The content of this Program Manual Supersedes that of all earlier Program Manuals
Note to Students and Faculty

This manual is designed to give Doctor of Public Health (DPH) Program students the information they need to successfully complete the doctoral degree and faculty the information they need to guide their students. The Graduate Center (GC) Student Handbook describes all relevant policies and is the official document for students at the GC. Students and faculty are encouraged to review that handbook as well as this manual and are expected to be familiar with all relevant GC and DPH policies.
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Students with disabilities should contact the Student Affairs Office.
Students who are Veterans should contact the Registrar.

The GC Mothers’ Room is open to all in the GC Community (students, faculty and staff with a current GC ID) to pump breast milk or to nurse. The CUNY Graduate Center Mothers’ Room is located in Room 7408. To obtain a key, go to the Student Affairs Office in Room 7301. The GC Mothers’ Room was initiated by DPH students!

Students who are parents or expected parents of children by birth or adoption under the age of six may contact the Student Affairs Office regarding the pilot of the Doctoral Student Parental Accommodation Policy.
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Dear Students & Faculty:

I am pleased to present you with this updated DPH Program Manual for students and faculty in which we provide an overview of the DPH program and its requirements.

The CUNY DPH Program aims to:

- Prepare public health researchers to rigorously generate and apply scientific evidence to improve the health of populations;
- Provide an interdisciplinary education in which graduates are capable of drawing on health-related theory and knowledge from multiple disciplines;
- Foster multilevel research and intervention - i.e., understanding and addressing public health issues at the individual, household, community, and policy levels; and
- Pay special attention to new and existing linkages between research, practice and policy with relevance to public health.

The mission of CUNY’s DPH program is to:

- Prepare students to provide leadership in public health as researchers, managers, policy makers, advocates, and faculty in academic institutions;
- Contribute new knowledge to understanding the multi-level determinants of population health; and
- Assist communities, governments, and organizations to conduct research and interventions that promote health and prevent disease in populations.

The faculty and administration of the DPH Program work hard to ensure that the training and learning experiences of DPH students in our program are both challenging and rewarding. We want and need any help, suggestions, or feedback you can give us in order to realize our vision of a program dedicated to education leading to impactful research and action for public health. We look forward to working with you in this important phase of your training and career in public health!

Sincerely,

Denis Nash, PhD, MPH
Executive Officer, Doctor of Public Health Program, Graduate Center
Professor, Epidemiology and Biostatistics Program, Hunter College
City University of New York
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Overview of the Doctor of Public Health (DPH) Program and the City University of New York (CUNY)

The Doctor of Public Health (DPH) Program
The Doctor of Public Health (DPH) program at the Graduate Center (GC) prepares students to be researchers, teachers, practitioners, and managers who can meet the public health needs of populations, including the population of New York City and around the world. It prepares future faculty members for the growing number of academic training programs in public and community health, and it prepares leaders for the public health workforce.

Courses are taught by doctoral faculty from the Public Health Programs at Brooklyn, Hunter and Lehman Colleges and the Graduate Center. Additional DPH faculty are from other participating CUNY campuses. By drawing on faculty from throughout CUNY, the DPH program offers comprehensive interdisciplinary perspectives on public health and related fields.

The CUNY DPH Program carries out teaching, research and service to create and sustain population health and to promote equitable, efficient, evidence-based solutions to pressing population health problems around the world. Informed by the values of public health, social justice and democracy, the DPH Program seeks to become a platform for collaboration to:

- Examine the causes of and solutions to pressing health problems;
- Engage the public in an ongoing dialogue on public health policy;
- Develop a workforce with the capacity to plan and implement health-promoting programs and policies.

Several themes define the unique approaches that distinguish the CUNY DPH Program. These include a focus on:

- Multi-level analysis, research and intervention;
- Understanding and improving living conditions and health to reduce inequities;
- An interdisciplinary blend of public health and social, behavioral and natural sciences;
- Practice-based research;
- Collaboration with government agencies and public health institutions (e.g. DOHMH, DOE, HHC);
- Diversity -- CUNY programs, students, faculty.

Specialization Tracks

- Community, Society and Health
- Epidemiology
- Environmental and Occupational Health
- Health Policy and Management

Qualified applicants in any track may also apply to an optional concentration in Public Health Nutrition or Maternal, Child, Reproductive and Sexual Health (MCRSH).
The City University of New York (CUNY)
The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 247,000 adult, continuing and professional education students at 24 campuses across New York City.

CUNY School of Public Health
The CUNY School of Public Health is committed to teaching, research and service that creates a healthier New York City and helps promote equitable, efficient and evidence-based solutions to pressing population-based health problems around the world.

Employing the resources of the nation’s largest and most diverse urban university, the CUNY School of Public Health seeks to create new models of public health education for the 21st century. The school’s consortial campuses (the Graduate Center and Brooklyn, Hunter, and Lehman Colleges) bring together students and faculty from throughout CUNY’s academic and professional programs, engaging with practitioners, researchers, activists, community residents and policymakers from many sectors of New York City.

Vision
Promoting health and social justice in New York City and across the globe through innovation and leadership.

Mission
The mission of The CUNY School of Public Health is to provide a collaborative and accessible environment for excellence in education, research, and service in public health, to promote and sustain healthier populations in New York City and around the world, and to shape policy and practice in public health for all.

The Graduate Center (GC), CUNY
The Graduate Center (GC) is the principal doctorate-granting institution of the City University of New York. Offering more than thirty doctoral degrees from Anthropology to Urban Education, and fostering globally significant research in a wide variety of centers and institutes, the GC provides rigorous academic training in the humanities, sciences, and social sciences.

Through its extensive public programs—lectures, conferences, performances, and exhibitions—the Graduate Center contributes to the intellectual and cultural life of New York City and affirms its commitment to the premise that knowledge is a public good.

Brooklyn College, CUNY
Brooklyn College currently serves more than 17,000 students in its undergraduate and graduate program. Founded in the 1930s, Brooklyn College is an integral part of the civic, urban and artistic energy of New York and uses the entire city as a living classroom that broadens our students' understanding of the world around them.

Hunter College, CUNY
Hunter College is the largest college in the City University of New York (CUNY). Founded in 1870, it is also one of the oldest public colleges in the country. More than 23,000 students currently attend Hunter, pursuing undergraduate and graduate degrees in more than 170 areas of study.

Lehman College, CUNY
With more than 60,000 alumni and 12,000 students, Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. The College is named after Herbert H. Lehman, who was governor of New York State, a U.S. Senator, and an internationalist. His values of dedicated public service continue to guide the College today.

Other CUNY Units
Several other CUNY campuses including the Baruch School of Public Affairs, the Sophie Davis School of Biomedical Education at The City College of New York, and health programs at Queens College and elsewhere contribute faculty to the CUNY DPH program.
Doctor of Public Health (DPH) Program Governance
Summary

The DPH program operates under bylaws established by the program faculty and approved by the CUNY Board of Trustees. The governance structure of the program consists of a single Executive Officer (EO), a single Deputy Executive Officer (DEO), an Assistant Program Officer (APO) and four Track Coordinators (TCs). There are five standing committees which serve to govern the program: the Executive Committee, the Elections Committee, the Faculty Membership Committee, the Curriculum and Examinations Committee, and the Admission and Awards Committee. The DPH program is represented at the Graduate Center by membership in the Graduate Council and the Doctoral Student Council.

The Executive Officer, assisted by the DEO and APO, is responsible for overall administration and oversight of the academic affairs of the program in accordance with the policies established by the standing committees, the program faculty, the Graduate Council of the GC and the CUNY Board of Trustees. The EO reports to the Provost of the Graduate Center and the Dean of the CUNY School of Public Health.

The Track Coordinators are responsible for the day to day operations of the tracks (i.e., academic operations, faculty advising). The TCs report to the EO and DEO.

See the complete DPH Program Bylaws on Blackboard.

The Executive Committee: This is the main policy-making committee for the DPH program. It is chaired by the EO, and has as members: the four TCs, one faculty member with a primary appointment at the GC (unless the EO has one), one faculty member who is not from a consortium college, three DPH students elected by their peers, and additional faculty (where necessary) to ensure representation from all of the SPH consortial campuses not represented by the EO and TCs. The minutes from the meetings of this committee are available to the public.

The Elections Committee: This committee is responsible for coordinating and overseeing all DPH program elections (both committee and TC). It has five members: the EO, one elected faculty from each of the three consortial colleges not represented by the EO, and one student member.

The Faculty Membership Committee: This committee recommends faculty members to the Executive Committee for consideration for appointments to the DPH faculty and formulates procedures for making new faculty appointments. It has seven members: The EO, four faculty members (at least one from each concentration) and two students.

The Curriculum and Examinations Committee: This committee is responsible for reviewing curriculum and recommending changes and for recommending procedures and standards for the conduct of the first and second exams. It has seven members: the EO, one faculty member from each concentration, and two student members.

The Admissions and Awards Committee: This committee recommends to the Executive Committee procedures and standards of admission and awards for the program and the concentrations. It consists of eight members: the EO, the four TCs, a GC based faculty member and two student members.
DPH Participation in CUNY SPH Governance - Summary

The governing body of the CUNY SPH shall be the Faculty and Student Council (FSC). The Faculty and Student Council shall consist of the Dean, the Associate Dean for Academic Affairs, the Campus Directors, all Core Faculty, two affiliated faculty, two staff in the title series HEO or CLT, and five students (one elected from students in each of the consortial campuses, except that two are elected from Hunter College, one from the undergraduate program and one from the masters programs). The FSC meets three times per semester.

Elections for all vacant positions shall normally be held in May prior to the semester in which service begins. The FSC is responsible for: formulating educational policy and developing standards for admissions, academic performance and degree requirements for students consistent with the by-laws and policies of the CUNY Board of Trustees and other CUNY policies and procedures; reviewing programs and curricula; recommending to the Dean and the CUNY Board of Trustees the granting of undergraduate degrees, graduate degrees and honorary degrees to qualified candidates; considering any other academic matters and making recommendations to the Dean and the CUNY Board of Trustees; establishing or abolishing such standing or temporary committees as it deems necessary and considering reports and recommendations of those committees; and recommending revisions to the SPH Governance Plan. See the complete CUNY SPH Bylaws and Governance Change May 22nd 2013, both on Blackboard.

DPH Participation in GC Governance - Summary

The Graduate Council is the academic governing body of The Graduate School and University Center, and the Bylaws of Graduate Council set forth its rules of governance. Members include representatives of the faculty, doctoral students, and administration. The President of The Graduate Center is the Chair of Graduate Council. The Executive Committee of Graduate Council formulates the agenda and brings actions to Graduate Council, which meets four times each year. Graduate Council is concerned with such matters as curriculum, degree requirements, standards of admission, academic performance, and program governance. Much of the work of Graduate Council is done through its standing committees. Elections of faculty and student program representatives to Graduate Council are required to be conducted annually, before April 1, by an election committee in each program; the basic formula for the election is one faculty and one doctoral student representative for each hundred or fewer matriculated doctoral students (GC Bylaws 2.1A–D). If a student is not elected as the Graduate Council representative, the Doctoral Student Council representative is the default.

Doctoral Students’ Council (DSC) – Summary

The Doctoral Students’ Council and its officers are charged with representing student interests before the administration and external bodies.

In addition to informal and ongoing communications, the DSC officers meet with members of Graduate Center administration to report activities and exchange information. Students may have issues presented by their DSC representatives or the DSC Executive Committee before the Doctoral Students’ Council, or can personally address the Council by requesting to be put on the DSC agenda for an upcoming meeting. This may, in turn, result in discussion or actions taken within the DSC or between the DSC and the administration.

The DSC members also act as advocates for graduate student interests at the Board of Trustees, University Student Senate, University Faculty Senate, New York State Assembly, the Mayor’s Office, and with Graduate Center administration.

Each spring, the DSC conducts elections for its representatives and student representatives to specific Graduate Center bodies. The nominations and elections process is held online; no paper ballots are mailed. To make a nomination(s) for Program Representative, Advocate Advisory Board, OpenCUNY Board, At-large Representative, the Disciplinary Panel, Student Academic Appeals Officer, and the Student Elections Review Committee, see page 78.
Satisfactory Progress

The Graduate Center requires its faculty to assess each semester whether students are making satisfactory progress. Those who are not making such progress will be asked to develop a plan to correct any shortcomings or will be asked to leave the program.

A DPH student is deemed NOT to be making satisfactory progress if she or he:

1. Has completed 36 credits and not passed the First Examination;
2. Has a cumulative grade point average below 3.00;
3. Has not completed the Second Examination within 48 credits of matriculating;
4. Has not completed the degree in six years*;
5. Has accumulated more than two open grades (“INC,” “INP,” “NGR,” “ABS,” and “ABP”);  
6. For students that do not have an MPH degree, not having completed all five core Master’s level public health courses prior to enrolling in the second year of coursework.

If a student is found not making satisfactory progress a hold will be put on their record. A “SatProg” report is generated by the GC Registrar Office and both the DPH program office and the student is informed of the reason for the hold. A plan is developed by the student, advisor, and TC. The EO is informed of the student’s progress and that plan submitted by the EO to the Student Affairs Office. Upon approval of the plan by the Vice President of Student Affairs, it is then submitted to the Registrar and the hold is lifted.

*The summer semester is considered an additional semester. For example, if a student takes courses in the fall, spring, and summer semesters in one academic year, this is reported as three semesters in the total 12 semester (6 year) allotment to complete the degree.

Academic Honesty

The Graduate Center outlines a clear definition of Academic Honesty and the DPH program expects students to know and follow the CUNY Academic Integrity Policy. Both can be found in the GC Student Handbook as well as through this link to the GC Avoiding and Detecting Plagiarism guide. 
Registration

DPH students can register only after the Tracking Form is completed by the student and approved by their Advisor, TC and the EO. Students are responsible for ensuring that the form is reviewed and signed (electronic or physically) by the Advisor and Track Coordinator.

If you plan to register for:

- A course at another CUNY school that is not co-listed with a DPH program course (i.e. does not have a PUBH prefix).
  Students must submit a Permit Out form to the APO. The Permit Out form can be found on the GC Registrar webpage. Please note that each CUNY college has its own rules for permitting in and that additional steps apply for permitting out for summer courses.

- A course in another program at the GC that is not open to DPH students.
  All GC courses can be found on the Dynamic Course Schedule. Students must contact the instructor and request permission to register for the course. Please be aware that GC Program’s set their own policies. Depending on the Program, the override will be set by the instructor, the APO, or the EO. The DPH administrators cannot set overrides for courses outside of the DPH program.

- PUBH 807 Practicum Project
  Students must fill out the Practicum Project Application available on Blackboard. Please see pages 12-14 of this manual. Students can register only after the application is approved.

- PUBH 861 Independent Study
  Students must fill out the Independent Study Application available on Blackboard. Please see page 17 of this manual. Students can register using a faculty-specific CRN* only after the application is approved.

- PUBH 891 Advanced Research Seminar II
  Students must have defended their Second Exam or have permission from the instructor and have the Second Exam defense scheduled within the first two weeks of the semester. Students must successfully defend the Second Exam to continue the course past the first two weeks of the semester. Please see pages 15, 39-46 of this manual.

- PUBH 900 Dissertation Supervision
  Students must inform the APO which faculty member you intend to study with. The APO will reply to you with a CRN* number. Please see pages 16, 47-70.

At this time, DPH students can register for Inter-University Doctoral Consortium courses, but can only register for courses listed or cross-listed within any of the consortium Graduate School of Arts and Sciences (GSAS). Please read the section Inter-University Doctoral Consortium in the GC Student Handbook for additional details. Fill out the Consortium Permit Out form and submit it to the APO for the EO’s signature. The APO will then submit it to the Vice President for Student Affairs for approval.

*identifies a particular course and section offered for the semester.
Semester Course Schedules
Prior to each semester’s registration period, the DPH program will distribute and post on Blackboard the DPH schedule that contains DPH course listings, suggested courses in other programs, and processes for registering.

The GC Dynamic Schedule is updated live by the GC Registrar.
https://ssb.gc.cuny.edu/prod/plsql/bwckschd.p_disp_dyn_sched

The DPH website is periodically updated with semester course listings.
http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Public-Health-DPH/Courses---Curriculum

Graduate Center Registrar
Refer to the GC Registrar webpage for Course Listings and Schedule, Academic Calendars, GC Publications (GC Bulletin; Student Handbook), and important downloadable forms.
http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Registration

Curriculum Changes Over Time
Students should refer to the GC Bulletin or pages 9-29 for the requirements by their year admitted. Hard copies of previous year’s Bulletins are available in the Library and Registrar's office. However, if the change is more rigorous, then the student is grandfathered into the previous curriculum. If the change is less rigorous, it overrides the previous curriculum. Finally, if a student left the program and was readmitted (not including formal leaves of absence) the Bulletin from when the student is readmitted is the one they should follow.

Status
All students are required to be in status each semester. This means that students must either be registered or be on an approved leave of absence. Individuals who are not in status will be considered withdrawn from the Graduate Center and an application for remittance must be submitted.
http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Forms/Readmission.pdf?ext=.pdf

Levels II and III
DPH students reach Level II after passing the completion of 45 credits and passing the First Exam. Tuition and status is atomically changed to full-time.

DPH students can request to be Advanced to Candidacy to Level III at the completion of all coursework (at least 48 credits) and passing the First and Second Exams and successfully defend their dissertation proposal. A student does not apply to be advanced to Level III and it is not “automatic.” It is an online form that is submitted by the APO or EO and requires communication with the student. Once a student reaches the criteria noted, and if not flagged by either the Sponsor or Registrar, the student should contact the APO or EO and request to be advanced. The student should confirm the following: tentative or actual dissertation title; committee members and their roles; date of successful dissertation proposal defense, and the tentative or actual defense and deposit dates. Students must be advanced before deposit. Once a student is advanced, no changes can be made to the transcript. At this time, if the student has not had the Human Participants Clearance form submitted and processed (see page 51, dissertation proposal) the student will be asked to proceed with that process at advancement.

