of inter-disciplinary research, and appreciation for a range of research approaches used in international health. Furthermore, the PhD program is generally characterized by emphasis on the ability to conceptualize original research rather than simply demonstrate mastery of the nuts and bolts of analysis.

Students specialize their substantive coursework and research experience in relevant areas such as nutrition, food security, infectious diseases, HIV/AIDS, complex emergencies, reproductive health or other fields. All students must develop a broad range of quantitative, analytical, communication, and computational competencies necessary for their area of research. (See more on competencies below). All IHD doctoral students also must demonstrate competence in a language other than English (as evaluated by designated faculty and/or staff.)

Progress through the doctoral program of study is supervised by the student's primary faculty advisor, the department doctoral committee, the department chair and the school's doctoral committee following accepted guidelines (below). Doctoral applicants must take required coursework (1-2 years), pass comprehensive examinations (usually year 2), and then successfully defend an original research prospectus leading to a written dissertation. The final dissertation reflects the application of interdisciplinary research approaches, advanced analytical reasoning, and methodological skills to a significant problem in international health.

The PhD program in International Health and Development thus aims to prepare individuals to master a range of competencies from basic knowledge of the field, to research design, to conduct of field research, to communication of findings. These are listed at the end of this document (and on the IHD website). At the completion of the doctoral program, IHD doctoral students will have mastered these core competencies through coursework, seminars, work with faculty, independent study, comprehensive exams, and independent research (see Appendix 1)

- General Knowledge in International Health & Development: You will be able to identify significant health problems in the international domain that require interdisciplinary research, and teach at the graduate level in schools of public health in his/her area of specialization, whether substantive, regional/geographic, and/or methodological.
- Research Questions You will be able to articulate and justify relevant research questions to address pertinent health problems;
- Research Design. You will be able to conceive and design appropriate methodological, sampling, and applied field research techniques and approaches to provide data adequate to address research questions;
- Research Conduct: You will become proficient in appropriate applied field research, including working with local partners in foreign countries, addressing ethical issues in research and IRB managing, analyzing primary and secondary data, assessing data reliability and validity, and writing publishable research manuscripts and academic papers.
- Communication of Research. You will be able to analyze, interpret, synthesize, and communicate scientific findings through national and international meetings and peer-reviewed publications and other appropriate venues. You will be able to communicate research approaches, findings and applications to practitioners (in real-life) and students (in academic settings) in the methods and substance of applied public health (emphasizing but not exclusive to population-based research and quantitative methods.)

3. Coursework

PhD Minimum Coursework: According to SPHTM policies, for the PhD, a minimum of 60 total credits of didactic coursework beyond the baccalaureate degree; at least 30 credits beyond the master's degree must be taken at Tulane.

Required courses for the PhD in IHD

a. SPHTM Core courses: (may be waived by the instructor for each course, and usually requires demonstrating prior coursework from an MPH)

- BIOS 603
- EPID 603

b. IHD Doctoral core courses:

- BIOS 604
- BIOS 706
- BIOS 715
- INHL 705, Doctoral Seminar (required for first year students every semester, and highly recommended after that)

- INHL 725, "Advanced Research Methods in Global Health"
- EPID 712, Epidemiological research methods* (or equivalent)
- INHL 720, Development Theory
- INHL 645, Survey Design & Measurement
- + One "advanced research methods" course
- + "Theoretical grounding in specialty area": defined through relevant coursework and definition of substantive areas for your comprehensive exams (usually through detailed reading lists compile with the student's committee).

Course Load

- A typical course load is 12 to 18 credits per semester:
- Nine (9) credit hours/semester qualifies as "full-time"
- Eight (8) or less is "part-time"
- "Half-time" = minimum of 5 (five) credits
- Obtain permission from the Dean of Admissions to enroll for more than 20 credits.

Students in the MPH program, upon entering either doctoral program, must complete all MPH requirements (including the Practicum) in order to be awarded the MPH at the same time as the doctorate (note the MPH is generally expected for admission, so this arrangement generally applies only to doctoral students who enter with a different graduate degree).