After advancement, tuition is atomically changed to full-time status and at a reduced tuition rate.
Waiving out of a DPH Program Course
With approval of the Advisor/Sponsor, Track Coordinator and Executive Officer a student may request to be waived from a DPH program course. If a course is waived, the student must replace the equal amount of credits with another course as approved by their advisor. For example, if a student took an advanced Masters level Epidemiology course deemed equivalent to PUBH 820 Epidemiologic Methods I, that student may be waived from PUBH 820 and will need to take a three-credit course in its place. Usual procedures for course waiver are to present a course description of the course taken elsewhere and the transcript noting the grade received or to pass an examination based on the course.

Weighted Instructional Units
Weighted Instructional Units (WIUs) are used to document that graduate study extends beyond traditional classroom learning. They do not have credit value but are a mechanism to recognize non-classroom academic work involved in earning a graduate degree. As such, they are used in calculations to determine if a student may be certified as having full-time status at The Graduate Center. They are typically used for more advanced students who have completed their coursework and are at the First Exam stage or beyond. Semester-specific WIU registration CRNs are distributed by the Registrar and the APO before each registration period. Students should register for 7 WIUs if full time status is necessary.

Faculty Advisors
A faculty advisor guides the student though the DPH coursework, completion of the first exam, and application for the second exam. Track Coordinators assign advisors before or during the student’s first semester in the program. Advisors can also help students to develop dissertation ideas and suggest faculty who can serve as members of the Second Exam and dissertation committees. The faculty advisor may or may not serve as the student’s second exam or dissertation sponsor.

The advisor will communicate with students to discuss course planning, academic issues, and career guidance. Advisors are also responsible for helping students make satisfactory academic progress towards their degree. Students are expected to communicate with their advisors at least twice a semester and more often as needed. Within the first year of coursework, students should discuss possible dissertation topics and research questions with their advisor, as well as potential faculty sponsors for the student’s dissertation research. Each semester the student will submit an electronic tracking form (on Blackboard) to their advisor for course selection approval. Students are responsible for ensuring that the form is reviewed and signed (electronic or physically).

Either a doctoral program faculty member or a student can request a change of advisor by discussing the request with the Track Coordinator, who must approve the change.
Coursework in the DPH Program

Credits

The DPH curriculum consists of 48 post-master’s degree credits (note: the DPH Program is in the process of applying for approvals of a reduction in the number of credits associated with the dissertation of 12 to 0, for a total of 48. This manual reflects that change. If this change is not approved, an announcement will be made and an amendment to this manual will be posted on Blackboard). Students can take up to 6 credits within the CUNY SPH Master’s in Public Health (MPH) Programs or other Master’s level programs throughout CUNY. Students may also take up to 6 Independent Study credits at the Graduate Center. With the permission of their advisor and the EO, students may transfer in a certain amount (in general, no more than 12) of doctoral-level credits from other doctoral degree programs. For students who are waived out of a course, the same number of credits must be taken to replace the waived course. The degree must be completed within six years of matriculation or will be considered not making Satisfactory Progress, see page 5.

Students Without an MPH Degree

DPH students who do not have a Master’s in Public Health (MPH) degree must have the five core MPH courses that are required by the CUNY SPH MPH programs completed by the end of their first year of enrollment. The five master’s level courses are:

- Introductory Biostatistics
- Introductory Epidemiology
- Environmental Health
- Social and Behavioral Dimensions of Health
- Health Policy and Management

Three of the 5 prerequisite courses must be completed prior to acceptance into the DPH program. None of these credits will count toward the doctoral degree even if the remaining two master’s-level courses are taken while matriculated in the DPH program. It is the responsibility of the student, in consultation with his/her Advisor and Track Coordinator, to ensure that remaining core MPH courses are completed within the first year of enrollment. Failure to do so will be considered not making Satisfactory Progress (see page 5) toward to degree and will interfere with the academic progress of the student.

Coursework and Curriculum

In keeping with the interdisciplinary focus of the DPH program, all students are required to take public health courses within a specialization area, additional courses in research methods, theory or public health practice, and at least one doctoral course outside of public health. Course selection is determined through consultation between the student and the advisor. If a DPH course is cross-listed with another GC program, that course can count toward the interdisciplinary requirement.

Students are required to complete the core DPH courses, track-specific course requirements, advanced research seminars and dissertation research.
## Overview of Required Courses for all DPH Students

<table>
<thead>
<tr>
<th>Requirements for all DPH students:</th>
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<tbody>
<tr>
<td>PUBH 800</td>
<td>Cities, Society, and Health</td>
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<tr>
<td>PUBH 801</td>
<td>Interdisciplinary Approaches to Urban Health Research</td>
</tr>
<tr>
<td>PUBH 805/802 (EPI take PUBH 824)</td>
<td>Quantitative Research Methods with Applications to Urban Health</td>
</tr>
<tr>
<td>PUBH 806 (2012 and following cohorts)</td>
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<td>PUBH 893</td>
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<td>PUBH 807</td>
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<td>PUBH 820</td>
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<td>PUBH 890</td>
<td>Advanced Research Seminar I</td>
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<tr>
<td>PUBH 891</td>
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<td>PUBH 900</td>
<td>Dissertation Supervision</td>
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<tr>
<td>PUBH 898</td>
<td>Dissertation Seminar</td>
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</table>
Core Courses

**PUBH 800 Cities, Society, and Health (3 credits):** This course presents an ecological, multilevel approach to the study of urban health and brings together public health and social science disciplines to examine the impact of city living on population health.

- **Required for all cohorts, all tracks**

**PUBH 801 Interdisciplinary Approaches to Urban Health Research (3 credits):** This course prepares students to investigate causes and solutions to complex urban health problems by bringing together concepts, theories and methods from a variety of disciplines that contribute to our understanding of urban health. It also focuses on research that contributes to reducing health disparities and promoting well-being in urban communities.

- **Required for all cohorts, all tracks**
- **Prerequisite:** PUBH 800

**PUBH 805 Quantitative Research Methods with Applications to Urban Health (3 credits):** This course will introduce students to intermediate level approaches and applications in conducting quantitative research in urban public health. It follows introductory biostatistics and epidemiology courses. Course objectives include understanding the assumptions, application, and interpretation of generalized linear regression models, including linear, logistic, Poisson, and proportional hazards models; understanding standard methods for making inferences on model parameters, including Wald testing and ratio testing; and being able to fit generalized linear regression models and diagnose the appropriateness of models using standard statistical software. Particular attention will be made to choosing and defining the right outcome(s), given specific research questions and available data; defining appropriate comparison groups; and understanding the assumptions of each model in order to make appropriate choices and analytic decisions for different types of data and research questions common to urban health research. Labs will allow students to practice these new skills. The final examination will include a project in which students develop and carry out an analysis of an urban health research question using a publically accessible dataset.

- **Required for all cohorts in CSH, EOH, and HPM tracks. For EPI students PUBH 824 Applied Biostatistics should be taken in its place**
- **For cohorts preceding 2012, this course should be used to meet the prior requirement for PUBH 802 Advanced Methods & Ethical Issues in Urban Health Research**
- **Prerequisite or Co-requisite: 820 Epidemiologic Methods I or equivalent**

**PUBH 806 Qualitative Research Methods with Application to Urban Health (3 credits):** This course will introduce students to approaches in designing and conducting qualitative research in topics of relevance to public health. It is intended to provide doctoral students with a foundation in the various qualitative data collection and analysis methods, focusing on their application to public health practice and research. It will cover elements of qualitative research design, data collection, analysis, and writing for publication. This will be integrated with the main assignment in which students develop a proposal for a qualitative research project tailored to address a specific public health research question.

- **Required for the 2012 and following cohorts**
PUBH 807 Practicum Project (3 credits) (Pass/Fail): The DPH Practicum Project is a planned, supervised and evaluated experience that allows students to apply the knowledge and skills that they have acquired through learning experiences in a practice setting. The DPH Practicum Project requires 180 practicum hours that can be completed in a range of organizations across New York City or elsewhere. Students must document how the 180 practicum hours are spent. The student must complete a detailed learning plan, a summary report (that includes objectives), a self-evaluation, and a final report. It is the belief of the DPH Program and the CUNY School of Public Health that there is always a new topical, methodological, or positional approach that will allow students to gain new experience or skills or benefit from the additional practical experience. Therefore, the Practicum Project requirement cannot be waived, as even students with extensive experience in public health practice and leadership can benefit from applied public health experiences that they have not yet encountered in their careers.

A Practicum Project requires a Practicum Sponsor. A Practicum Sponsor is usually not a DPH faculty member, nor faculty of another academic organization, because the Practicum Project is meant to be action-oriented, leading to public health action. However, the proposed Practicum Project may meet this criterion if it involves collaboration between the CUNY SPH or another academic organization and an external, non-academic organization, with the express purpose of producing work that generates public health action.

Before the student registers, the PUBH 807 Practicum Project Application must be approved by the Practicum Sponsor and the Course Instructor (on Blackboard).

The content of Practicum Projects must be related to public health action and be practice-oriented. A Practicum Project can include any aspect of public health practice, including leadership, practice-based research or evaluation, dissemination, primary data collection, data management, data analysis, manuscript/report preparation, policy development or analysis, community-based or organizational capacity building in public health, conducting a systematic literature review, designing data collection instruments, developing research/evaluation/intervention protocols, and developing grant proposals. While any of this work can be part of a project team, the work that is specifically being conducted by the student and the student contribution to the project (over and above those of others on the project team) must be clearly delineated and approved by the Practicum Sponsor. See the Frequently Asked Questions on the next page.

The student will develop a detailed learning/work plan that includes the hours/dates associated with all activities, project objectives, a description of activities, and a description of the final product and how it will be assessed. This will be reviewed and approved by the Practicum Sponsor and will be used to evaluate the student at the end of the project. The student meets with the Practicum Project Sponsor weekly. The final assessment will be based primarily on the final practicum report, which must document the achievement of each of the project objectives. Each must include a detailed self-evaluation, a summary of the project activities and how the project objectives were met. The Practicum Sponsor must evaluate the final project and assign a pass/fail grade (where fail is less than 70%). The final Practicum Project grade will be determined by this grade in combination with grades given by the Course Instructor for three other submissions completed over the Project period: Detailed Learning Plan (15%), Progress Report (10%), Final Report (60%), Self-evaluation/Reflection (15%). The Course Instructor assigns the final grade.

- Required for all cohorts, all tracks*
- Approval of Application by Practicum Sponsor and Course Director
- Prerequisites: PUBH 800; PUBH 801
PUBH 807 Practicum Project - Frequently Asked Questions

How many practicum hours must the DPH Practicum Project be to fulfill the program requirement? Am I required to complete these hours on a full-time working basis, or can they be spread out over time?

- Students must complete 180 hours on the DPH Practicum Project to fulfill the program requirement, but these hours may be spread out over the days and weeks of the semester.

What if I am unable to complete my DPH Practicum Project in one semester – can I take an Incomplete in the course, and complete it during the following semester?

- While the program discourages students from taking Incompletes, under some circumstances, an Incomplete may be the only option. For example, when a student’s project work requires a longer period of time than the academic semester, or a different period of time, which extends into the next semester. This situation may arise due to the nature of the project or because of the practicum sponsor organization’s timeline. A request for an Incomplete must be approved by the Course Instructor, and the incomplete grade must be resolved by the end of the subsequent semester.

I’ve worked in the public health field for many years, including in leadership positions, on many health issues, and across public and private sectors. Can I waive the DPH Practicum Project requirement and receive equivalent credit for my professional experience?

- No. The DPH Practicum Project requirement may not be waived under any circumstance. It is the belief of the Program and the CUNY School of Public Health that there is always a new topical, methodological, or positional approach that will allow students to gain new experience or skills or benefit from the additional practical experience.

I already consider myself a public health professional. What are the goals of the DPH Practicum Project? What is the additional expertise or experience I’m expected to gain from this program requirement?

- The DPH Practicum Project is intended to provide students with real world experience in public health practice. Students should plan a Practicum Project in an area in which they do not have extensive experience in order to gain new skills and experience. This could take many forms, but must provide an application of public health knowledge and skills, and be action-oriented, i.e., work that leads to public health action. For example, students could work on designing or implementing a program, writing a grant, promoting an idea or policy via a report or a set of targeted papers or a series of policy briefs, etc.

Can I complete the DPH Practicum Project by doing research work with a faculty member at CUNY SPH or a faculty member at another academic institution?

- The main requirement for the DPH Practicum Project is that it must be conducted at or in collaboration with an external non-academic organization engaged in or with a mission of public health practice. The Practicum Sponsor for the DPH Practicum Project may be based at an academic organization, including CUNY SPH, but the work must be conducted in partnership with the external non-academic organization.

If I’ve identified an organization where I would like to complete my DPH Practicum Project, can I just tell them what I want to do there? What role do they have to play in the development and design of my project?

- Students must work collaboratively with the potential practicum sponsor organization to design and develop their DPH Practicum Project in accordance with the expectations of the DPH program. The work of the DPH Practicum Project must be linked to the practice mission of the practicum sponsor organization, including if it is an academic partnership, and oriented to develop the goals and objectives of that work.
What are the DPH Practicum Project criteria?

- First, the Practicum Project must be clearly oriented towards public health practice; the learning/work plan for the proposed Project must clearly reflect how it will contribute to public health action. Second, the Practicum Project must be directly linked to the mission, goals, and objectives of the practicum sponsor organization. Third, the Practicum Project must be conducted at or in collaboration with an external non-academic organization; an academic partnership, with CUNY SPH or some other academic organization, is acceptable, as long as the work is shaped by a practice orientation, rather than research.

Can I conduct research and write a paper for publication in the peer-reviewed literature as my DPH Practicum Project?

- Research and writing for publication alone do not meet the core expectations for the DPH Practicum Project. While these activities may be involved or even central, student practicum work must involve more than the generation and/or synthesis of knowledge. For example, a systematic literature review would be acceptable if it was linked to a public health practice goal of the practicum sponsor organization, such as if the review would be presented as evidence for the need to develop or modify a particular public health-related policy or intervention. As noted above, the Project must involve work that leads to public health action.

* Students in the 2013 and preceding cohorts who have not completed the Leadership Project may do so by registering for the PUBH 807 Practicum Project. Depending on cohort requirements (2012 and 2013 Cohorts: PUBH 89201 and 02 Leadership Project; 2011 and Preceding Cohorts: PUBH 89201 and 02 Leadership Project & a 3 credit leadership elective) this option will require replacing credits (3 or 6) with additional course(s).

**PUBH 820 Epidemiologic Methods I Research Design and Inference (3 credits):** This course provides an intermediate-level understanding of the design and conduct of epidemiologic studies, including causal inference, measurement, major study designs, threats to validity, and their application to public health issues. The class includes lectures on research methods, hands-on data analysis exercises, discussions about determining causation through epidemiological research.

- Required for all cohorts, all tracks

**PUBH 893 Leadership & Organizational Change Seminar (3 credits):** The Public Health Leadership Seminar introduces students to theories and models of leadership and organizational change and helps students to analyze their own strengths and weaknesses as leaders. Using a case study approach, students analyze successful and unsuccessful examples of public health leadership and organizational change.

- Required for all cohorts, all tracks
- Prerequisite: PUBH 800; PUBH 801
Research and Dissertation Seminars

All students are required to complete an original dissertation research project. For a full explanation of this process, see pages 47-70 for Dissertation Guidelines. To prepare for the dissertation, students take two research seminars, the first within the second year of coursework (PUBH 890) and the second after completing all required courses (PUBH 891). While students are writing the dissertation, they register for PUBH 900 Dissertation Supervision and PUBH 898 Dissertation Seminar.

PUBH 890 Advanced Research Seminar I (3 credits): Students develop specific research questions pertaining to potential areas of interest for their doctoral dissertations and prepare a proposal that specifies a research question, a public health rationale for the study and an appropriate research design and methods. Students will be expected to complete a literature review and design a study, which may later lead to a dissertation proposal.

- **Required for all cohorts, all tracks**
- **Prerequisites:** PUBH 800; PUBH 801

PUBH 891 Advanced Research Seminar II (3 credits): Guides advanced students in the completion of their dissertation proposal and, if needed, Institutional Review Board (IRB) application for dissertation research. Faculty assist students to refine the research design, to fully develop appropriate research methods and analytic strategies and to provide protection for human subjects in their dissertation research. In order to take PUBH 891 Research Seminar II, students need to have defended the Second Exam or have permission of the instructor and have the Second Exam defense scheduled within the first two weeks of the semester. Students must successfully defend the Second Exam within the first two weeks of the semester in order to remain in the course.

As part of PUBH 891 students are required to complete and submit The Dissertation Progress Report.

The online component of [CUNY’s Responsible Conduct of Research (RCR)](https://www.cuny.edu) is a required part of this course. DPH students will be exempt from the in-person workshop of CUNY’s RCR.

- **Required for all cohorts, all tracks**
- **Prerequisites:** All other coursework; successful defense of the Second Exam

PUBH 898 Dissertation Seminar (0 credits): This is a non-credit required course that students must take every semester they are working on the dissertation and registered for PUBH 900. The dissertation seminar meets up to four times a semester and serves as a workshop in which students attend Public Health Grand Rounds, present and discuss their dissertation research, and review aspects of each other’s work (peer review). The student must be registered for this course number in the same or preceding semester the student deposits the dissertation. After the student is advanced to candidacy, this course number will appear as audit on the transcript. See pages 47-70.

- **Required for all cohorts, all tracks**
- **Prerequisites:** All coursework and exams
- **Taken only while working on the dissertation and registered for PUBH 900**
**PUBH 900 Dissertation Supervision (0 credits):** Students pursue doctoral research leading to the required dissertation under the supervision of their dissertation sponsor. Doctoral faculty provide supervision on research design, data management and analysis, presentation and interpretation of findings. The student must be registered for this course number in the same or preceding semester the student deposits the dissertation. After the student is advanced to candidacy, this course number will appear as audit on the transcript. See pages 47-70.

Grades of NRP (No Record of Progress) or SP (Satisfactory Progress) will appear when the student is enrolled and will change to P when the student graduates.

- **Required for all cohorts, all tracks**
- **Prerequisites: All coursework and exams**
- **Taken only while working on the dissertation and registered for PUBH 898**
Examinations

Students in all cohorts and all tracks take two examinations to test their mastery of the curriculum. Students must apply in advance to take each exam and students must be in good academic standing to apply. The First Exam is given after students have completed core coursework. Students work on the Second Exam after all required coursework has been completed except PUBH 891 and the dissertation (PUBH 900 & PUBH 898). Students cannot take PUBH 891 or begin their dissertation research until they have passed this exam. See pages 37-46 for more details on the First and Second Examinations.