How to Waive a Required Course

If you believe your prior graduate course fulfills the requirements of courses listed above, you will need to get permission of the Faculty teaching the course at Tulane. Submit information outlining the arguments: the course you want to waive, coursework that you believe meets the requirement (including your grade, the content, i.e., a syllabus) to the doctoral program coordinator. Waiving is never guaranteed and is entirely at the discretion of the instructor of the required course.

Academic Performance

The SPHTM guidelines lay out requirements for being in "good standing" (i.e., GPA \geq 3.0). Students will be "on probation" and not "in good standing" if they do not meet SPHTM requirements for performance. Students will submit a self-assessment report every semester for review by their committee and the Doctoral Program Coordinator (see below for details).

Students need to watch the clock and complete the program within seven years of admission.

Other academic issues

For more information on transferring between programs, committee composition in SPHTM, and other details of the prospectus and dissertation procedures, refers to the SPHTM guidelines.

4. Comprehensive Exams for International Health & Development

Comprehensive exams are a critical threshold and landmark in the doctoral program. PhD students will be tested on their ability to demonstrate mastery of the logic of research, research design, and research approaches as well as appropriate analytical skills and knowledge of the substantive subject area.

Successful completion of comprehensive exams demonstrates that the student has mastered (1) Methodological content: relevant core competencies in international public health research design, statistical methods, and analysis (e.g., quantitative approaches and methods), as well as (2) his/her "substantive area": the relevant theoretical and substantive knowledge of a specialized thematic topic agreed upon in advance with the student's committee.

Preparation for the exams involves passing the required methodological courses (see above) and developing a "substantive area" through additional coursework, independent research and reading, and other activities. An additional course in advanced research methods will be strongly encouraged.

The student's "substantive area" will be agreed upon well in advance of exam with the

student's committee. Usually this entails developing and sharing a reading list of core theoretical and selected empirical articles which define the parameters of the substantive area. (Examples are: "Infectious disease and nutrition," "urban malaria," or "women's reproductive health in Sub-Saharan Africa"). Reading lists/substantive and specialty areas are developed by the student (with guidance and approval of his/her advisor) through coursework, research, and/or independent study, as needed.

Committee Composition for Exams

See the SPHTM guidelines for minimum requirements about numbers and composition of the Committee. Committees are usually comprised of 4-5 people. Identify your committee members before applying to take comprehensive exams. Faculty, at their discretion, has the right to refuse to serve on a student's committee.

- The chair will come from within the IHD
- At least one committee member should come from another Tulane department outside of IHD.
- Other members can come from IHD, other SPHTM departments, outside SPHTM in Tulane, and outside Tulane.

Coordination and Administration of Exams

Exams are coordinated by the IHD Doctoral Program Faculty Coordinator together with examining faculty and the student's doctoral committee. IHD and SPHTM faculty who teach quantitative and research methods courses will jointly compile the common methodological component of the exam. Questions and format vary over the years, but will be the same for all students taking the exam in a given year.

Substantive questions will be specialized for each student according to his/her pre-defined substantive area. The student's Committee Chair will be responsible for writing his/her own substantive question and compiling substantive questions from every other committee members and ensuring their appropriateness as exam questions for the particular student. The Chair will forward all questions to the Doctoral Program Coordinator for review and distribution to the student during exam week.

Schedule

Exams will be offered twice a year only in February and October over a scheduled one-week period (specific dates to be determined, according to school calendars, holidays, convenience, etc).

Format

Exams consist of methodological and substantive area questions which can be answered through short answer, essay or other responses as appropriate. Exams are usually open-book (including internet) but specific faculty may require a closed-book response. Exams are offered over one-week (i.e. M-F). PhD students will receive substantive questions (usually 3 major questions) and instructions on Monday, to complete by the end of the same day.

Methodological Exams

This component will comprise three to four (3-4) major questions, administered over the next four days (i.e., Tue-Fri). Tuesday 8 AM, the PhD student will receive the "methodological" questions and associated data and detailed instructions about length and format. The student will complete and submit all answers by Friday (5 PM) of that week.

Students will address essay questions as well as work with actual statistical data to conceptualize, analyze and interpret findings. The exams will expect the student to demonstrate mastery of core PhD competencies: research design (experimental, quasi-experimental, evaluation and other approaches), the conduct of research (sampling, biostatistics, epidemiology, and multivariate analysis), and critical interpretation and discussion of results.