Topics Courses and Independent Study

**PUBH 851 Topics in Public Health (1-3 credits):** All provisional DPH electives are listed with the number PUBH 851. A provisional elective may run a total of three semesters, after which it must be approved by the Curriculum Committee and FSC and assigned a permanent course number.

**PUBH 861 Independent Study (1-3):** Students may work with a DPH faculty member sponsor on an independent study project ranging from 1-3 credits. A total of 6 independent study credits may be used toward the degree. A faculty member may not be on sabbatical while acting as an independent study sponsor. Faculty outside of the DPH program cannot sponsor an independent study, nor can adjunct faculty. Independent study can only be registered for during the regular academic year. As a guide, a one credit independent study should correspond to about 45 hours of work (3 hours per week X 15 weeks), a two credit independent study should correspond to about 90 hours of work (6 hours per week X 15 weeks), and a three credit independent study should correspond to about 135 hours of work (9 hours per week X 15 weeks). Applications for Independent Study can be found on Blackboard.

The sponsoring faculty member and student must have a one-page independent study proposal approved by the student’s advisor and TC. The proposal must include learning objectives, milestones, evaluation criteria, and a timeline with a final evaluation by the sponsoring faculty member.
Community, Society, and Health (CSH)

This track prepares researchers and public health practitioners to advance scientific understanding of the social determinants of health, health behaviors, the delivery of health services, and the development of sound health policies. CSH graduates will be able to lead, plan, manage, and evaluate community health interventions. The track draws on the methods and theories from multiple disciplines to prepare students to design and implement public health programs and research/evaluation studies.

The CSH Track prepares researchers and public health practitioners who can:

- Advance scientific understanding of the social determinants of health, health behaviors, the delivery of health services, and the development of sound health policies.
- Lead, design, manage, and evaluate community health interventions.
- Draw on the methods and theories from multiple disciplines to design and implement research studies on population health.
- Formulate, analyze and advocate for policies that promote health and prevent disease.
- Teach students and professionals about the social determinants of health, health behaviors, health interventions, health policy, and health disparities.

Curriculum:
The core curriculum in CSH includes courses on social dimensions of health theories and research methodology. Electives are chosen in consultation with the faculty advisor.
Requirements for all CSH students:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PUBH 810</td>
<td>Community Health Interventions: Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 811</td>
<td>Social and Behavioral Dimensions of Health: Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 816 (2012 and following cohorts)</td>
<td>Evaluation of Public Health Programs and Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Plus, cohorts preceding 2012:**
Five electives in research methods or public health practice, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement), one leadership elective, Public Health or MPH courses on population or health problem specific issues; one elective course on social aspects of health in sociology, psychology, anthropology or related fields; and two research methods courses.

**Plus, cohorts 2012 & 2013**
Three advanced research methods or track-specific practice courses, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement).

**Plus, cohort 2014 and following**
Four advanced research methods or track-specific practice courses, of which one must be from a Graduate Center department outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement).

PUBH 811 Social and Behavioral Dimensions of Health: Theory and Methods (3 credits): This course prepares students to understand the impact of social structures and social environments on health and health behavior. Using an interdisciplinary approach, the course examines the contributions of sociology, anthropology, economics, psychology, history and political science to the study of health and health behavior.

- Required for all CSH students

PUBH 810 Community Health Interventions: Theory and Methods (3 credits): This course prepares students to lead research/intervention teams that plan, implement and evaluate community health interventions in community settings.

- Required for all CSH students
- Prerequisite or co-requisite: PUBH 811
- At least two Master's level courses in program development or evaluation and at least one year of work experience in community health settings. These requirements can be waived with permission of instructor for students who bring other relevant experiences to the course.

PUBH 816 Evaluation of Public Health Programs and Policies (3 credits): Prepares students to design evaluations of public health programs and policies; uses a systems approach to identify key constituencies and tasks in evaluation; students design an evaluation of an existing program or policy.

- Required for the 2012 cohort and following cohorts
- For cohorts preceding 2012, this course can be used toward an elective requirement. Please check with your advisor.
Epidemiology (EPI)

The mission of the Epidemiology Track of the DPH Program is to train epidemiologists as researchers and public health practitioners with a set of core competencies making them capable of rigorously applying epidemiological and biostatistical methods to the wide array of public health challenges. This includes the ability to: authoritatively generate, contribute, and disseminate new knowledge to their fields through research; to be critical consumers of evidence generated by others in their field; and to become independent, lifelong learners in development and application of epidemiologic methods. This mission is achieved through the teaching of epidemiologic methods and their applications to pressing public health problems, promotion of independent learning, and hands-on mentoring of rigorous, impactful and innovative epidemiologic research in the dissertation phase.

Curriculum:
The core curriculum in EPI includes coursework in epidemiologic methods and statistical methods. Electives are chosen in consultation with the faculty advisor.
### Requirements for all EPI students:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PUBH 821</td>
<td>Epidemiologic Methods II: Study Design and Analysis</td>
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<tr>
<td>PUBH 822</td>
<td>Epidemiologic Methods III: Seminar in Epidemiologic Methods</td>
</tr>
<tr>
<td>PUBH 823</td>
<td>Epidemiologic Methods IV: Seminar in applications of epidemiologic methods to urban health</td>
</tr>
<tr>
<td>PUBH 824 (required for the 2014 cohort and following)</td>
<td>Applied Biostatistics I</td>
</tr>
<tr>
<td>PUBH 825 (required for the 2014 cohort and following)</td>
<td>Applied Biostatistics II</td>
</tr>
</tbody>
</table>

### Plus, cohorts preceding 2012:

Four electives, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement), one leadership elective, two in statistical methods and one elective in a specific content area, 2 electives, GC or Public Health courses in statistics, one of which can be a course in a software package and one in population or health-issue specific; and one elective course on statistics in sociology, psychology, or other related fields.

### Plus, cohorts 2012 and following

Three advanced research methods or track-specific practice courses, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement).

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**PUBH 821 Epidemiologic Methods II: Study Design and Analysis (3 credits):** Through lectures and problem-solving workshops, this course broadens the approach to epidemiologic methods, incorporating principles from Methods I into the design and conduct of studies and analysis of epidemiologic data. It consists of lectures and problem-solving workshops.

- **Required for all EPI students**
- **Prerequisite:** PUBH 820 or equivalent or permission of track coordinator

**PUBH 822 Epidemiologic Methods III: Seminar in Epidemiologic Methods (3 credits):** This seminar exposes students to emerging concepts and methods in epidemiologic research and provides students with an opportunity to apply new methods and consider how these strategies complement, and advance the more commonly used strategies in epidemiology.

- **Required for all EPI students**
- **Prerequisite:** PUBH 821

**PUBH 823 Epidemiologic Methods IV: Seminar in applications of epidemiologic methods (3 credits):** This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding, and improving the health of populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Methods courses I, II, and III and to examine the application of those strategies to existing research. This course helps "bring together" the epidemiology theory and methods that have been discussed throughout the rest of the curriculum to the particular exigencies of public health research.

- **Required for all EPI students**
- **Prerequisite:** PUBH 822

**PUBH 824 Applied Biostatistics I (3 credits):**
For public health professionals to be effective, they must be able to ensure that policies and interventions are evidence-based. Epidemiologists design studies to determine which policies and interventions are most effective in promoting healthy individuals, families and societies. Biostatistics provides epidemiologists with the necessary tool kit to appropriately analyze public health data. The emphasis of this class is on acquiring a
set of foundational tools in regression models to apply to public health research questions and data. Topics include simple and multiple linear regression, logistic regression, ordinal and polytomous regression and model building techniques including assessing for multi-collinearity, effect measure modification, non-linearity and model fit statistics.

- **Required for the EPI 2014 cohort and following**
- **For EPI students, this course should be taken instead of PUBH 805**
- **Co or Prerequisite: Graduate-level introductory biostatics course**

**PUBH 825 Applied Biostatistics II (3 credits):**
This course is designed to expand on the biostatistical methods covered in Applied Biostatistics I to deepen the analytic repertoire of students with respect to regression modeling through the introduction of loglinear and generalized linear models including Poisson and Negative Binomial regressions as well as introduce techniques for analysis of longitudinal data including random and mixed effect models, and survival analysis.

- **Required for the EPI 2014 cohort and following**
- **Prerequisite: PUBH 824**
Environmental and Occupational Health (EOH)

The EOH track trains doctoral-level researchers and teachers about Environmental and Occupational Health problems affecting populations. Students have backgrounds in environmental science, occupational health, industrial hygiene, environmental policy, environmental epidemiology, and other related fields. The program includes a focus on Environmental and Occupational Health regulation, as well as planning and its impact on human health. The curriculum combines an understanding of how elements of the urban infrastructure – e.g., the built environment, commerce and productive activities, energy and communication systems, water, waste management and transport systems – interact with macrosocial trends (e.g., demographic, economic, and political processes) to affect environmental conditions (e.g., air, water, land and workplace) and human health. Coursework and research is aimed at furthering scientific understanding of the ways in which urbanization compromises the physical environment and human health as well as the ways in which it promotes health. Topics such as environmental sustainability, environmental justice, economic viability, and political participation are examined.

The EOH track will produce graduates who can:

- Advance the scientific understanding of the impact of environmental and occupational conditions on health and disease.
- Plan, lead and manage studies to monitor and evaluate the health effects of potential hazards in the workplace and broader environment.
- Plan, direct, manage and evaluate environmental and occupational health programs.
- Teach students and professionals about the impact of environmental and occupational hazards on the health of populations and about strategies for controlling such exposures.

Curriculum:
The core curriculum in EOH includes courses on the health impacts of the physical environment and research methodology. Electives are chosen in consultation with the faculty advisor.
Requirements for all EOH students:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PUBH 830</td>
<td>Emerging Issues in Environmental and Occupational Health</td>
</tr>
<tr>
<td>PUBH 831</td>
<td>Environmental and Occupational Health Risk Assessment, Management and Communication in Urban Settings</td>
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</tbody>
</table>

One urban environment course (required for the 2014 cohorts and following)

Plus, cohorts preceding 2012:
Five electives: two in research methods in environmental or occupational health, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement), one leadership elective, one course in statistics or instrumentation; one course in geographic information systems.

Plus, 2012 cohort and following
Four advanced research methods or track-specific practice courses, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement) and one must be a course focusing on the urban environment.

PUBH 830 Emerging Issues in Environmental and Occupational Health (3 credits): This course examines the impact of macro-level trends – such as corporate globalization, immigration patterns, and technological development – on the urban physical environment. It focuses on the relationship between the urban infrastructure (e.g., housing, transportation, sewage and waste disposal) and environmental media (e.g., air quality, water quality and land use). This course also examines the impact of macro-level trends on occupational health and safety conditions, focusing on such issues as outsourcing of manufacturing jobs to developing nations, the rise in the service and informal economies, immigrant labor, de-unionization, the new working class and the loss of the safety net. It examines the effectiveness of current policies in addressing these problems. Through focused readings and in-depth examination of case studies, students develop the tools for analyzing how macro-social trends affect the urban physical environment, workplaces and health. Teams of students then analyze an environmental and occupational issue, illustrate how it affects urban communities, and develop solutions to reduce environmental and occupational health burdens.

- Required for all EOH students

PUBH 831 Environmental and Occupational Health Risk Assessment, Management and Communication in Urban Settings (3 credits): This course examines the development and use of Environmental and Occupational Health risk assessment and its policy implications as applied to urban settings. Approaches to assessing, communicating about and managing urban Environmental and Occupational Health risks are critically analyzed within their political, economic, social and cultural contexts. Risk assessment and risk management procedures are evaluated in light of several themes including public participation, sustainable development, environmental justice, and natural and technological hazards. Students conduct risk assessments on real world environmental and occupational health problems, develop effective written and verbal approaches to communicating the results of risk assessments, and critically review case studies in which Environmental and Occupational Health risk assessments have been used in setting public policy.

- Required for all EOH students
Health Policy and Management (HPM)

The HPM track prepares students for careers in research, teaching, policy analysis and organizational analysis in the broad fields of health services, health policy, and health management. Students will select a concentration in either Health Policy or Health Management. Students who choose Health Policy as a concentration will develop a nuanced understanding of how a range of mechanisms are systematically associated with policy and influence population health. Students who choose Health Management as a concentration will incorporate organizational theory and analysis in understanding how organizational structures, networks, and behavior influence the health of populations.

The HPM track will prepare graduates who can:

- Contribute to new knowledge about the mechanisms that influence the delivery of health services and public health programs and the development of health policy.
- Develop and manage initiatives to strengthen the functioning of health systems, health care organizations and public health agencies and programs.
- Develop, advocate for and implement health care and public health policies.
- Analyze the impact of health and non-health policies on population health.
- Teach students and professionals about the social determinants of health, health interventions, health policy, health management and health disparities.

Curriculum:
The core curriculum in HPM includes coursework in management and research methods. Electives are chosen in consultation with the faculty advisor.
<table>
<thead>
<tr>
<th>Requirements for all HPM students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 840 Seminar in Health Policy and Management</td>
</tr>
<tr>
<td>PUBH 841 Quantitative Methods in Health Services Research</td>
</tr>
<tr>
<td>PUBH 842 (required for the 2014 cohorts and following) Public Health Economics</td>
</tr>
<tr>
<td>PUBH 843 (required for the 2014 cohorts and following) Health Policy Analysis Methods</td>
</tr>
</tbody>
</table>

**Plus, cohorts preceding 2012**

Five electives: one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement), one leadership elective, one course in policy or management (economics, sociology, and political science); two research methods courses (one in economics or finance; one in research design, data analysis, econometric analysis, quantitative decision analysis, policy analysis, management, or practice).

**Plus, 2012 cohort and following**

Four advanced research methods or track-specific practice courses, one of which must be from a Graduate Center program outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement) and one must be a Health Economics course.

**Plus, 2014 cohort and following**

Three advanced research methods or track-specific practice courses, of which one must be from a Graduate Center department outside of Public Health (DPH courses that are cross-listed with another program can count toward this requirement).

**PUBH 840 Seminar in Health Policy and Management (3 credits):** The objective of the course is to understand patterns in the organization, financing, and delivery of health care, and their relationship to population-based health outcomes, through an integrated exploration of research from the various disciplines informing the health policy and management fields. With an emphasis on the development of critical thinking skills, students are introduced to multidisciplinary models from the social sciences as conceptual sources for health policy and management research. The course adapts a transdisciplinary approach to the examination of important topics in urban public health management and policy, such as the relationship between health systems and the urban-based health economy, and the interface between managerial functions and health policy analysis in addressing health status and outcomes disparities.

- **Required for all HPM students**

**PUBH 841 Quantitative Methods in Health Services Research (3 credits):** This course focuses on quantitative reasoning skills in health services research within the context of the principles of the scientific method and the logic of the research process. The logic and methodologies of problem formulation, development of hypotheses and objectives, multidisciplinary research design, sampling, operationalization and measurement are reviewed in connection with selected analytic strategies, such as cross-section/time-series design, multilevel analysis, cost effectiveness analysis, and health impact assessment. Methodological connections between practice-based performance assessment for management and population-based health outcomes assessment for policy are addressed.

- **Required for all HPM students**
- **Prerequisite:** PUBH 840

**PUBH 842 Public Health Economics (3 credits):** The broad literature on health economics helps improve the understanding of issues related to public health and its influence in the decision-making process of cost-effective interventions for the overall population health. The emphasis of this class is on acquiring a set of devices from the economic theory and a framework within which to organize empirical analysis to inform health and public health policy. Topics will include the analysis of the overall health market, and in particular the analysis of the demand for health, health care and insurance, the supply of health care and insurance, the
market structure of the health care sector, and, finally, the positive and normative aspects of performance of the health care sector.

- Required for the 2014 cohort and following

**PUBH 843 Health Policy Analysis Methods (3 credits):** This course is designed to expand and deepen the analytic repertoire of students with respect to (1) the analysis of problems or issues that face health policy-makers; (2) the analysis of alternative solutions so those problems and (3) the evaluation of selected solutions (including doing nothing). The course uses research and analytic methods drawn from epidemiology, decision sciences, political science, sociology, social psychology and economics. It emphasizes how methods developed within these disciplines can be applied to policy analysis in public health and health care.

- Required for the 2014 cohort and following
- *Pre or Co-requisites PUBH 840 and PUBH 841*
Course Sequencing

* Required for the first exam
§ Has prerequisites
† Has Pre or Co-requisites
Part time: 4 courses an academic year
Full time: 7 courses an academic year

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Semester Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 800</td>
<td>Cities, Society and Health*</td>
<td>1st year</td>
<td>1st year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 801</td>
<td>Interdisciplinary Approaches to Urban Health Research§</td>
<td>1st year</td>
<td>1st year</td>
<td>Spring</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Quantitative Research Methods with Applications to Urban Health*† (CSH, HPM, EOH)</td>
<td>1st year</td>
<td>2nd year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Qualitative Research Methods with Application to Urban Health*</td>
<td>1st year</td>
<td>1st year</td>
<td>Spring</td>
</tr>
<tr>
<td>PUBH 820</td>
<td>Epidemiologic Methods I*</td>
<td>1st year</td>
<td>1st or 2nd year</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>The First Exam</td>
<td>Requirements to apply for the First Exam are marked with an*</td>
<td>1st year</td>
<td>2nd year</td>
<td>2 weeks before Fall Semester</td>
</tr>
<tr>
<td>PUBH 890</td>
<td>Advanced Research Seminar I§</td>
<td>2nd year</td>
<td>3rd year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 893</td>
<td>Public Health Leadership Development Seminar§</td>
<td>2nd year</td>
<td>3rd year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Practicum Project§</td>
<td>2nd or 3rd year</td>
<td>3rd or 4th year</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>The Second Exam</td>
<td>Eligible after all coursework completed except PUBH 891, PUBH 898, and PUBH 900.</td>
<td>3rd or 4th year</td>
<td>4th or 5th year</td>
<td>Student's own schedule (~4-9 months)</td>
</tr>
<tr>
<td>PUBH 891</td>
<td>Advanced Research Seminar II§</td>
<td>3rd or 4th year</td>
<td>4th or 5th year</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>PUBH 898</td>
<td>Dissertation Seminar§</td>
<td>4th and 5th years</td>
<td>5th and 6th years</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>PUBH 900</td>
<td>Dissertation Supervision§</td>
<td>4th and 5th years</td>
<td>5th and 6th years</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>
## Requirements for CSH - 2014 Cohort and Following

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Full Time:</th>
<th>Part Time:</th>
<th>Semester Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st year - Two courses from this section for the first exam*</td>
<td>1st year - One course from this section for the first exam; 2nd year - A second course from this section for the first exam*</td>
<td></td>
</tr>
<tr>
<td>PUBH 810</td>
<td>Community Health Interventions†</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Spring</td>
</tr>
<tr>
<td>PUBH 811</td>
<td>Social &amp; Behavioral Dimensions of Health</td>
<td>1st year</td>
<td>1st year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 816</td>
<td>Evaluation of Public Health Programs and Policies</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Four advanced research methods or track-specific practice courses, one of which one must be from a Graduate Center department outside of Public Health.</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

## Requirements for EPI - 2014 Cohort and Following

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Full Time:</th>
<th>Part Time:</th>
<th>Semester Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st year - Two courses (in addition to PUBH 824) from this section for the first exam*</td>
<td>1st year - One course (in addition to PUBH 824) from this section for the first exam; 2nd year - A third course from this section for the first exam*</td>
<td></td>
</tr>
<tr>
<td>PUBH 821</td>
<td>Epidemiologic Methods II§</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 822</td>
<td>Epidemiologic Methods III§</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Spring</td>
</tr>
<tr>
<td>PUBH 823</td>
<td>Epidemiologic Methods IV§</td>
<td>2nd or 3rd year</td>
<td>3rd or 4th year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 824</td>
<td>Biostatistics I*</td>
<td>1st year</td>
<td>1st year</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>PUBH 825</td>
<td>Biostatistics II§</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Three advanced research methods or track-specific practice courses, one of which one must be from a Graduate Center department outside of Public Health.</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>
### Requirements for EOH - 2014 Cohort and Following

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Full Time: 1st year - Two courses from this section for the first exam*</th>
<th>Part Time: 1st year - One course from this section for the first exam; 2nd year - A second course from this section for the first exam*</th>
<th>Semester Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 830</td>
<td>Emerging Issues in EOH</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Every other Fall or Spring</td>
</tr>
<tr>
<td>PUBH 831</td>
<td>Environmental &amp; Occupational Health Risk Assessment</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Every other Fall or Spring</td>
</tr>
<tr>
<td></td>
<td>One Urban Environment course (3 credits)</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>Four advanced research methods or track-specific practice courses, one of which one must be from a Graduate Center department outside of Public Health.</td>
<td>1st or 2nd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

### Requirements for HPM - 2014 Cohort and Following

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Full Time: 1st year - Two courses from this section for the first exam*</th>
<th>Part Time: 1st year - One course from this section for the first exam; 2nd year - A second course from this section for the first exam*</th>
<th>Semester Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 840</td>
<td>Seminar in Health Policy and Management</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Fall</td>
</tr>
<tr>
<td>PUBH 841</td>
<td>Quantitative Methods in Health Services Research§</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Spring</td>
</tr>
<tr>
<td>PUBH 842</td>
<td>Public Health Economics</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Spring</td>
</tr>
<tr>
<td>PUBH 843</td>
<td>Health Policy Analysis Methods†</td>
<td>1st or 2nd year</td>
<td>1st or 2nd year</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Three advanced research methods or track-specific practice courses, one of which one must be from a Graduate Center department outside of Public Health.</td>
<td>1st, 2nd, or 3rd year</td>
<td>1st, 2nd, or 3rd year</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>
Concentration in Nutrition

The Nutrition Concentration is open to students in any specialization track who have prior training in nutrition, food sciences or food policy. Students can learn more about the requirements and expectations of the concentration by consulting Professor Arlene Spark, Coordinator of the concentration, or their Track Coordinator. Students in the concentration are expected to complete four courses (12 credits) that meet both track and concentration requirements, i.e., no extra credits are required. PUBH 814 Food Politics and Policies or its equivalent; SOC 828 Food, Culture and Society or its equivalent; an advanced three credit epidemiology course relevant to nutrition (e.g., Nutritional Epidemiology; Chronic Disease Epidemiology, Life Course Epidemiology) and one three credit elective in research methods relevant to public health nutrition.

PUBH 814 Food Politics and Policies (3 credits): This is a policy course that examines the effects of the food industry and government on diet-related disease, and on health promotion and disease prevention. Most readings have a strong political content. Central themes include: government action versus individual liberty, the contradictions of government support and opposition to certain policies, the role of litigation, and the importance of institutions (e.g., bureaucracy, Congress, the media).

SOC 828 Food, Culture and Society (3 credits): This course explores major issues in foodways, focusing on preparation and consumption, through readings and discussions as well as through the development of a culturally-informed public health nutrition initiative and fieldwork exploring a specific cultural food tradition. Theoretical frameworks include the food voice, cultural studies, political economy, and symbolic interactionism. Materials are drawn from across the social sciences and applied to public health.
Concentration in Maternal, Child, Reproductive and Sexual Health

MCRSH is a key to the long-term health of individuals, families, communities and societies. Reproductive and sexual health problems -- such as unintended pregnancies, maternal death, sexually transmitted diseases (STDs), gender-related violence and others -- are still the leading cause of illness and death for women of childbearing age worldwide. Although infant and childhood mortality is declining overall, some regions of the developing world still face significant burdens. The MCRSH concentration is designed to provide students with a theoretical understanding of the social and historical context that shapes maternal, child, reproductive and sexual behaviors and health outcomes across the life-span; and with practical experience in research, programs and/or policies to reduce disparities and promote health. Students in the MCRSH concentration will take three MCRSH specific courses: two required courses (PUBH 870 and PUBH 871) and one MCRSH-related elective (9 credits total). The MCRSH specific courses will replace the elective requirements of the Community, Society and Health track; students in the Epidemiology, Environmental and Occupational Health, and Health Policy and Management tracks may seek a concentration in MCRSH if they take these three required courses in addition to their track specific elective requirements. Students completing the MCRSH concentration are further required to have an MCRSH focus to their (1) PUBH 807 Practicum Project (3 credits) (2) PUBH 890 Advanced Research Seminar I (3 credits), (3) PUBH 891 Advanced Research Seminar II (3 credits), and (4) their second exam and (5) their dissertation (PUBH 898 Dissertation Seminar (0 credits) & PUBH 900 Dissertation Supervision (0 credits)). Thus the MCRSH concentration within the DPH will require that 18 of the 48 (or 57 for non CHS students) credits plus the second exam and the dissertation be focused on MCRSH, providing a solid foundation in this area.

PUBH 870 Maternal, Child, Reproductive and Sexual Health in Context (3 credits): A critical overview of public health issues, approaches and concerns in the area of Maternal, Child, Reproductive and Sexual Health. Topics will include the medicalization of maternity care and infancy/childhood; the consequences of 'risk' as a dominant ideology for Maternal, Child, Reproductive and Sexual Health care; issues in reproductive justice, with particular attention to race and class, and the historic and contemporary influence of eugenics in public health; the history of midwifery and global trends in midwifery care; and the role of public health interventions in infant care; sexual health and gender identity.

PUBH 871 Maternal, Child, Reproductive and Sexual Health: A Life Course Perspective (3 credits): Provides a theoretical framework as to how life course exposures affect vulnerability to disease, with an emphasis on the roles of maternal, child, reproductive and sexual health. This course also considers how intra- and inter-generational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

- Prerequisite: PUBH 820
First Examination Guidelines

Content
The First Exam is intended to assess students’ mastery of the core courses and their preparedness to advance in the program. The exam assesses the capacity to synthesize material and apply knowledge from these required courses to analyze current public health issues and come to well-reasoned conclusions.

Requirements to Apply
Successful completion of courses listed below or their equivalent, or registered in the course at the time of application:
PUBH 800 Cities, Society, and Health
PUBH 801 Interdisciplinary Approaches to Urban Health Research
PUBH 805 Quantitative Research Methods with Applications to Urban Health (PUBH 824 for EPI students)
PUBH 806 Qualitative Research Methods with Application to Urban Health
PUBH 820 Epidemiologic Methods I

Examination Frequency and Timing
The First Exam is offered once per year two weeks before the start of the Fall semester.

Examination Format
The First Exam follows a take-home format, and includes questions based on peer-reviewed articles that are provided to the student at the start of the exam. The exam focuses on the application of key DPH competencies and critical analysis of public health issues in three public health domains: (1) Theoretical Frameworks; (2) Methodological Frameworks; and (3) Research Methods. Students write three essays in response to three questions (one from each of the above three domains). Responses are expected to demonstrate critical analysis skills, in depth understanding of public health theory, research methods, clear writing skills, and, at times, knowledge of specific content areas. Students are expected to draw on content from core courses, as summarized in a First Exam reading list provided. The student’s understanding should be expressed in depth in a well written and organized answer in which selected relevant information is thoughtfully presented with appropriate citations from the literature. All assertions of fact are to be documented with references to published, peer-reviewed literature.

Process and Procedures
Students are responsible for ensuring that the Application for Eligibility for First Exam for the Doctor of Public Health Program is reviewed, approved and signed by their Advisor and Track Coordinator. The application due date will be announced the semester prior to when the exam is to take place. The application for the First Exam is on Blackboard.

While students may prepare for the exam with other students, they are required to work completely independently without any collaboration after the exam is distributed. Students may refer to relevant class notes and reference materials when writing the answers to the examination questions. Reading lists for the first exam are updated annually.

Students have two weeks to complete and submit the exam. The instructions for the exam will include due date and time and required formatting. Students must submit an electronic version by the due date and time and a hard copy signed statement of academic integrity should be mailed or hand delivered to the DPH Office and arrive within a week of the electronic due date. Once the exam is made available, all students approved to take the exam must submit a completed exam by the due date and time. Failure to submit the exam by the due date and time will result in a failing grade for the entire exam. Students must keep a record of their sent e-mail in the event that there are any questions regarding the timing of submission.
The DPH Curriculum and Examinations committee appoints a DPH First Exam Committee, which oversees and coordinates all aspects of the First Exam administration, from selecting readings to developing answer keys to grading. Members of this Committee will include representation from each DPH Track. All questions regarding a specific First Exam should be directed to the First Exam Committee Chair.

Assessment & Grading
Exams will be coded with a unique identifier for anonymous grading. A first reader (inside the student’s track) and second reader (outside of the student’s track) will be designated for each exam. The APO is the only person who knows the pairings of student exams to exam readers. Readers will independently read and grade the exam. Ratings will be based on how well the student demonstrates a capacity to apply knowledge and skills gained in the required coursework and synthesize information. Each question will be rated using the following scale:

Satisfactory – adequate understanding of and written communication about the subject matter.

Unsatisfactory – fundamental misunderstanding or inadequate mastery of or poor written communication about key concepts or principles; inadequate responses to the questions being asked on the exam; additional work needed to meet program expectations.

Satisfactory Responses
Responses to a given question on the First Exam that meet the above criteria will be judged “Satisfactory.” Please be aware that for each answer that meets this standard, detailed feedback will not be given to the student.

Unsatisfactory Responses
“Unsatisfactory” response to only one question on the First Exam:  
Students with answers that receive an “Unsatisfactory” rating from both readers for one answer will be given the opportunity to rewrite it within a 2-week period. For answers to a given question that receive an “Unsatisfactory” rating from only one of the two readers on one answer, a third reader will be asked to rate that answer. If the third reader also judges the response to be unsatisfactory, the student will be given broad feedback on the problems with their responses, and the opportunity to rewrite that answer within a 2-week period. Students will be allowed only one chance to rewrite an answer to a question that received an “Unsatisfactory” rating. Failure to rewrite the answer within the given timeline or the receipt of an unsatisfactory grade on the rewrite will result in a failure of the exam. Students who fall into this category must work with their Track Coordinator or a designee to develop a plan for preparing for a one-time retake the entire First Exam the next time it is offered, which must be approved by Track Coordinator and Executive Officer within one month of the notice of the unsuccessful completion of the First Exam. Students must pass all questions in the re-take exam; students will not be allowed to re-write any question from a retake examination. Students are allowed to retake the exam only once and students who fail even one question on the retake or do not retake the exam at the next offering of the first exam will be asked to withdraw from the program.

“Unsatisfactory” responses to more than one question on the First Exam:
Students who are given an “Unsatisfactory” rating on two or three responses by both readers (or by the third reader in the event that the first two readers give discrepant grades) will be allowed one opportunity to retake the First Exam at the time of the next scheduled administration of the exam. Students who fall into this category must meet with their Track Coordinator or a designee to receive broad feedback regarding the problems with their responses. They must then work with their Track Coordinator or a designee to develop a plan for preparing to retake the First Exam, which must be approved by the Track Coordinator and Executive Officer within one month of the notice of the unsuccessful completion of the First Exam. Students must pass all questions in a re-take exam; students will not be allowed to re-write any question during a retake examination. Students are allowed to retake the exam only once and students who fail even one question on the retake or do not retake the exam at the next offering of the first exam will be asked to withdraw from the program.
Second Examination Guidelines

The Second Examination Guidelines section consists of:

- Second Exam Overview
- The Second Exam in Relation to Coursework, Registration, Timeframe
- The Second Exam Committee – Roles and Responsibilities
- Assessment of the Second Exam Applying for the Second Exam – Checkpoints
- Developing the Reading List and Writing the Second Exam – Checkpoints
- The Second Exam Defense – Checkpoints

Second Exam Overview

The Second Exam assesses the student’s preparation and readiness to engage in dissertation research. It also further lays the groundwork for the student’s dissertation research. The Second Exam has both a written and an oral component. It examines mastery of theory, evaluation of empirical evidence, and advanced methods relevant to the student’s track and future dissertation research.

The Second Exam in Relation to Coursework, Registration, Timeframe

Students work on the Second Exam only after successfully completing the First Exam and all required and elective courses, with the exception of PUBH 891 Advanced Research Seminar II, PUBH 898 Dissertation Seminar, and PUBH 900 Dissertation Supervision. In order to take PUBH 891 Research Seminar II, students need to have defended the Second Exam or, by permission of the instructor, have the defense scheduled to occur within the first two weeks of the semester. Students must then successfully defend the Second Exam within the first two weeks of the semester in order to continue the course.

In order to stay active in the program while working on the Second Exam, students should register for Weighted Instructional Units (WIUs). See page 8 for details.

There are no established times for Second Exam approval or defense. The timing depends on the approval process, as well as the readiness of the student and the availability of committee members. It may be challenging to secure availability of committee members during the winter or summer breaks, and students should inquire about availability during those times, as well as upcoming sabbaticals, in advance and plan accordingly.
The Second Exam Committee – Roles and Responsibilities
The Second Exam committee consists of 3 members: Sponsor, Reader and Chair. Committee members must be approved by the Track Coordinator and the Executive Officer via the Second Exam application (found on Blackboard). All Second Exam Committee members must be members of the DPH Faculty. However, with adequate justification, requests for an exception may be made in writing to the Track Coordinator and Executive Officer.

**Sponsor**
The Sponsor (who may or may not be the student’s Academic Advisor) is a DPH faculty member who works most closely with the student in preparing the Second Exam application and reading list and in developing a mature draft of the exam. The student and Sponsor discuss possible committee members, and these members are approached and invited to the committee by the Sponsor (not the student). The Sponsor works with the student to develop a working target date for the final submission of the written component of the exam. The Sponsor must approve the final readings list, and work closely with the student as s/he develops the written exam, approving the mature draft of the Second Exam before it is shared with the Reader and Chair. Students should expect to work through a number of drafts before the written second exam is deemed ready for the oral defense. The Sponsor should be from the same Track as the student (unless otherwise requested by the TC and approved by the EO) and serves as the primary liaison with the other committee members. If the Sponsor is not from the same Track as the Student, then the Reader must be, with no exceptions.

**Reader**
The preliminary reading list, developed by the Sponsor and Student, is submitted to the Reader who is a DPH faculty member and will provide feedback and approve the final reading list. The Reader and Chair are responsible for providing written feedback to the student on a mature draft (read and approved by the Sponsor) of the Second Exam. The Student works with the Sponsor to incorporate revisions accordingly, and the Sponsor approves a near final draft with revisions to be shared with the Reader and Chair. The Reader and Chair review the revised draft, provide feedback to the student as needed until they, together with the Sponsor, approve the revised Second Exam as ‘defense-ready’. Once the Committee has approved the revised Second Exam as “defense ready”, it is disseminated to the committee in its final format and a defense date scheduled. The timeline for the defense will allow 4 weeks for the committee to read the final version of the Second Exam prior to the defense. The Reader must be from the same Track as the student (unless otherwise requested by the TC and approved by the EO). If the Reader is not in the same track as the student, the Sponsor must be, with no exceptions. In rare instances the Reader may be from outside the DPH Program or CUNY, but this must be justified by the Sponsor and approved in advance by the Track Coordinator and Executive Officer.

**Chair**
The Chair is a DPH faculty member who schedules and runs the defense meeting, is responsible for ensuring that all procedures are properly followed, presides over deliberations regarding the final outcome, and communicates the final outcome of the defense to the APO, Track Coordinator, and Executive Officer. The Chair must approve the final reading list, and, along with the Reader, is responsible for providing written feedback to the student on a mature draft (read and approved by the Sponsor) of the written component of the Second Exam before the defense, and for reading the final version of the Second Exam prior to the defense.
Assessment of the Second Exam
Each committee member will rate the written and oral components based on the following:

Excellent – Clearly written, demonstrates mastery of subject matter, critical thinking abilities, concise synthesis and analysis of the literature. Ready to proceed to independent dissertation research.

Satisfactory – Clearly written, adequate understanding of subject matter and critical analysis and synthesis of the literature, with expectation that student will hone specific areas in order to be better prepared to commence independent dissertation research.

Applying for the Second Exam – Checkpoints

Student:
- Identify a Second Exam Sponsor by consulting with their Academic Advisor, tracking research activities of faculty working in areas of interest of the student, and meeting with faculty to explore possibilities for dissertation research.
- Discuss in detail the possibilities and work with the Sponsor to develop a draft, one page description of the planned dissertation research and Second Exam topic areas (see next bullet).
- Apply for the Second Exam by submitting a completed Application for Eligibility for Second Exam (found on Blackboard). Along with the application, students must submit a one page description of the planned dissertation background, topics/research questions, and methods (recognizing that these may be evolving) as well as a one page description about how the two topic/content areas and two methodological topics will feed into and support the planned dissertation research, to their Second Exam Sponsor.