A common component of the methodological exams will be an essay-type question on general research approaches for international health. This question builds on readings and discussion during Doctoral Student Research Seminars (INHL 705, 720) and other common doctoral-level theoretical coursework (i.e., INHL 645, 720, 725). This will be graded by several committee members as well as

the Doctoral Program Coordinator.

Grading and Assessment of Comprehensive Exams

The methodological component will yield separate letter grades for each major question (generally 3-4). The substantive area exam will yield a minimum of three (3) letter grades, i.e., one for each major question. All sections of the exams will be graded separately and assigned a letter grade: "A" (high pass), "B" (pass), and "F" (fail, retake). This assessment will be based on the examiner's judgment of whether the student has demonstrated the relevant core competencies related to the specific methodological component or substantive area. As a courtesy to all students, grades for exams are generally not released to ANY students until ALL the students' grades have been compiled and reviewed.

Exam Retakes

- If a student receives a failing grade on any single question of the methodological or substantive components, he/she must retake that major question for that component. (The question will be rewritten for the retake.)
 - If the student fails more than one question (i.e., fails 2 of 4 methodological, or 2 of 3 substantive), the student must retake that entire component of the exam.
 - Retakes will be allowed ONE time only and must be taken the next time the Comprehensive Exams are offered.
 - If a student gets a failing grade at the retake, he/she will not be allowed to continue in the doctoral program.
 - After the exam, the student has the right to discuss exam questions with the examiner.

Oral Exam

In cases where it is not clear from the written exam answers whether the student has mastered the core competencies, the Doctoral Program Coordinator has the right to ask for an additional oral exam to clarify student written responses. This would be organized as soon as possible after the exams, ideally within a month. All examining faculty as well as the student's own committee would be expected to attend such an oral defense. A grade will be assigned and the results will be summarized in a memo to the student's file. This oral assessment will be considered a part of the initial exam, rather than as a separate retake. The grade for the oral will be determined by the examining committee members; it would replace the original written retake (note: It could be better or worse than the original grade).

5. The Prospectus and Dissertation Stage

The Prospectus

After exams, you must conceive, write, and successfully defend an original Prospectus, basically, a research proposal for dissertation research. You will need to develop a suitable research topic, methods, and data for research that advances the "scope of knowledge in the field of public health" (focusing on themes of international health and development). Find examples of successfully defended and executed Prospectus in the IHD archives and talking to faculty and other students. The SPHTM guidelines lay out requirements for format, style and length.

Keep in mind that writing a prospectus is often the most difficult phase in the doctoral program for many students. (Some students do not successfully pass their prospectus the first time they try to defend.) Your Chair will be of considerable assistance through this process; the rest of your committee and even other faculty will assist in varying degrees. Attending and engaging with the doctoral seminars and collaborating with fellow students (i.e., student dissertation support groups) will help you through this process. Many books and resources are available to help you through the process of developing a feasible prospectus. When you are ready to defend, attending other students' prospectus defense presentations—and practicing your own oral defense—will help you.

After defending your Prospectus, you may not change your dissertation topic without preparing

and defending a new Prospectus.

Refer to the SPHTM guidelines for requirements regarding the format, structure and process of Prospectus defense. You need to apply for the defense of the Prospectus: fill in the right forms, seek committee approval on dates, and have them sign forms upon successful defense.

The oral Prospectus defense is open to the public and should be announced school-wide. Upon successfully defending your Prospectus, you can apply to the SPHTM to formally change your status to "Doctoral Candidate" (See SPHTM guidelines for procedures).

The Dissertation

The final requirement to earn a PhD or DrPH is writing and successfully defending and submitting a dissertation: an original piece of research on a public health topic. Dissertations in SPHTM (according to the *SPHTM guidelines*) can be either the "book" format (which is followed by most IHD students) or "three publishable manuscripts". The format depends on your prospectus topic and the type of research and data: discuss options with your Chair and other members of your committee.

Process

Your dissertation process will build directly upon the successful Prospectus: the more specific and detailed you can be, the easier will be your dissertation process (data collection, analysis, and writing). Work with your Chair and other committee members to decide upon a mutually agreeable schedule and procedure for submitting drafts of chapters (manuscripts in the case of the "three article" format) and for getting feedback. Faculty differ in their preferences and level of involvement in the student's process of writing the dissertation depending on whether they are serving as Chair (he/she is most responsible) vs. other IHD or SPHTM faculty member or external reader (who generally have lesser roles).