Sponsor:
- Accepts the request to act as the Sponsor, and works closely with the student, serving as the primary liaison with the other committee members for the student’s Second Exam.
- Approaches the Reader and Chair to invite them to act in those roles for student’s Second Exam.
- Critically reviews and approves the student’s Second Exam application and one page description.

Reader:
- Accepts Sponsor’s request to act as the Reader for the Student’s Second Exam.
- Critically reviews and approves the student’s Second Exam application and one page description.

Chair:
- Accepts Sponsor’s request to act as the Chair for the Student’s Second Exam.
- Critically reviews and approves the student’s Second Exam application and one page description.

Other:
- Track Coordinator reviews and approves the student’s Second Exam application and one page description.
- Executive Officer reviews and approves the student’s Second Exam application and one page description.
Developing the Reading List and Writing the Second Exam – Checkpoints

Student:
- Once the Second Exam application has been approved, the student has the primary responsibility for developing a preliminary reading list that covers two public health-related content areas and two relevant methodological areas that will support the proposed dissertation research. From the date the student’s reading list is approved, it is expected that the Second Exam will take from 4 to 9 months to complete. If 9 months pass and no substantive progress has been made in completing the written portion of the exam, the student must submit another Application for Eligibility for Second Exam.
- The written component of the Second Exam comprises of a critical literature review of two substantive public health-related topic areas and two methodological topic areas relevant to the student’s planned dissertation research. The exam should include a summary and analysis of the peer-reviewed literature and current state of knowledge in the particular area, a discussion of gaps in knowledge, and important areas for future research. When possible, the four topic areas should be related to each other (i.e. the discussion of the literature highlights a common methodological approach, or a methodological weakness or gap, which is then discussed in more detail in the methodological area portion of the exam that covers what the method is, its strengths and weaknesses, and how this method has been or could be applied to the topic areas). The Second Exam is intended to serve as a foundation for the dissertation proposal, but is often broader in scope than a specific dissertation topic and includes discussion of related theories and empirical evidence that sets a general context for the dissertation research area.
- The student revises the written component of the second exam to incorporate feedback from the Sponsor, and later the other committee members. Students should expect to work through a number of drafts with the Sponsor before the written exam is deemed ready to disseminate to other committee members.
- The penultimate draft and final version of the written component of the exam must be no more than 20 double-spaced pages, excluding references, figures, and tables.
- The student submits the Second Exam Progress report to the Sponsor every two months during this process.
- The Student works with the Sponsor by sharing detailed responses to committee member comments, and incorporate revisions accordingly. The Sponsor must approve a near final draft with revisions to be shared with the Reader and Chair for their comments.
- The Reader and Chair review the Sponsor-approved revised draft, and provide feedback to the student as needed until they and the sponsor approve the revised Second Exam as ‘defense-ready’. Once the Reader has approved the revised Second Exam, it is disseminated to the committee as a whole and a defense date scheduled at least 4 weeks later.
- During the entire process, the student prepares for the oral defense, which can include questions from the approved reading list and any other reading list provided by the student’s Track Coordinator (e.g., general readings for the discipline) at the time of Second Exam approval.
- The student prepares a 10–15 minute presentation for the Second Exam defense, and practices the presentation, ideally in front of others in a position to provide feedback, to ensure a clear, comprehensive, and concise delivery.
- The student informs the DPH Program of any special audiovisual needs beyond PowerPoint projection at least one week in advance of the defense.
- The student brings hard copies of the slides for committee members on the day of the defense.

Sponsor:
- Works with the student on setting a realistic timeframe for completion of the exam.
- Reviews and submits bi-monthly Second Exam Progress reports to the TC and EO.
- Reviews, provides input on, and approves the Reading List, working drafts, and mature drafts of the Second Exam before sharing with Reader and Chair.
- Works with student to address comments of Sponsor, Reader, and Chair.
• Works with student to prepare the Second Exam Defense presentation.
• Critically reviews the final written portion of the Second Exam in advance of the defense, and comes to the defense with an initial rating of the written component (Excellent, Satisfactory, Unsatisfactory) along with supporting information and questions.

Reader:
• Provides feedback on and approves final Reading List.
• Provides written feedback on mature, sponsor-approved draft.
• Works with student to ensure comments of Sponsor, Reader and Chair are adequately addressed, ultimately approving a final draft as ‘defense ready.’
• Critically reviews the final written portion of the Second Exam in advance of the defense, and comes to the defense with an initial rating of the written component (Excellent, Satisfactory, Unsatisfactory) along with supporting information and questions.

Chair:
• Approves the final Reading list.
• Provides written feedback on a mature draft.
• Critically reviews the final written portion of the Second Exam in advance of the defense, and comes to the defense with an initial rating of the written component (Excellent, Satisfactory, Unsatisfactory) along with supporting information and questions.
• Communicates with the committee about when the exam is ready for defense, schedules the defense data for no less than 4 weeks following receipt of the final revised document and requests a room for the defense from the APO.

Other:
• At the time of the Second Exam application approval, the Track Coordinators may supplement the student’s reading list with the intention to guide the student in theory and methods.
• The APO will schedule a room with standard A/V equipment.
The Second Exam Defense– Checkpoints

Student:
The student is responsible for both the written content of the Second Exam as well as any material included on general supplemental readings that may be provided by each Track.

Sponsor:
- The Sponsor has worked closely with the student on the entire Second Exam.
- Critically reviews the final proposal in advance of the defense, and comes to the defense prepared with comments and questions.

Reader:
- The Reader has given feedback on and approved the Reading List, provided feedback on mature drafts and ensured the final version is ‘defense ready’.
- Critically reviews the final proposal in advance of the defense, and comes to the defense prepared with comments and questions.

Chair:
- The Chair has approved the Reading List, provided feedback on a mature draft and ensured the final version is ‘defense ready’. The Chair communicates with the committee and when all agree that the written exam is defense ready, s/he schedules the defense date (at least 4 weeks after the student has submitted the final, committee approved draft) and requests a room from the APO.
- Critically reviews the final proposal in advance of the defense, and comes to the defense prepared with comments and questions.
- The Chair presides over the Second Exam Defense and reports the outcome to the student and the DPH Program (TC, EO and APO).
Second Exam Defense Process

1. The defense should last approximately 2 hours.

2. All committee members and the student are expected to arrive on time, turn off mobile devices, and remain in the room for the duration of the defense.

3. Immediately prior to the defense, the Committee will convene briefly and the Chair will check if there are any outstanding issues, describe the defense process and assign the order of the questioning. The Sponsor has the option of choosing to be the first or last questioner.

4. The student makes a brief summary presentation (s/he may present slides if helpful). Since all committee members will be intimately familiar with the content of exam by this point, this presentation should be 10-15 minutes in length, and in no cases should it be more than 20 minutes.

5. All committee members should be given the opportunity to pose questions to the student on the content of the written exam as well as general theory and methods questions related to the student’s disciplinary Track.

6. The student responds to questions posed by the committee members.

7. Immediately following the presentation, questions and discussion, the Chair asks the student to step out of the room and the committee members come to a consensus on an overall grade of excellent, satisfactory or unsatisfactory, which is based on each faculty member’s initial critical review of the written component and the student’s oral defense. In the event that a student receives a grade of unsatisfactory on the exam, an ad hoc faculty committee will be formed by the EO to discuss the student’s continuation in the program. This committee may decide to require that the student take additional coursework or complete other work before retaking the Second Exam, or the committee may request that the student withdraw from the Program. Students may be allowed to retake the Second Exam only once. If they do not pass the retake of the Second Exam, the student will be asked to withdraw from the Program.

8. The Chair reports to the outcome of the Second Exam defense to the student, the TC, the EO, and the APO.
Dissertation Guidelines

The Dissertation Guidelines section consists of:

- The Dissertation in Relation to Coursework, The Second Exam, Registration, Levels, and Records
- The Dissertation Committee – Roles and Responsibilities
- Preparation of the Dissertation Proposal - Checkpoints
- Dissertation Proposal Defense - Process
- Guidance on the Three Article Dissertation Model
- Guidance on the Traditional Dissertation Model
- Dissertation Review, Approval, and Preparation for the Defense - Checkpoints
- Dissertation Defense – Checkpoints
- Dissertation Defense - Process

After completing all coursework and exams, students complete an original dissertation research project.

The Dissertation in Relation to Coursework, The Second Exam, Registration, Levels, and Records

Within the first year of coursework, students should discuss possible dissertation topics and research questions with their advisor and other faculty members. By the end of the first year of coursework, students should have possible research topics and research questions identified. And by the end of PUBH 890 Advanced Research Seminar I, students should have made substantial progress toward identifying a topic, research questions, possible methods, and source of data for the dissertation (i.e. planned self-collection, a publicly available data source, or data from the research study already conducted by the student, a faculty member, student’s workplace, or some other source). In identifying potential data for the dissertation, students might consider some of the publicly available data sources which are included on a list posted on BlackBoard.

Once an area and initial research questions are selected, students should determine if the appropriate data can be acquired and if s/he has the requisite research skills to analyze the data correctly or can gain the expertise to do so. As each student’s dissertation is unique, it is not possible for the required Program coursework to cover every research method that might be used for a dissertation and students are expected to plan their elective courses, independent studies, and even include additional coursework or training aimed at preparing themselves for their independent dissertation research and associated analytic techniques they are planning to employ in order to successfully complete the dissertation.

In PUBH 891 Advanced Research Seminar II students will refine the dissertation proposal. Students are required to complete and submit the annual Dissertation Progress Report annually (with review and approval by the sponsor) by the second week of the spring semester of each year until the dissertation is successfully defended and deposited.

Students must complete all coursework, pass the First and Second Exams, identify a Dissertation Sponsor, and convene a dissertation committee approved by the Track Coordinator before registering for PUBH 900 Dissertation Supervision and PUBH 898 Dissertation Seminar. PUBH 900 Dissertation Supervision and PUBH 898 Dissertation Seminar are non-credit required course numbers that students must be registered for every semester they are working on the dissertation. The student must be registered for PUBH 900 and PUBH 898 in the same or preceding semester that the student deposits the dissertation.

Students can only be advanced to Level III after the completion of all coursework, passing the First and Second Exams, and defending their dissertation proposal. See page 7.
The name of the student as noted on the dissertation to be deposited must match that of the name in Banner. If a student wishes to change name of record with the GC, they should request a change of name form from the Registrar’s Office and submit that along with supporting documentation well in advance of the defense and dissertation deposit dates.

Upon depositing the dissertation, the student must show evidence that their record has been cleared by the Bursar, the Registrar, the Office of Financial Aid, the Director of the Office of International Students (if applicable), and the Mina Rees Library at the Graduate Center.

**The Dissertation Committee – Roles and Responsibilities**

The Dissertation Committee consists of four to five people: Sponsor, First Reader, Chair, Outside Reader, and an optional Third Reader. The roles must each be held by a different person (one person cannot fill more than one role on the committee). In no circumstances shall both the Sponsor and the First Reader be from outside the student’s Track. The Track Coordinator, in consultation with the Executive Officer, makes the final decision on all committee member appointments and changes.

The members of the dissertation committee usually serve from the proposal stage through the dissertation defense. In situations when changes need to occur, the Sponsor must request and the TC and EO must approve any replacement committee members.

**Sponsor**

The Sponsor is a DPH faculty member who has prior experience serving on dissertation committees, expertise in the student’s interest area and must be from the same disciplinary Track as the student. The student must negotiate a dissertation research project that the Sponsor agrees to supervise. The Sponsor works most closely with and mentors the student to guide research content, study design and conduct, data analysis, writing, interpretation of results, and help to foresee and solve problems. When a student registers for PUBH 900 Dissertation Supervision, they do so under their Sponsor’s name. The Sponsor will identify and recruit other dissertation committee members, usually in consultation with the student. The Sponsor is responsible for providing feedback on early drafts of the proposal and dissertation, approving the draft that is provided to the First Reader. The Sponsor also works with the Student to manage any revisions to the dissertation proposal and the dissertation itself requested by other committee members. The Sponsor cannot be on sabbatical while sponsoring a student. In this instance, an appropriate ‘back-up’ Sponsor must be identified well in advance and submitted by the Sponsor for approval by the TC and EO. The sponsor may continue to advise the student in an unofficial capacity or officially by taking-on a different role in the committee (e.g. the sponsor and another committee member may switch roles during the sabbatical).

**First Reader**

The First Reader is a DPH faculty member who must be from the same disciplinary Track as the student. S/he often reads several mature drafts of the proposal and dissertation, providing comments on the aims, design, and analytic approaches. The First Reader must read and provide thorough feedback on the first full Sponsor-approved draft of the proposal and dissertation in addition to the final versions but may provide comments on drafts between these two versions as well if needed. The First Reader, in consultation with the Sponsor, must approve the dissertation proposal and dissertation as ‘Defense Ready’ prior to circulating it to other committee members.
Chair
The Chair is a senior member of the DPH faculty (professor or associate professor) with experience in dissertation committee membership and student sponsorship, and is from the same Track as the student. The Chair will read and give feedback on Sponsor and First Reader approved drafts of the dissertation proposal and the dissertation at least once prior to each defense. He or she also oversees the process, convenes meetings, including the defense itself, and works to resolve any differences that might arise in the committee. The Chair presides over the dissertation proposal defense and dissertation defense, and reports on the outcome of the defense to the APO, Track Coordinator, and Executive Officer.

Outside (Second) Reader
The Outside Reader cannot be a DPH program faculty member. The outside reader may be a faculty member appointed to any other CUNY program, University, or from a professional organization or agency. The Outside Reader will provide specific expertise and quality control and will review the Sponsor and First Reader approved drafts of the proposal and dissertation and provide at least one round of feedback before the defense is scheduled. All outside readers must have demonstrated training, experience, and capability of rigorously evaluating research in the student’s discipline. A CV of the outside member must be reviewed by the Sponsor and approved by the Track Coordinator and EO prior to their committee appointment.

Optional (Third) Reader
The optional Fifth Member can be either a DPH faculty member or from outside the DPH program or CUNY. The optional Third Reader will provide specific expertise and quality control and will review the Sponsor and First Reader approved drafts of the proposal and dissertation and provide at least one round of feedback before the defense is scheduled. Prior to the committee appointment, rationale for the appointment of a Third Reader must be provided to the TC and EO, along with a recent CV.
Preparation of the Dissertation Proposal - Checkpoints

Overview:

1) The Student works closely with the Sponsor to develop a comprehensive and polished draft of the dissertation proposal.
2) With the Sponsor approval, this draft is then shared with the First Reader who provides feedback and works with the student in consultation with the Sponsor to ensure that any additional comments are addressed.
3) Then, with First Reader approval, the proposal is circulated to the entire committee by the student and the committee is given 4 weeks within which they must provide written feedback to the student.
4) The Chair contacts the committee members to see if there is agreement that the proposal is ready for defense, if not, the student addresses comments and circulates the next draft to the entire committee (until the committee agrees it is ready for defense). Once the committee agree the proposal is ready for defense,
5) the Chair schedules the defense.

There are no established times for the dissertation proposal defense. The timing depends on the readiness of the student and the availability of committee members. It may be challenging to secure availability of committee members during the winter or summer breaks, and students should inquire about availability during those times, as well as upcoming sabbaticals, in advance and plan accordingly.

Roles of the Student, Sponsor, and other Dissertation Committee members

Student:

- Prior to finalizing the proposal, the student must complete the online CUNY’s Responsible Conduct of Research (RCR) training. This is not mandatory for soon to deposit/defend candidates, however newer cohorts should anticipate having to complete this training as part of PUBH 891 Advanced Research Methods II.
- After the proposal defense, the student completes, signs and submits GC Human Participants Clearance Form, dissertation abstract, and IRB approval or exemption to Nichol Gallimore at ngallimore@gc.cuny.edu. All questions regarding the GC Human Participants Clearance Form should be directed to Nichol Gallimore.
  [http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Research%20Funding/dissertation-form-letter_v2_1.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Research%20Funding/dissertation-form-letter_v2_1.pdf)
- The student updates, submits and reviews the annual Dissertation Progress Report (found on Blackboard) with the Sponsor. The report must be approved by the Sponsor and submitted to the Track Coordinator by the second week of each spring semester until the dissertation is deposited.
- The Student prepares drafts of the dissertation proposal in the NIH format (see below) and shares with the Sponsor for review, input/feedback, and discussion.
- The Student may consult with other committee members regarding aspects of the proposal as it is under development.
- A mature, Sponsor-approved, full draft of the proposal is shared with the First Reader for review, input/feedback, and discussion. The student allows at least 4 weeks for review.
• The Student works with the Sponsor and First Reader to incorporate comments, suggestions, and feedback into a mature draft until it is approved by the First Reader, in consultation with the Sponsor.
• The First-Reader approved draft is then circulated to the entire committee for their review, input/feedback, and discussion. The student allows at least 4 weeks for review.
• All comments are shared with the Sponsor and First Reader for review and discussion. The student prepares responses to all major comments and reviews them with the Sponsor and First Reader.
• Additional revisions may be necessary, and the Sponsor and/or First Reader may recommend that the full committee review additional drafts. The Sponsor and First Reader work with the Student to revise the proposal accordingly.
• The Student must ensure that the proposal adheres to content and format guidelines below, including font size, line spacing, and page limits.
• Once the committee, approves the revised proposal (communicated to the Chair) as ‘defense ready’, the final proposal may be circulated to the full committee and a proposal defense date scheduled, allowing at least 4 weeks for review and identifying a day/time when all committee members can be present. The student prepares a 10-15 minute presentation for the Dissertation Proposal Defense, and practices the presentation, ideally in front of others in a position to provide feedback, to ensure a clear, comprehensive, and concise delivery.
• The student informs the DPH Program’s APO of any special audiovisual needs beyond PowerPoint projection at least two weeks in advance of the defense.
• The student brings hard copies of the slides for committee members on the day of the defense.