As you analyze and write (often in isolation, here or away from the university, often while working on a paid job) do:

- Collaborate and work with other students (i.e., writing groups);
- Refer to many books and online resources about "surviving your dissertation";

Oral Defense

A public oral defense of your dissertation is required. Submit your final written dissertation at least two weeks before your scheduled defense. The oral defense is usually announced school-wide.

Deadlines

Complete and successfully defend your dissertation within the time frame allowed by the SPHTM: i.e., within seven years of matriculating into the doctoral program. In extraordinary circumstances, "Doctoral Candidates" (post-Prospectus) may apply for an extension. The student's written application must be accompanied by formal written letters of support from the student's committee and the IHD departmental chair. The student's application will be reviewed by, and final approval lies with, the SPHTM Faculty Doctoral Committee and the SPHTM Executive Committee.

For more guidelines about the written format of dissertations, forms, deadlines, scheduling the defense, and committee composition, see the SPHTM guidelines on the SPHTM website.

6. Faculty/Student Advising

Each student will be assigned a primary Faculty Advisor before arriving. Plan to meet with your faculty advisor regularly to assess your progress as per guidelines below. The department recognizes the primary Faculty Advisor/Chair as the primary mentor for the doctoral student. He/she will provide guidance on readings, the literature, defining key issues in the subject areas of interest, and encouraging the development of the student's abilities in research and understanding the context and logic of research. Other faculty assist students with suggestions for coursework, research, paid work on projects: seek them out. Students can change this primary faculty advisor with the approval of the Doctoral Program Coordinator and the Departmental Chair and full agreement from the Faculty member. Then, notify Student Affairs about your new committee composition.

How to form a committee

Students form a committee by identifying faculty with relevant interests, getting to know them and being known by them through coursework, paid work on research projects, and serving as Teaching Assistant. It is at the discretion of the faculty member to serve on any student's committee.

Your Chair must have an earned PhD and is usually non-adjunct faculty in IHD. Other members come principally from within IHD or departments in the SPHTM and in Tulane. External readers from outside Tulane are sometimes appropriate. Work with your chair and other members to develop reading lists to define substantive areas (for your exams) and dissertation topics.

By SPHTM guidelines, at least one member should come from outside IHD. Usually, the Exam Committee will be the same as the Dissertation Committee; this can change. If you substantially alter refine your proposal topic and methods after the exams, for example, you might need different committee members.

Monitoring your progress in the program

The department will systematically monitor and assess your progress through the program and provide timely feedback. You should also document your own progress through the program (not just coursework but literature reviews, drafts, grant proposals, reports, and other efforts).

Student Self- Report

Each semester, students should submit a brief report assessing progress. This report should include any information relevant to your situation (i.e., whether still in courses or working on a dissertation prospectus or the dissertation itself). See the attached form for specifics.

- This report is particularly helpful for students who have not yet defended a prospectus and are forming committees and requiring significant mentoring.
- It is expected of all students enrolled in the doctoral program at any stage.
- This will help us assess your progress, identify barriers, help overcome problems, etc.
- Maintain copies of appropriate documentation (forms, certificates, transcripts, waiver requests, etc.). You need only provide these upon request.
- Email this report to the Doctoral Program Coordinator and your primary Faculty Advisor before the end of each semester.

Advisor's Review:

Faculty will monitor the progress of doctoral students for whom they serve as Chair. Each semester, faculty will prepare a short (½ page) report commenting on the student's status: whether he/she remains in "good standing" (or is "on probation" according to the SPHTM standards), academic progress, and other topics deemed relevant. (Submit this to the Doctoral Program Coordinator by email.)

Faculty Review:

The IHD Faculty Doctoral Committee will regularly review ALL doctoral students' progress based on student and faculty reviews. The committee will identify and address special concerns based on these reports. All students will be individually informed of any issues that arise that specifically concern them.