Sponsor:
• Meet with the student regularly, review and provide input and guidance on all aspects of proposal development.
• Provide written feedback on all drafts of the proposal. Note that it is common for the proposal to go through multiple drafts before the Sponsor approves circulation of a full and mature draft to the First Reader.
• Review and ensure that the comments and revisions from all committee members are received and adequately considered and addressed as appropriate by the student.
• Approve mature draft of proposal for sharing with the First Reader.
• Consult with the First Reader on Student’s proposal development progress and readiness to circulate to other committee members as needed.
• Critically review the final proposal in advance of the defense, and come to the defense prepared with comments and questions.

First Reader:
• Provide written feedback on full, mature, Sponsor-approved drafts of the proposal. Note that it is common for the proposal to go through multiple revisions before the First Reader approves circulation to the larger Dissertation Committee.
• Consult with the Sponsor on Student’s proposal development progress and readiness to circulate to other committee members as needed.
• Critically review the final proposal in advance of the defense, and come to the defense prepared with comments and questions.

Chair:
• Provide written feedback on a mature, First-Reader approved draft.
• Communicates with committee members to determine when the proposal is ready for defense and a defense date can be scheduled.
• Schedules the defense, communicates with the APO to identify a room for the defense, and notifies the committee and student of the date and location for the defense.
• The Chair works with the Student and/or Committee Members as needed to resolve outstanding issues that cannot be resolved by the Student and the Sponsor or other committee members.
• Critically review the final proposal in advance of the defense, and come to the defense prepared with comments and questions.
• The Chair presides over the proposal defense and reports the outcome to the TC, EO and APO.

Outside (Second) Reader(s):
• The Outside Reader (and optional Third Reader) provide specific expertise and quality control.
• Provides written feedback on a mature, First-Reader approved draft. Critically review the final proposal in advance of the defense, and come to the defense prepared with comments and questions.

APO
• The APO will schedule a room with standard A/V equipment upon request from the Chair and student.
**Dissertation Proposal Format**

The dissertation proposal is a detailed plan that describes the content and methods of the planned dissertation. It is to be prepared in the NIH proposal format (below) and will include a statement of the problem, aims and research questions, a brief summary of relevant literature that explains the background and significance of the topic and describes the gaps that will be addressed by the dissertation, describes in some detail the study design, data sources, methods of data collection, and data analysis methods. Students are expected to describe and explain the theoretical framework for the study and include a power or sample size calculation for all quantitative analyses. The methods proposed should be both rigorous and feasible as it relates to achieving the aims and answering the proposed research questions as definitively as possible without major limitations that undermine or threaten the validity of the proposed research. The proposal should include a thorough description of the strengths and limitations of the proposed approach and a realistic timetable for completing the dissertation. It must also address human subjects issues related to your proposed research.

*Elements of a Dissertation Proposal in the NIH format*

Students should use the full 13 pages for their dissertation proposal, but no more than 13 pages.

1. Specific aims (1 page, **single spaced**)

2. Research Plan (12 pages, **single spaced** not including Human Subjects, citations and appendices)
   - 2.a. Background and significance, with 1 paragraph conclusion (no more than 2 pages)
   - 2.b. Innovation (about half a page)
   - 2.c. Approach (about 9.5 pages)
     - 2.c.1. Conceptual/Theoretical Framework w/ diagram (about 1 page)
     - 2.c.2. Preliminary data (if applicable, no more than half a page)
     - 2.c.3. Research design (6-7 pages, must address all proposal aims)
       - 2.c.3.1. Study design
       - 2.c.3.2. Study population and eligibility criteria (about 1-2 paragraphs)
       - 2.c.3.3. Data sources, collection, and management (about 1 page)
       - 2.c.3.4. Sampling/Recruitment procedures (if applicable)
       - 2.c.3.5. Primary and secondary outcome definitions
       - 2.c.3.6. Data analysis plan for each proposal Aim (i.e., statistical analysis/modeling or qualitative analysis)
       - 2.c.3.7. Statistical power and sample size for each Aim (if applicable, no more than half a page)
   - 2.d. Study timeline (1 paragraph or table)
   - 2.e. Generalizability (1 paragraph)
   - 2.f. Limitations and threats to the validity of the proposed research and how they will be managed (1 page)

3. Human Subjects (no page limit). For instructions, review Part II of NIH’s [Supplemental Instructions for Preparing the Protection of Human Subjects Section of the Research Plan](#).

4. Citations

5. Appendices (may include draft data collection instruments)
Dissertation Proposal Defense Process

1. The proposal defense should last approximately 2 hours.

2. All committee members and the student are expected to arrive on time, turn off mobile devices, and remain in the room for the duration of the defense.

3. Immediately prior to the defense, the Committee will convene briefly and the Chair will check if there are any outstanding issues, describe the defense process and assign the order of the questioning. The Sponsor has the option of choosing to be the first or last questioner.

4. Once the Committee and Student are assembled, the student gives a 10-15 minute formal presentation of the proposal (slides may be presented if desired). Since all committee members will be intimately familiar with the content of the proposal by this point, this presentation should be 10-15 minutes in length, and in no cases should it be more than 20 minutes.

5. Each committee member will ask questions and give feedback for approximately 15-20 minutes each.

6. The Chair will facilitate a discussion of the proposal.

7. Immediately following the presentation and discussion, the Chair asks the student to step out of the room and the committee members come to a consensus on the outcome of the proposal defense. The possible outcomes are: 1. Pass with no or minor revisions; 2. Pass with major revisions; 3. Failed. In the event of minor revisions, only the Sponsor must approve the revised dissertation proposal. In the event that major revisions are required, both the Sponsor and the First Reader must approve the revised dissertation proposal. In the event of a failed dissertation proposal defense, an ad hoc faculty committee will be formed by the TC and EO to develop a course of action.

8. The Chair will report the outcome of the proposal defense to the Track Coordinator, APO, and EO.

9. Final approved dissertation proposals must be submitted to the DPH Program office in PDF format by the Student for archival purposes.

Overview:
1) The Student works closely with the Sponsor to develop comprehensive and polished drafts of individual dissertation chapters or manuscripts.
2) With the Sponsor’s approval, draft chapters or manuscripts are then shared with the First Reader who provides feedback and works with the student in consultation with the Sponsor to ensure that any additional comments are addressed.
3) Then, with First Reader approval, individual dissertation chapters are circulated to the entire committee by the Student and the committee is given at least 3 weeks within which they must provide written feedback to the student on individual dissertation chapters.
4) The Student reviews comments with the Sponsor and incorporates revisions accordingly.
5) Revised, individual chapters are approved as ‘Defense-ready’ by the committee and communicated to the Chair (who notifies the Sponsor).
6) The Final Dissertation with all chapters is reviewed by the Sponsor and First Reader, and approved by both prior to circulation to the full committee, allowing 4 weeks for review and feedback.
7) Comments from the full committee are addressed, in consultation with the Sponsor and First Reader and upon approval by the Sponsor and First Reader, the Final Full Dissertation is disseminated to the full committee and a defense date is scheduled, allowing at least 4 weeks before the defense to allow time for all committee members to review the dissertation in its entirety.

There are no established times for the dissertation defense. The timing depends on the readiness of the student and the availability of committee members. It may be challenging to secure availability of committee members during the winter or summer breaks, and students should inquire about availability during those times, as well as upcoming sabbaticals, in advance and plan accordingly.

Student:

- The student updates, submits and reviews the annual Dissertation Progress Report (found on Blackboard) with the Sponsor. The report must be approved by the Sponsor and submitted to the Track Coordinator by the second week of each spring semester until the dissertation is deposited.
- The Student, in consultation with the Sponsor, chooses a dissertation format (3 paper model or traditional dissertation).
- The Student prepares drafts of individual dissertation chapters and shares with the sponsor for review, input/feedback, and discussion.
- The Student may consult with other committee members regarding aspects of the dissertation as it is under development.
- Mature, Sponsor-approved, full draft of individual chapters are shared with the First Reader for review, input/feedback, and discussion. The student allows at least 3 weeks for review of each chapter.
- The Student works with the Sponsor and First Reader to incorporate comments, suggestions, and feedback into a mature draft of individual chapters that are approved by the First Reader, in consultation with the Sponsor.
- The First-Reader approved drafts of individual chapters are then circulated to the entire committee for their review, input/feedback, and discussion. The student allows at least 3 weeks for review.
- All comments are shared with the Sponsor and First Reader for review and discussion. The student prepares responses to all major comments and reviews them with the Sponsor and First Reader.
- The Student works with the Sponsor to address and incorporate all comments. A mature, Sponsor-Approved revised draft of each chapter is provided to the First Reader for their review, input/feedback,
discussion, and assessment of responsiveness to the committee’s comment. The student allows at least 3 weeks for review.

- Additional revisions may be necessary, and the Sponsor and/or First Reader may recommend that the full committee review additional drafts of individual chapters. The Sponsor and First Reader work with the Student to revise the chapters accordingly.
- Once the committee has approved the individual chapters as defense ready (communicated to the Chair who informs the Sponsor), a full dissertation is developed with all chapters included for review by the Sponsor. This draft has incorporated and/or addressed all comments received by all committee members to date. The student incorporates final comments and edits from the Sponsor. A Sponsor-approved, full dissertation is then shared with the First Reader, allowing at least 4 weeks for review.
- Prior to circulating the full dissertation to the First Reader, the Student must ensure that the dissertation adheres to all content and format guidelines.
- Once the First Reader, in consultation with the Sponsor, approves the full dissertation as ‘defense ready’, the penultimate version of the full dissertation may be circulated to the full committee, allowing at least 4 weeks for review.
- Comments from the full committee are reviewed and incorporated by the student, in consultation with the Sponsor and First Reader. Once the Sponsor and First Reader determine that the feedback has been adequately addressed/incorporated by the student in a Final Full Dissertation, it may be circulated to the full committee, allowing at least four weeks for review prior to the scheduled defense date.
- The student prepares a 10-15 minute presentation for the Dissertation Defense, and practices the presentation, ideally in front of others in a position to provide feedback, to ensure a clear, comprehensive, and concise delivery.
- The student informs the DPH Program’s APO of any special audiovisual needs beyond PowerPoint projection at least two weeks in advance of the defense.
- The student brings hard copies of the slides for committee members on the day of the defense.

**Sponsor:**

- Meet with the student regularly, review and provide input and guidance on all aspects of dissertation development.
- Provide written feedback on all drafts of dissertation chapters and the full dissertation. Note that it is common for dissertation chapters to go through multiple drafts before the sponsor approves circulation of a full and mature draft to the First Reader.
- Review and ensure that the comments and revisions to dissertation chapters from all committee members are received and adequately considered and addressed as appropriate by the student.
- Approve mature drafts before sharing with First Reader.
- Consult with the First Reader on Student’s dissertation progress and readiness to circulate to other committee members as needed.
- Consult with the Chair on the readiness of the dissertation chapters for combining into the full dissertation.
- Work with the student to prepare the full dissertation, providing comments and feedback, and approve it for review by the First Reader.
- Work with the student to ensure committee comments on the full dissertation have been addressed.
- Critically review the final, full dissertation in advance of circulation for the defense, and come to the defense prepared with comments and questions.
First Reader:
- Provide written feedback on full, mature, Sponsor-approved drafts of individual dissertation chapters as well as the full dissertation. Note that it is common for dissertation chapters to go through multiple revisions before the First Reader approves circulation to the larger Dissertation Committee.
- Consult with the Sponsor on Student’s dissertation progress and readiness to circulate chapters to other committee members as needed.
- The First Reader must approve the Final Full Dissertation as Defense-ready prior to scheduling the Dissertation Defense.
- Critically review the final dissertation in advance of the defense, and come to the defense prepared with comments and questions.

Chair:
- Provides written feedback on a mature First-Reader approved drafts of individual chapters as well as the full dissertation.
- The Chair works with the Student and/or Committee Members as needed to resolve outstanding issues that cannot be resolved by the Student and the Sponsor or other committee members.
- Communicate with committee members about their views on whether drafts of chapters and the first draft of the full dissertation will be ready for defense once comments have been addressed (or if the committee wants to see additional drafts).
- At least a month in advance of the defense, the Chair schedules the dissertation defense, requests a room for the defense from the APO, and communicates the date and location of the defense to the committee and student.
- At least a month in advance of the defense, the Chair provides the following to the APO with (1) Name of the student; (2) Title of dissertation; (3) Date, time, and place of the defense; and (4) Names of committee members, their affiliation, and email addresses to which invitations are to be sent.
- Critically review the final, full dissertation in advance of the defense, and come to the defense prepared with comments and questions.
- The Chair presides over the dissertation defense and reports the outcome to the TC, EO and APO.

Outside (Second) Reader(s):
- The Outside Reader (and optional Third Reader) provide specific expertise and quality control.
- The Outside Reader (and optional Third Reader) provide critical review and feedback on First Reader approved drafts of individual dissertation chapters as well as on the First Reader approved full dissertation draft.
- The Outside Reader (and optional Third Reader) will provide a critical review on the final, full dissertation, and come to the dissertation defense with prepared comments and questions.
Guidance on the Three Article Dissertation Model

Overview
This guidance is intended for students who choose to pursue a three article dissertation model. Students, sponsors, and other faculty serving on the dissertation committee should refer to this guidance in deciding whether the three article model would be appropriate for a given dissertation project, and subsequently when the dissertation is being written. This model is an option for DPH students and does not replace the current traditional dissertation model that has been used in the past and which remains as the alternate option. Some dissertation projects fit well under the three article model, and others are better written up in the traditional format. The choice of which model to work under for a given dissertation research project should be based on a discussion between the student and their sponsor, and the amount and complexity of the new research required for a dissertation would be similar no matter which format is chosen.

The DPH dissertation that conforms to the three article model comprises three separate papers (articles) of normal, discipline-specific, journal length that would be considered a ‘publishable’ research manuscript in a peer reviewed scientific or professional journal. The independence of the three papers reflects the fact that the articles may be read and understood without reference to one another; nevertheless, the papers must support an overarching research theme as outlined in the dissertation proposal. In addition, an overall introduction and conclusion to the dissertation in which the topics addressed in the three articles and, for the conclusion, their findings are synthesized together to provide an overall picture of the implications of the research to the field.

Format
The three papers are preceded in the dissertation document by an abstract and an introductory chapter, and are followed by a concluding chapter. Thus, the form of the 3-paper DPH Dissertation is as follows:

- Title page
- Abstract (for the overall dissertation)
- Table of contents
- List of Tables and Figures
- Acknowledgements and dedications
- Chapter 1: Introduction and background to the general topic area and gaps to be filled by the three articles.
  - Include the dissertation specific aims and hypotheses
- Chapter 2: First paper
- Chapter 3: Second paper
- Chapter 4: Third paper
- Chapter 5: Summary of results, conclusions and implications for policy and/or further research
  - Key Strengths and Limitations
  - Public Health Relevance
- Appendices
Specific Guidelines for the 3-paper DPH Dissertation

1. The introductory chapter provides an overview of the dissertation. It introduces the research theme and conceptual basis; establishes the public health importance of the problem under study; states the primary research questions and hypotheses; introduces methodological approaches; highlights and contextualizes salient literature; and briefly describes policy and programmatic implications. The specific aims and hypotheses of the dissertation must be included in this chapter.

2. The three papers must represent work that was initiated while the student was enrolled in the DPH program and approved by the student’s entire dissertation committee at the dissertation proposal defense or officially in writing thereafter. The inclusion of research that was undertaken prior to defense of the dissertation proposal is permissible, however only with explicit committee approval prior to the dissertation proposal defense. As with the conventional dissertation model, all work must be independently conducted by the student.

3. The three papers must conform to the format of a typical scientific journal in the student’s field of study, and be of normal length (3000-5000 words, depending on the target journal). For each of the three papers that are part of a student’s dissertation, there will be a separate abstract. The three papers in the dissertation will likely include more in the way of methods and results than can fit into or is appropriate for a scientific journal article of normal length. Additional methodological detail, analyses or results synthesis conducted by the student or required by the committee (e.g., additional methodological detail, tables, figures, summaries, sub analyses, sensitivity analyses etc.) that is necessary for the dissertation, but not appropriate or too detailed for a journal article of normal length, should be included in the dissertation as appendices.

4. At least two of the three articles must be based on student analysis of data, either quantitative, qualitative, or mixed methods. A conceptual, theoretical, or methodological article is acceptable as a third paper, but must be closely aligned with the overall theme of the dissertation, and publishable, as judged by the dissertation committee. A literature review or synthesis is not acceptable for the third paper, as relevant literature should be critically appraised within the data analytic papers. However, systematic reviews and meta analyses are permissible.

5. “Publishability” of the articles is determined by the student’s dissertation committee, which serves in the capacity of unofficial editorial board for the student. But in general, the committee should judge ‘publishability’ against the standard of leading peer reviewed scientific journals in the student’s field of study.

6. Neither publication nor submission of the three articles is a requirement for completion of the DPH degree. Students may, however, submit committee-approved dissertation 'articles' to refereed scientific journals, even before the final dissertation defense, as external reviewer feedback will enhance quality and learning. In such cases, students should report feedback from peer reviewers to the sponsor and perhaps other committee members, and consult with them on incorporation of suggested modifications to the dissertation. A manuscript’s acceptance for publication does not preclude committee members from requiring additional modifications to the manuscript for inclusion in the final dissertation.

7. The concluding chapter establishes the individual and collective contribution of the three articles to the student’s area of inquiry. It discusses future research opportunities arising from the dissertation’s development of the topic; It also details the public health relevance of findings (e.g., in terms of health policy, programs, practice or interventions). Finally, a critical discussion of key strengths and limitations of the research as it relates to the main findings across the three manuscripts must be included.
8. **Authorship**

   a. **Independence**: As with the conventional dissertation model, the DPH dissertation must be substantially the student’s own work, and must be judged as such by the dissertation committee/examiners. However, once this has been established, in some cases it may be appropriate to include the dissertation sponsor and other dissertation committee members as co-authors on manuscripts being submitted to professional and scientific journals.

   b. **The responsibilities of the first author**: The student shall assume the role of first author on dissertation chapters submitted for publication. The responsibilities assumed of first author typically include: synthesis of the relevant literature, development of the major thesis, research question(s) and hypotheses; selection of an appropriate research design; development or adaptation of a conceptual model or framework; study design and data collection (where applicable); data management, analysis, and interpretation of results; preparation of major parts of manuscripts.

   c. **Co-authorship**: In no cases should authorship be expected or assumed by dissertation committee members. Students may invite dissertation committee members—or external mentors—to co-author a given paper from their dissertation, but the student must assume the role of “first author” on all articles. To be considered a co-author on a manuscript submitted for publication, faculty co-authors must contribute sufficiently to warrant co-authorship. Judgment of the potential contribution of co-authors can also be made by the student in consultation with the dissertation Sponsor, another committee member, or someone external to the dissertation committee. It is suggested that student use recommendations, such as those from the International Committee of Medical Journal Editors, as a guide to make determinations about authorship: (see [http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html](http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html)), which recommends that authorship be based on the following 4 criteria:

   - Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
   - Drafting the work or revising it critically for important intellectual content; AND
   - Final approval of the version to be published; AND
   - Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Dissertation committee members or external reviewers who may be appointed by the DPH Program at some time in the future to serve as ‘examiners’ for the purposes of quality control cannot serve as co-authors, but should be thought of more as ‘peer reviewers’.