7. Logistics, Finances and other Details

Facilities, Support, and Space

IHD aims to offer office space to all doctoral students on a space available basis, regardless of work status in the department. The Department chair reserves the right to deny or remove office space privileges to students who do not regularly use their space, who do not keep their office space clean, and/or who are not making satisfactory progress in the program. Also note:

- Mailboxes will be assigned to each new student.
- The phone, fax, and copier are for departmental or research work (not individual coursework). See your faculty advisor or the project PI for authorization.
- The Department is not responsible for the cost of photocopying your prospectus and/or

dissertation. This cost is to be borne by the students.

Tuition Waivers

Tuition waivers are funded by real dollars using the department budget. It is expected that students receiving tuition waivers -in addition to making good progress through the program—will also regularly engage in intellectual exchange with IHD faculty members, collaborate with faculty on research projects when such opportunities exist, and be physically present in the department on a regular basis. If you are receiving a tuition waiver from the department, it is your responsibility every semester, to bring a copy of your course registration (with the credit hours noted) to the department's academic coordinator, who will process your waiver. It is your responsibility to make sure the correct amount is eventually credited to your account. Waivers are for tuition only. You are responsible for payment of the fees.

Doctoral Student Work on Projects

Students often seek work with faculty. This is generally remunerated at a standard rate which varies by status (i.e., whether pre- or post-comprehensive exams). Opportunities vary by student (his/her experience and skills) as well as by faculty and their sponsored research. Some students do travel on behalf of faculty research. These opportunities are not guaranteed to all doctoral students, but we will try to assist you. If you wish to find paid work with faculty, seek them out.

Restrictions on student work

Students who are not "in good standing" in the SPHTM in terms of GPA and overall progress through the program will not be allowed to hold student worker positions as either paid Research Assistant or Teaching Assistant. These work positions detract from their academic work.

External Funding

Students can and should apply for external funding wherever possible to agencies such as the Fulbright Foundation, the NIH (i.e., Fogerty), National Science Foundation (NSF), Social Science Research Council (SSRC). On-campus resources include the Stone Center for Latin American Studies (summer research). Students in IHD have received support from these and other funding programs in the past: you are free to seek out other relevant sources of support. See "Student Life" pages of SPHTM website for additional internet links.

Clocks, timing and extensions

See the SPHTM guidelines for rules about completing the doctoral program (within 7 years from entering the program). In exceptional circumstances, students can apply for an extension.

8. Attachment -1 Core Competencies of IHD Doctoral Program

Domain 1: General Knowledge in International Health & Development

Competency	Examples of competency*	Where competencies are acquired
Advanced concepts pertinent to applied, interdisciplinary, public health <u>research</u> in international domain (resource-poor settings)	Understand and articulate the research approach from research question, to study design, to appropriate methodologies, and interpretation	Coursework, esp. INHL 725, INHL 705, methods courses, such as Epi 603, 712, 713 626, 730, 695, teaching assistantships,
Debate and discuss major public health <u>problems</u> , controversies, and potential solutions in international health	Articulate and critique public health issues pertinent to developing areas, (in relation to disparities such as gender, race, poverty, health systems)	INHL 705, SPHTM Seminars, Independent study & coursework in specialty area Preparation for substantive comprehensive exams
Expertise in a stated substantive specialty area in international health (as recognized by the committee)	Can communicate key literature, facts, debates, issues, major problems, etc. in relation to a specific area of nutrition, reproductive health, infectious disease, etc.	Additional coursework, independent study, research experience, substantive comprehensive exams
Knowledge of ethical issues in international health research (involving human subjects)	Prepare an acceptable Institutional Review Board application for a research project	Seminars, Coursework, online IRB training, OHRP resources, preparation for fieldwork
Interpretation of findings in a theoretical and research/causal framework	Identify and articulate study limitations, i.e., inferring causality and generalizability based on different study designs, samples, population	Coursework, seminars, comp. exams

Domain 2: Research Questions and Hypothesis Generation

Competency	Examples of competency*	Where competencies are acquired
Research question conceptualization, articulation and communication	Able to identify priority research questions in specialty area in terms of hypotheses, identify relevant literature, justify new questions in relation to accepted literature, articulate in relation to feasible research approach and methods	INHL 705, INHL 725, Epi 712, independent study, prospectus preparation
Critical, informed evaluation of study designs and findings	Can identify, summarize, critique, and interpret individual study results from relevant publications & presentations; identify the general strengths and weaknesses of a given study	INHL 705 (seminar), SPHTM seminar, INHL 725 (project), Independent study, Journal Club,
Coherent, strategic synthesis of literature and current	Can summarize and synthesize the state of knowledge in a	INHL 705, 720, 725, journal club, independent study, prospectus

knowledge	problem area, articulate key concepts, assess relevant findings, identify significant gaps, and compare the advantages and disadvantages of study designs and methodologies used to date	preparation Preparation for comprehensive exams, preparation for prospectus
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Domain 3: Research Design

Competency	Examples of competency*	Where competencies are acquired
Describe and critically evaluate different study designs	List and compare advantages and disadvantages of different formal study designs and approaches. Provide feasible alternative standard research designs for given research questions	INHL 645, 725, 705, Epi 712, and others as relevant
Identify and use appropriate data to address research questions	Identify, name, and use standard population-based sources of data for international research; outline approaches to original fieldwork and data collection; compare advantages and disadvantages	INHL 705, INHL 725, other INHL coursework, independent study, also seminars, journal club
Recognize sources of bias and appropriate design; knowledge of analytic, sampling and field techniques to handle biases	Identify, assess and discuss issues and ways of overcoming threats to validity, sampling bias, respondent bias	INHL 645, 624, 705, 725, applied work, independent study, prospectus preparation, dissertation research
Develop an original research protocol	Lay out a full research design from question to methods, with justification and limitations	INHL 725, Epi 712, prospectus preparation

Domain 4: Research Conduct

Competency	Examples of competency*	Where competencies are acquired
Design and evaluate instruments for primary data collection	Develop instruments (questionnaire, assess/discuss validity and reliability; develop sampling strategies	INHL 645, 624, 613, 725, 705, Epi?, independent study, fieldwork,
Proficiency in data collection, data cleaning, descriptive and explanatory data analyses, and written summaries of statistical analyses	Write research manuscripts using secondary data; prepare publishable papers or presentation; manage complex datasets for joint research projects	INHL 725, Epi & biostatistics advanced methods courses, independent study, Applied fieldwork, prospectus preparation, dissertation
Cross-cultural research ethics, communications	Able to negotiate research protocols in a foreign country; knowledge of IRB and human subjects concerns and policies	INHL 705, SPHTM seminar, applied/faculty research
Cross-cultural communications and adaptability	Ability to work independently and productively in a foreign setting; working knowledge of	Field research experience, prior travel and international experience,

	relevant foreign language	
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Domain 5: Communication of Research

Competency	Examples of competency*	Where competencies are acquired
Proposal and manuscript preparation	Provide written communication of study hypotheses, research design, and results	Advanced coursework, prospectus development, dissertation;
Oral presentation of research methods and findings	Clearly communicate study results to the public, policy-making, and scientific communities	INHL 725, 705, 720, 645, 624; Prospectus and dissertation oral defense; observe faculty presentations of research; attend/present at academic conferences (i.e., PAA, APHA)
Teaching and learning	Can identify and effectively communicate concepts, results and implications to relevant public, professional, policy- and research communities	Serve as Teaching Assistant; engage in training during fieldwork, communicate research findings to the beneficiary population, speak at international conferences

Form Student Semester Self-report

Submit a brief report by the end of each semester to the IHD Doctoral program coordinator. Include any or all of the following information, as relevant to your situation.

Minimum

- Name, phone number, location/address (if outside NOLA)
- Faculty Chair
- Other committee members (including outside IHD)
- Current status in the program & whether officially in "good standing" or not
- Overall: your subjective evaluation (are you on track? Are you making adequate progress?)
- Other matters relevant to assessing your progress (work, family, health, financial, immigration.)

Coursework stage: Still taking courses and have not yet passed comprehensive exams:

- coursework completed and grades
- coursework in progress, and courses remaining
- substantive areas of interest
- research projects with faculty
- teaching assistantships
- grant applications, grants or awards received
- plans for exams (which month?)