9. This guidance was first issued by the DPH Program in June 2014 and again revised for the 2015 Program Manual. It will be included in the student manual and updated annually and as the program accrues experience with the three article model. Students and committees are expected to adhere to the most recent guidance from the DPH Program, regardless of when the student’s dissertation research began.
Guidance on the Traditional Dissertation Model

Overview
This guidance is intended for students who choose to pursue a traditional (book format) dissertation model. Students, sponsors, and other faculty serving on the dissertation committee should refer to this guidance in deciding whether the traditional dissertation model would be appropriate for a given dissertation project, and subsequently when the dissertation is being written. This model is the format that has been used in the past and remains as an alternate option for DPH students who do not choose the three article format. Some dissertation projects fit well under the traditional model and others may be better suited to the three article model. The choice of which model to work under for a given dissertation research project should be based on a discussion between the student and their sponsor, and the amount and complexity of the new research required for a dissertation would be similar no matter which format is chosen.

The DPH dissertation that conforms to the traditional model comprises multiple chapters together in a book format. Unlike the three separate article format, the literature review, methods and conclusions will be presented all together each in its own, single chapter (rather than repeated at the beginning of each of the three articles). The results will also be presented together in one, or if more appropriate, a few chapters. In addition, an overall introduction and conclusion to the dissertation will be included in which the topics addressed in chapters are synthesized together to provide an overall picture of the implications of the research to the field.

Format
The traditional dissertation is organized into sections. Each section may be a single chapter or may include a few chapters, depending on the amount of information being presented and the optimal organization of that information. It is likely that the results section will include more than one chapter as the quantity of analysis required for this dissertation format is similar to that of the three article format. Thus, the form of the Traditional DPH Dissertation is as follows:

- Title page
- Abstract for the overall dissertation
- Table of contents
- List of Tables and Figures
- Acknowledgements and dedications
- Section 1: Introduction and background to the general topic area and gaps to be filled
  - Include the dissertation aims and hypotheses
- Section 2: Literature Review
- Section 3: Methodology
- Section 4: Results & Interpretation
- Section 5: Conclusions, Discussion and Evaluation
- Appendices
Specific Guidelines for the DPH Traditional Dissertation

The dissertation must be based on student analysis of data, either quantitative, qualitative, or mixed methods. It may include a conceptual, theoretical, or methodological section as well. A systematic review or meta analyses may be included as part of the dissertation, but is not, in itself, sufficient and additional data analysis is required. Below is a brief description of what to include within each section of a dissertation written in the traditional format.

Section 1. Introduction
This section should introduce the aims of the study, including its justification within the field and its significance, both to the track and to public health overall. As well, this section should present the dissertation aims, guiding research question(s) and hypotheses to be tested. This section might also be used to specify the bounds of this study and its relationship to other ongoing research (if it is an analysis of a large data set that is at the center of multiple studies, for example).

Section 2. Literature Review
This section provides a thorough, critical, and analytical overview of existing literature and scholarship relevant to the aim(s) and research question(s) guiding this study. Ideally, a literature review should be comprehensive, balanced, up-to-date, and organized so as to flow logically.

Section 3. Methodology
The methodology section should clearly and minutely detail the methods of sampling, data collection, and data analysis used. Population and instrumentation should be explained. Where standard instruments are used, they should be appropriately referenced and a discussion of their evaluation in terms of reliability and validity included. This section should also discuss any and all ethical considerations, procedures, and approvals or limitations as well as how reliability and validity are assured for this study in specific. It is imperative that this section be thorough, detailed, and logically organized and clearly presented.

Section 4. Results & Interpretation
Ideally, findings should be presented in subsections. Tables and figures should be included when appropriate for clarity. All interpretation of the results may either be saved for a separate chapter of the dissertation (within this section), or the interpretation may be included the same chapter as the results in a subsection following the presentation of the results. The results might all be presented within a single chapter or, if they are extensive, the results might be organized into a series of shorter chapters by topic.

Results should be summed up in the simplest form first before presenting analysis, in tables if possible, and then interpretation as to significance and conclusions.

Section 5: Conclusions, Discussion, and Evaluation
The fifth and final section should begin by summarizing the study, its aims, any hypothesis, and methods. Then, in referring back to the results presented in section 4, this section should summarize the analytic findings and interpretations, concluding with a discussion of the signification of the findings, whether any hypothesis was proven, partially proven, or disproven. As well, this chapter should look back on the overall study critically, both making the case for its strengths and importance and also discussing any weaknesses or limitations. Finally, the public health relevance should be discussed, including any policy recommendations or practical intervention suggestions. This is a particularly important chapter, as it is the best opportunity to offer a comprehensive view of the study and its lasting significance and to leave the reader with any parting thoughts.
Authorship

a. **Independence**: As with the three article model, the DPH dissertation must be substantially the student’s own work, and must be judged as such by the dissertation committee/examiners. However, once this has been established, in some cases it may be appropriate to include the dissertation sponsor and other dissertation committee members as co-authors on the book generated from the dissertation, individual chapters in the book, or manuscripts developed from the dissertation for submission to professional and scientific journals.

b. **The responsibilities of the first author**: The student shall assume the role of first author on any book published based on the dissertation as well as on any manuscripts developed from the dissertation and submitted for publication. The responsibilities assumed of first author typically include: synthesis of the relevant literature, development of the major thesis, research question(s) and hypotheses; selection of an appropriate research design; development or adaptation of a conceptual model or framework; study design and data collection (where applicable); data management, analysis, and interpretation of results; preparation of major parts of manuscripts.

c. **Co-authorship**: In no cases should authorship be expected or assumed by dissertation committee members. Students may invite dissertation committee members—or external mentors—to co-author the book, chapters within the book, or a given manuscript developed from their dissertation, but the student must assume the role of “first author” on all publications (book or manuscript). To be considered a co-author on a book, book chapter or manuscript submitted for publication, faculty co-authors must contribute sufficiently to warrant co-authorship. Judgment of the potential contribution of co-authors can also be made by the student in consultation with the dissertation Sponsor, another committee member, or someone external to the dissertation committee. It is suggested that student use recommendations, such as those from the International Committee of Medical Journal Editors, as a guide to make determinations about authorship: (see [http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html](http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html)), which recommends that authorship be based on the following 4 criteria:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Dissertation committee members or external reviewers who may be appointed by the DPH Program at some time in the future to serve as ‘examiners’ for the purposes of quality control cannot serve as co-authors, but should be thought of more as ‘peer reviewers’.

This guidance was first issued by the DPH Program in August 2015. It will be included in the DPH Program manual and updated annually and as the program accrues experience with the traditional dissertation model. Students and committees are expected to adhere to the most recent guidance from the DPH Program, regardless of when the student’s dissertation research began.
Dissertation Defense - Checkpoints

The dissertation defense is open to the public. All committee members must be in attendance at the defense. Only the Outside Reader or the Optional Third Reader may, in extenuating circumstance, participate remotely. If both the Outside Reader and Optional Third Reader cannot attend in person, a different date must be scheduled. Questions, comments, or suggested revisions must be submitted to the committee Chair in writing at least 24 hours prior to the defense by a Reader who is not physically present. If the Outside Reader or Optional Third Reader has electronically attended, faxed/scanned email signatures for this purpose will suffice. All committee members will have read the full dissertation prior to the defense and will be prepared to pose questions and provide feedback/comments at the defense.

Student:
- The student has completed an original research project that addresses a particular public health problem or issue.
- The student has prepared a 10-15 minute formal presentation.

Sponsor:
- The Sponsor has worked closely with the student on the entire dissertation, helped select the committee and approve the dissertation for defense.

First Reader:
- The First Reader has reviewed and provided feedback on the dissertation as it progressed, approved the release of the dissertation chapters and the final full dissertation to the committee, and approved the dissertation for defense.

Chair:
- It is the Chair’s responsibility to determine when the committee agrees that the dissertation is ready for defense, schedules the defense date, and runs the Defense - assigning the order of questioning, ensuring the productivity of the discussion, managing the voting and paperwork and reporting the outcome to the TC, EO and APO.
- The Chair has provided written feedback to the student on individual dissertation chapters and the full dissertation at least once prior to the defense.

Outside (Second) Reader(s):
- The Outside Reader (and optional Third Reader) has provided specific expertise and quality control.
- The Outside (and optional Third) Reader has provided written feedback to the student on the full dissertation at least once prior to the defense.

Other
- The APO will inform the GC Provost’s Office of the defense who will then send a formal invitation to the committee and student.
- The APO will inform DPH Program faculty and students of the scheduled defense in the monthly DPH newsletter and by separate announcement.
Dissertation Defense Process

1. The defense should last approximately 2 hours, but the student and committee members should allow for up to 2.5 hours.

2. All committee members and the student are expected to arrive on time, turn off mobile devices, and remain in the room for the duration of the defense.

3. Immediately prior to the defense, the Committee will convene briefly and the Chair will check if there are any outstanding issues, describe the defense process and assign the order of the questioning. The Sponsor has the option of choosing to be the first or last questioner.

4. Once the Committee, Student, and Audience are assembled, the student will give a very brief (10-15 minute) presentation/overview of the dissertation to get the conversation started. Since all committee members will be intimately familiar with the content of the Dissertation by this point, this presentation should be 10-15 minutes in length, and in no cases should it be more than 20 minutes. This presentation should not detail all aspects of the dissertation, as all committee members will have read the dissertation in advance. It should summarize the gaps in the literature, specific aims, key findings and conclusions for each aim, and public health implications.

5. Each committee member will ask questions for approximately 15-20 minutes.

6. Audience members are allowed brief questions, moderated by the Chair.

7. After the questions end, the students and audience will be asked to leave the room. The Chair will facilitate a discussion of the quality of the dissertation and the defense. Then the committee will vote. There are four options,
   a) We certify that the candidate has passed the Final Examination. We accept the dissertation as presented;
   b) We certify that the candidate has passed the Final Examination. We will consider the dissertation acceptable after minor revisions are approved by the Sponsor;
   c) In our judgment the candidate’s dissertation requires major revisions. It must be resubmitted for approval by the Sponsor and two members of the examining committee.*
   d) We certify that the candidate has failed the Final Examination, and make the following recommendations.

8. Committee members sign the signature page of the dissertation and the Report of Final Examination. The signature page original goes to the student and the original of the Report of Final Examination to the DPH Office for submission to the Provost’s Office. The student cannot deposit without these signed documents.

*In this case, written feedback, prepared by the Sponsor and Chair, must be provided to the student on required revisions. The feedback must be shared with all committee members. The Sponsor and the Chair must review the revised dissertation to ensure that all revisions have been adequately attended to.
Student Professional Development

GC Interdisciplinary Concentrations
The Graduate Center offers a number of Interdisciplinary Concentrations. Some of these concentrations offer core courses, while others guide students in finding courses across different academic disciplines that fulfill the concentration requirements. When students finish the requirements for a concentration they are awarded a physical certificate but the IDS concentrations are not noted on their transcripts. The Interdisciplinary Concentrations include: Advanced Social Research, Cognitive Science, European Union Studies, Fashion Studies, Food Studies, Language and Literacy, Latin American and Caribbean Studies, Lesbian/Gay/Queer Studies, Psychology of Political Behavior, Public Policy and Urban Studies, Twentieth-Century Studies, and Urban Health and Society. Concentrations will not appear on transcripts but the student will receive a hard copy document stating completion. Many of these Interdisciplinary Concentrations offer Fellowships and Awards. [http://www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-Programs/Interdisciplinary-Concentrations](http://www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-Programs/Interdisciplinary-Concentrations)

GC Interdisciplinary Certificate Programs
Interdisciplinary Certificate Programs are open to students enrolled in one of the existing doctoral programs offered at the Graduate Center. In addition to fulfilling the requirements of their doctoral program, students can choose to complete a Certificate Program. Programs available to DPH students include: Africana Studies, American Studies, Demography, Film Studies, Interactive Technology and Pedagogy, and Women’s Studies. Students who fulfill the requirements of a certificate program have this noted on their transcripts when they graduate. Required courses for Certificate programs can be used, in some cases, as DPH electives. Meaning, a student in a certificate program may not need to take additional credits as the requirements for the DPH degree and the interdisciplinary certificate may overlap. This option should be discussed with the student’s advisor and the director of the certificate program. Certifications will appear on transcripts and the student will receive a hard copy document. Many of these Interdisciplinary Certificate Programs offer Fellowships and Awards. [http://www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-Programs/Certificate-Programs](http://www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-Programs/Certificate-Programs)

GC Professional Development Seminars
Students may register online for Professional Development Seminars. The courses are 0 credits and do not appear on student transcripts; they are free of charge and open to all matriculated doctoral students at the Graduate Center. Students register for them as they do their academic classes and can find them listed under "Professional Development" in the course schedule. For further information contact the Office of the Associate Provost at 212-817-7282 or RSponzo@gc.cuny.edu [http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Professional-Development](http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Professional-Development)

GC Advanced Research Collaborative (ARC)
The Advanced Research Collaborative (ARC) extends the Graduate Center’s global reach and prominence as an international hub of advanced study. Specifically, ARC promotes interdisciplinary research and partners with the Graduate Center’s forty research centers, institutes, interdisciplinary committees, and other academic initiatives. Through its Distinguished Fellowship Program, a research-focused initiative, ARC will offer even more possibilities for collaboration between campus-based and Graduate Center faculty, in addition to visitors, doctoral students, and postdoctoral colleagues. [http://www.gc.cuny.edu/Academics-Research/Advanced-Research-Collaborative](http://www.gc.cuny.edu/Academics-Research/Advanced-Research-Collaborative)
GC Centers & Institutes
The Graduate Center is home to more than thirty interdisciplinary research centers and institutes focused on areas of compelling social, civic, cultural, and scientific concerns. Examples are the New Media Lab, Center for Lesbian and Gay Studies (CLAGS), and the Center for Urban Research. Many of these Centers & Institutes offer Fellowships and Awards http://www.gc.cuny.edu/Academics-Research/Advanced-Research-Collaborative/Centers-Institutes

GC Initiatives & Committees
http://www.gc.cuny.edu/Academics-Research/Advanced-Research-Collaborative/Initiatives-Committees

GC Student Business Cards
With permission from the APO, students may order GC business cards. The cards cost $17 for approximately 250. Order through the APO who will then direct you to the Office of Communications and Marketing.

Free Poster Printing at the GC
Free poster printing is available to GC students. Contact Ray Ring, Director of GC Building Design & Exhibitions ring@gc.cuny.edu 212-817-7394 and indicate that you are a student in the DPH program and include a 36” x 48” Power Point slide (which will be your poster) and include the GC logo on that slide. Logo is available by request. http://www.gc.cuny.edu/About-the-GC/Resource-Services/Communications---Marketing/Description-GC-Logo

Academic International Travel - GC Sponsored or Independent, documents required
Mandatory notification requirements and travel insurance for international academic travel by graduate students for independent research, internships, language study, practicums, conference attendance/presentation, or job interviews apply regardless of the source of funding. http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/International-Travel-Requirements-for-Current-Students

American Public Health Association Membership (APHA)
It is recommended that students join the American Public Health Association (APHA). The American Public Health Association is the oldest and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans, their families and their communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities. http://www.apha.org/

Public Health Association of New York City Membership (PHANYC)
Public Health Association of New York City (PHANYC) Student Committee is dedicated to getting public health students more informed and involved in the activities of PHANYC, as well as helping to plan PHANYC activities which reflect the interests and needs of students in public health related fields in New York City. http://www.phanyc.org/about/student.html
Career Services

CUNY SPH Office of Student Services
The Office of Student Services has established a new initiative Interactive Student Centered Hub of Academia, Research and Entrepreneurship (I-SHARE). I-SHARE aims to facilitate student-centered environment through its various initiatives such as Mentoring program (Peer to Peer and Meet Alumni to enhance Career horizons, MATCH), Career Services, CUNY School of Public Health Student and Alumni Association, Student Innovation Initiative, and Student Resource Center.
sph.cuny.edu/student-services/

GC Office of Career Planning and Professional Development
As part of the 2011 Graduate Center Strategic Plan, the Graduate Center has launched a permanent central career planning and professional development office to prepare students for careers inside and outside the academy. Through one-on-one counseling, workshops, mentoring, job search resources, dossier review, internships, mock interviews and building relationships with employers and alumni, the Office of Career Planning and Development collaborates with faculty to ensure that GC students receive the best co-curricular training available as they prepare to enter the workforce.
http://careerplancommons.gc.cuny.edu/

The GC Office of Career Planning and Professional Development sends weekly emails, holds online events and webinars, and has an online job search directory.
http://careerplancommons.gc.cuny.edu/about/

DPH & CUNY SPH Employment

CUNY SPH Adjunct Positions
DPH students are encouraged to apply for adjunct positions at the CUNY SPH consortium schools (Brooklyn, Hunter, Lehman) or other four-year degree granting CUNY schools. Calls are sent via the DPH Jobs Listerv, see below. Students teaching under an adjunct line are eligible to apply for the CUNY Tuition Award. See page 75 for additional eligibility.

DPH & CUNY SPH Research Opportunities for DPH Students
A periodically updated listing of current DPH and CUNY SPH Faculty Research on which students may apply to work as paid and unpaid research assistants or as an independent study is posted on Black Board. Depending on the listing, benefits may be available. Students working on a graduate assistantship line are eligible to apply for the CUNY Tuition Award. See page 75 for additional eligibility.