Prospectus-writing stage. You have successfully passed exams? Include the following:

- prospectus defense date (proposed or past)
- dissertation title (or topic)
- ongoing research projects with faculty
- teaching assistantships
- presentations at conferences or publications
- grant applications
- grants or awards received
- current location, work situation

Form Credit Transfer Request

Note: Complete and hand in this to your Faculty Advisor/Chair within one month of registration in the first semester for his/her approval. Include an original transcript. Then carry this to the Doctoral Program Coordinator for final approval.

Student Name: _____

Previous degree & University: _____

Major: _____ Date awarded: _____

Courses to be transferred: (List each individually by call number, Title, and # credits))

Total credit hours to be transferred: _____

Approved: (1) _____
Primary Academic Advisor/Chair

(2) _____
IHD Doctoral Program Coordinator

*Form Clearance to take PhD Comprehensive Exams
Compile and turn in to your Faculty Chair at least one month prior to your scheduled exam date.*

Student Name: _____

A. Committee members, beginning with Chair (Include Affiliation and email for non-Tulane)

1. _____ Signed _____

2. _____ Signed _____

3. _____ Signed _____

4. _____ Signed _____

5. _____ Signed _____

B. Verify that coursework is completed:

- BIOS 604
- BIOS 706
- BIOS 715
- BIOS and EPID MPH core courses required
- INHL 645 Survey Measurement
- INHL 725 Advanced Research Methods
- EPID 712 or equivalent
- INHL 720 Development Theory
- INHL 705 Doctoral Seminar (1/semester)
- +1 "Advanced research methods" course
- "Theoretical grounding" (through courses and other research experience)

Language requirement met (attach documentation) Y N

Masters' Credit hours: _____ (credit transfer)

TU doctoral program credits _____

Total credit hours completed satisfactorily _____

I certify that the student has met all the program requirements and is ready to take the comprehensive exams:

Student's Faculty Committee Chair

IHD Doctoral Program Coordinator

Form Checklist (for Getting through the IHD Doctoral Program)

Use this form for yourself to help you submit required forms and meet deadlines.

Officially record your Advisor's name with the SPHTM Doctoral Program. Date recorded _____	<input type="checkbox"/>
Transfer credits from your masters degree. Date transferred _____	<input type="checkbox"/>
Form your Committee and submit forms Date submitted _____	<input type="checkbox"/>
Complete all minimum required coursework with no grades of "I" (note, "I" converts to an "F" automatically after 30 days): Date completed _____	<input type="checkbox"/>
Complete the language requirement and submit certification to the Department. Date certified _____	<input type="checkbox"/>
Request permission to take the Comprehensive Exams. Date requested _____	<input type="checkbox"/>
(After exams): When ready to defend the prospectus, complete and submit the SPHTM REQUEST FOR PROSPECTUS DEFENSE form three weeks prior to the defense. Date submitted _____	<input type="checkbox"/>
Schedule space and publicly announce via email (to the SPHTM) your Prospectus Defense. Date announced _____	<input type="checkbox"/>
Complete the CITI training on research on human subjects before collecting data and/or starting work on faculty sponsored research. Date CITI training completed _____	<input type="checkbox"/>
Apply for and obtain IRB approvals BEFORE any dissertation fieldwork Date requested _____ Date approved _____	<input type="checkbox"/>
After you have successfully defended the prospectus, complete the RESULTS OF PROSPECTUS DEFENSE form and submit it to the department the day you defend. Date defended _____	<input type="checkbox"/>
When ready to defend, submit REQUEST FOR DISSERTATION DEFENSE 3/three weeks prior to the defense. Date request submitted _____ Defense scheduled for this date: _____	<input type="checkbox"/>
Schedule the defense and announce it via email to SPHTM. Date announced _____	<input type="checkbox"/>
After you have successfully defended the dissertation, complete the RESULTS OF DISSERTATION DEFENSE form and submit it to the department on the day you defend. Date defended _____	<input type="checkbox"/>
Follow the instructions of the Admissions Office on the submission of the final dissertation, the binding and the microfilming of the dissertation. Date submitted _____	<input type="checkbox"/>
Print one copy on regular copy paper for the department; binding is not required. Date printed for IHD _____	<input type="checkbox"/>
Apply for graduation (Office of Admissions) (If attending: order Cap & Gown at the TU Medical school bookstore). Date applied for graduation _____	<input type="checkbox"/>
Complete the alumni information form. Date completed _____	<input type="checkbox"/>