Please be aware that GC doctoral students cannot act as Teaching Assistants or be asked to grade the work of peers in the same program that they are attending.

DPH Student and Alumni Job Listserv
DPH students and Alumni can subscribe and unsubscribe from the DPH job search listserv. First Register LISTSERV Password and then subscribe and unsubscribe here.
GC and CUNY Job Listings
Graduate Center jobs are listed on the Jobs at the GC page.
http://www.gc.cuny.edu/About-the-GC/Resource-Services/Human-Resources/Jobs-at-the-GC

CUNY-wide positions can be searched for on the CUNY Employment page.
http://www.cuny.edu/employment.html

DPH & CUNY SPH Awards

CUNY SPH Dean’s Dissertation Grant
The Dean of the CUNY School of Public Health has committed to fund a limited number of DPH dissertation grants each year. The grant funding period is 12 months. All research funded by the grant must be completed within 12 months of receiving funding, and recipients must submit a final report of the activities completed for the grant and a final budget report detailing spending within 15 months following receipt of the grant.

Students in the Doctor of Public Health (DPH) program who have successfully defended their dissertation proposal are eligible to apply for this funding opportunity to help support the costs associated with dissertation research. In order to be eligible for a Dean’s Dissertation Grant, students must be (1) actively enrolled and in good standing in the DPH program at the CUNY Graduate Center, (2) have successfully defended their dissertation proposal, and (3) have received IRB approval for their dissertation proposal (or have been deemed exempt by the IRB).

Priority for these funds will be given to students who have also applied for external funding.

Proposals for this grant are usually accepted twice a year and the due dates will be announced via email. Additional requirements to apply for the CUNY SPH Dean’s Dissertation Grant are part of the application located on Blackboard.

DPH Conference Presentation Travel Award
When funds are available, calls for applications will be sent via email for the DPH Conference Presentation Travel Award. This award is intended to fund DPH students who have been invited to give oral presentations at conferences other than APHA, or poster presentations at any conference (including APHA). Detailed eligibility requirements will be included with the call, which usually goes out towards the end of the spring semester. Students may submit proposals to cover the expenses related to conferences that they already attended or plan to attend during the current academic year.

CUNY SPH APHA Oral Presentation Awards
The CUNY SPH Dean has agreed to fund DPH students who have been invited to give an oral presentation at the annual APHA meeting. Calls for applications will be sent via email for students presenting an oral paper at APHA.
GC Institutional Aid

CUNY Tuition Award - GC Office of Financial Aid
Calls for nomination are sent via email within the first few weeks of each fall and spring semester. This award is not available during the summer. The award covers only New York State tuition charges. If an out-of-state or international student is eligible, they must pay the difference between their tuition charges and the NYS charges at the same level.
Eligibility:
1) Registered full time (7 or more credits);
2) A doctoral level student;
3) Teaching a minimum of 3 credits at a CUNY institution on an adjunct line or be on a graduate assistantship line;
4) Be within your first 10 semesters of attendance in the program;
5) Not have tuition covered by any other tuition award.
http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance/GC-Institutional-Aid

GC Certificate Program GC Centers & Institutes Fellowships/Awards
Please check the Professional Development section of this manual on page 71 for information on all available Certificate and Interdisciplinary Concentrations of which many offer Fellowships and Awards. The below are examples that are currently known to be available to DPH students.

Demography Fellowship (available to students enrolled in the Demography Certificate Program)
Continuing students should apply by submitting the following materials to Demography Certificate Program Coordinator, Shiro Horiuchi shoriuch@hunter.cuny.edu and to CIDR Director, Neil Bennett Neil.Bennett@baruch.cuny.edu: Curriculum Vitae, transcripts, any relevant publications, a 1-2 page description of research interests, and progress toward the dissertation, if applicable.
http://www.cuny.edu/about/centers-and-institutes/cidr/cpd.html

Women’s Studies Fellowships & Awards
Please check each award’s details as some are available only to students enrolled in the Women’s Study Certificate Program, while others are available to all GC students.
Since 1977, the Center for the Study of Women and Society has promoted interdisciplinary feminist scholarship. The focus of the Center's research agenda is the study of gender, sexuality, race, ethnicity, class and nation in relationship to the experiences of women and men in societies around the world.
http://web.gc.cuny.edu/womenstudies/center/fellowships.html#Heilbrun

New Media Lab
THE NEW MEDIA LAB (NML) works with Graduate Center and CUNY faculty and doctoral students from a variety of academic disciplines to conceive and create groundbreaking multimedia projects based on student and faculty scholarly research. Our goal is to integrate digital media into traditional academic practice, challenging scholars to develop fresh questions in their respective fields using the tools of new technology. The NML is committed to a vision of new technology based on open access to ideas, tools, and resources. With ongoing support from CUNY, the New Media Lab has become a dynamic environment in which projects funded by the National Endowment for the Humanities, the Rockefeller Foundation, and other private and public sources demonstrate new approaches and methods of merging digital media, scholarship, and learning.
http://newmedialab.cuny.edu/
CUNY SPH Centers & Institutes
CUNY School of Public Health faculty are affiliated with several City University of New York research centers and institutes. These provide opportunities for faculty and student research.
http://sph.cuny.edu/research/centers-institutes/

GC Office of Research and Sponsored Programs
The Graduate Center Office of Research and Sponsored Programs (RSP) is the central administrative unit for overseeing GC-CUNY applications for, and awards of, governmental and foundation funding. The RSP is ready to answer questions about proposal preparation, submission, and administration for the entire GC Community including faculty and staff, Research Centers and Institutes, and, of course, students!

Funding opportunities, searchable databases as well as information on the Doctoral Student Research Grant Program, can be found at the link below.

Doctoral Student Research Grant Program (DSRG)
The mission of the Doctoral Student Research Grant Program is to foster a research-oriented academic culture among doctoral students and to encourage interdisciplinary discourse at the CUNY Graduate Center by: (a) providing incentives for students to model and meet, early in their careers, the requirements for succeeding in the competition for funds by clearly defining a problem, a project, and a realistic budget; (b) providing an occasion for faculty-student mentoring relationships that are oriented around the concrete problems of proposing, planning for, and executing research; and (c) furthering student professional progress by providing funds for pre-doctoral research publications, presentations, and professional networking. Applications are usually due in December or January.

http://www.gc.cuny.edu/About-the-GC/Resource-Services/Sponsored-Research-Grant-Funding

CUNY-Wide Scholarships & Fellowships

CUNY listings of available scholarships
Be aware that this section of the general CUNY website includes scholarships for all levels of higher education.
http://www.cuny.edu/admissions/financial-aid/scholarships.html

Macaulay Honors College Instructional Technology Fellows (ITFs)
Doctoral students in all disciplines at the CUNY Graduate Center are welcome to apply for the ITFs fellowship. Applicants must be currently registered full-time doctoral students at the CUNY Graduate Center in good academic standing to apply, and if selected as ITFs, must be registered, in good academic standing, and at level II or III at the CUNY Graduate Center during the period of the fellowship. Applicants should be interested in integrating technology and pedagogy for the benefit of students and faculty, both inside and outside of the classroom. They should also be eager to participate with other Instructional Technology Fellows in a multidisciplinary environment whose focus changes semester to semester.
http://macaulay.cuny.edu/eportfolios/itfprogram/
Federal Assistance

Federal Work Study
Federal Work-Study awards are based solely on financial need as defined by federal law. Federal Work-Study awards are packaged each spring for the following academic year. Because Federal Work-Study funds are limited, only students who have their FAFSA on file by the priority deadline (April 30th) are initially considered for awards. Federal Work-Study positions are assigned by the Executive Officer.

Fulbright U.S. Student Program- GC Provost's Office
Established in 1946, the Fulbright Program aims to increase mutual understanding between the peoples of the United States and other countries, through the exchange of persons, knowledge, and skills. Sponsored by the U. S. Department of State, Fulbright, the largest U.S. international exchange program, provides funds for students, scholars, and professionals in all fields of study to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools.

Fulbright-Hays Doctoral Dissertation Research Abroad Program (DDRA)- GC Office of the Vice President for Student Affairs
The Fulbright-Hays Doctoral Dissertation Research Abroad Program (DDRA) funds individual doctoral students to conduct research in modern foreign languages and area studies for periods of 6 to 12 months. This program is sponsored by the U. S. Department of Education (ED) and is not related to the IIE Fulbright program, which is run by the State Department. The Fulbright-Hays DDRA Program is for students who intend to conduct dissertation research outside of the United States, excluding the countries of Western Europe, and is of particular interest to (but not limited to) students in the social sciences.

http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance/Federal-Assistance
Student Community

CUNY Academy Health Student Chapter
Initiated by DPH students, the CUNY Academy Health student chapter aims to encourage the exchange of knowledge, dissemination of research findings, and networking amongst Graduate Center students in health services research and health policy.
For more information on our AcademyHealth student chapter and how to join Academy Health, please email CUNYacademyhealth@gc.cuny.edu
cunyacademyhealth.ws.gc.cuny.edu
facebook.com/CUNYAcademyHealth
facebook.com/groups/CUNYAcademyHealth
linkedin.com/groups?home=&gid=8260481

The Doctoral Students' Council (DSC)
The Doctoral Students' Council (DSC) is the sole policymaking body representing students in doctoral and master's programs at The Graduate Center of The City University of New York.

The DSC allocates a certain amount of money each academic year to the DPH program. These funds will be used as deemed appropriate by the elected student representative.
www.cunydsc.org/
opencuny.org/dscfac/
facebook.com/cunydsc
See page 4 for more on the DSC.

DPH and CUNY SPH Committees
DPH and SPH committees have student representation. Student representatives in DPH committees represent DPH students. This includes going to meetings (once a semester, sometimes more or less), reporting any concerns students have, and also reporting back to the student body any issues or concerns that representatives feel they should know about. Calls for nominees and voting occurs every Fall semester. DPH Executive Committee (3 positions), DPH Elections Committee (1 position), DPH Admissions and Awards Committee (2 positions), DPH Curriculum and Examinations Committee (2 positions), DPH Faculty Appointments Committee (2 positions). SPH committees SPH Faculty-Student Council (1 position), SPH Curriculum Committee (1 position), SPH Assessment Committee (1 position). Incoming and continuing students are encouraged to participate.
See pages 3-4 for more DPH and CUNY SPH governance and student participation.

The CUNY Academic Commons
The CUNY Academic Commons is part of the City University of New York. We are dedicated to the free expression of our users in a collaborative and sharing environment. We are a community that seeks to use the Academic Commons as a means of fulfilling our highest aspirations for integrating technology into our teaching, learning, and collaborating. Members of the faculty, administration, staff, and graduate students of the City University of New York may register on the Site. We will take all reasonable measures to keep information and users safe.
Check the commons for scholarship, fellowship, and award opportunities.
http://commons.gc.cuny.edu/
OpenCUNY
The OpenCUNY Academic Medium is a student-based, open-source, academic, participatory digital medium for the CUNY Graduate Center community.
To date, OpenCUNY has worked with GC students to develop interactive open-source environments for chartered organizations, student associations, GC-based courses, student-run conferences, graduate research, health initiatives, student activism, personal websites, and an array of DSC initiatives.
http://opencuny.org/

Graduate Center Student Intervention Team (GCSIT)
The Graduate Center Student Intervention Team (GCSIT) supports a healthy and safe on-campus environment by assisting students whose behavior is worrisome or disruptive.
Any member of the college community can reach out to the GC Student Intervention Team to report a concern about a student through our on-line reporting form or by calling a the Student Affairs Office at x 7400. The GCSIT will review the report and take appropriate action. Reports may be made confidentially.
www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Resources/Behavioral-Intervention-Team-%28BIT%29

Facebook - CUNY Graduate Center DPH Student Group
The DPH program has a student run Facebook group page.
facebook.com/groups/CUNYDPH/

Facebook - CUNY SPH
facebook.com/CUNYSPH

LinkedIn - CUNY SPH
linkedin.com/grp/home?gid=8244346

Twitter - CUNY SPH
twitter.com/CUNYSPH
Student Electronic Resources

GC Email Accounts
It is a policy of the GC that students regularly check their GC email accounts. Please note that students redirect at their own risk and it is recommend students periodically check their GC email account as they will need to change passwords at least annually. As of May 2015, students are required to have an @gradcenter.cuny.edu email address. This does not apply to faculty or staff who continue to use @gc.cuny.edu addresses.

Banner ID
All GC students are assigned a Banner ID number. This nine digit number is the unique identifier that students use for all administrative purposes with the GC.

The Graduate Center’s Preferred Name Policy
While CUNY recognizes the importance that a change of name might have to students during their time with the University a preferred name is not a legal name, but is generally used to change how others refer to you. For this purpose, students may identify a preferred name to be recorded in the student system. Documents and records that may display a preferred name include, among other things, course rosters, student identification cards, student email addresses, and other documents issued by the University. A preferred name will not be reflected on, among other things, a student’s official academic record, diploma, or transcript. To change the name that is displayed/reflected on the official academic record, diploma, or transcript students must follow the instructions on the Name Change Request Form available in the Registrar’s Office. Official and legal name changes require specific documentation outlined on that form. The preferred name request form is available on the Registrar’s webpage.

Blackboard
Blackboard is an online course management system. In addition to courses that students are registered for, all DPH students have access to CUNY SPH and DPH student Blackboard organizations.

The GC Student Handbook
The Student Handbook for the Graduate Center (GC) of the City University of New York (CUNY) available at http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf. This handbook describes all relevant GC policies and is the official document for students at the Graduate Center. Students are encouraged to review this handbook and are expected to be familiar with all relevant GC policies.

Manhattan Research Library Initiative (MaRLI)
Any New York Public Library cardholder in good standing is eligible to apply to participate in a new library service that offers an unprecedented level of access to our collections. The Manhattan Research Libraries Initiative (MaRLI) offers approved NYPL cardholders the ability to borrow select research library material for at-home use for the first time ever. Additionally, MaRLI participants will be granted access to select materials owned by Columbia University and NYU. http://www.nypl.org/help/research-services/MaRLI

CUNY Libraries Offer Free Access to the New York Times
Register for the NYTimes Academic Pass for free access through the NYTimes website and smartphone apps. If you already have a personal NYTimes subscription, read this post to find out how to cancel it and resubscribe through the Academic Pass. It also includes updated instructions about what to do if you already have a nytimes.com account (free or paid) tied to your CUNY email address. http://gclibrary.commons.gc.cuny.edu/2014/04/09/free-nytimes/
# Information for DPH Faculty Members

## DPH Faculty Members- Roles, Duration, Course Release & Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Term</th>
<th>Course Release</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Officer</td>
<td>Three academic years</td>
<td>Four course releases per year (12 credits total)</td>
<td>See Bylaws and above</td>
</tr>
<tr>
<td>The Deputy Executive Officer</td>
<td>One academic year</td>
<td>Two course releases per year (6 credits total)</td>
<td>See Bylaws and above</td>
</tr>
<tr>
<td>Track Coordinator</td>
<td>Three academic years</td>
<td>Two course releases per year (6 credits total)</td>
<td>See Bylaws and above</td>
</tr>
<tr>
<td>Advisor</td>
<td>Until dissertation stage</td>
<td>No course release</td>
<td>See Bylaws and above</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Three academic years, with option for renewal</td>
<td>Releases for defined activities as shown on this chart</td>
<td>See Bylaws, above, and PSC-CUNY contract</td>
</tr>
<tr>
<td>Chair of a DPH Committee</td>
<td>Three academic years</td>
<td>No course release</td>
<td>See Bylaws and above</td>
</tr>
<tr>
<td>Member of a DPH Committee</td>
<td>Three academic years</td>
<td>No course release</td>
<td>See Bylaws and above</td>
</tr>
<tr>
<td>Chair of First Exam Committee</td>
<td>One exam, as assigned</td>
<td>No course release</td>
<td>Chairs Faculty Committee that rates First Exam</td>
</tr>
<tr>
<td>First or Second Reader of First Exam(s)</td>
<td>One exam, as assigned</td>
<td>No course release</td>
<td>See above</td>
</tr>
<tr>
<td>Sponsor, Chair, and Member on a Second Exam Committee</td>
<td>From proposal to pass of second exam</td>
<td>No course release</td>
<td>See above</td>
</tr>
<tr>
<td>PUBH 900 Supervised Dissertation Research:</td>
<td>From dissertation proposal to defense</td>
<td>One course release for each 5 semesters of sponsorship (can be accrued but not banked) (3 credits total)</td>
<td>See above</td>
</tr>
<tr>
<td>Chair and Reader on a Dissertation Committee</td>
<td>From dissertation proposal to defense</td>
<td>No course release</td>
<td>See above</td>
</tr>
<tr>
<td>PUBH 861 Independent Study:</td>
<td>From registration to completion</td>
<td>One course release for each five semesters of supervision can be accrued (3 credits total)</td>
<td>See above</td>
</tr>
</tbody>
</table>

§For example, sponsoring one student for five semesters or five students for one semester each both result in one course release. Once one release has been accrued it must be used.
GC Elimination of the use of Gendered Salutations and References of Students
Effective Spring 2015, the GC’s policy is to eliminate the use of gendered salutations and references in correspondence to students, prospective students, and third parties.

Instructor to Student Course Ratio
A course will run with a minimum of five registered Graduate Center students. Courses that are team taught by two instructors require a minimum of 12 GC students. However, the decision that a course requires to be team taught is an academic decision, not one based simply on headcount and requires approval of the EO. A second instructor will not be added to a course after the first day of registration for continuing students unless the Provost has reviewed the program’s reason for the requested and grants permission. Minimum enrollment excludes auditors, non-matriculated students, and CUNY masters and undergraduate permits. The single exception is the PUBH 898 Dissertation Seminar where a minimum headcount enrollment that includes Level 3 auditors (PUBH 900) is acceptable.

CUNY SPH Syllabus Templates
All DPH course syllabi must follow the required SPH format. Templates with DPH core and track competencies are on Blackboard. Faculty are to submit syllabi upon request from the DPH and/or CUNY SPH offices for records and to maintain accreditation.

Higher Education Opportunity Act Mandate to Notify Students about Required Course Texts
The College is required by the Higher Education Opportunity Act to make the costs of required course materials known to students when they register for classes. It is necessary to report all required materials for a course that is running. For situations when an instructor does not know the edition of a book, a sample ISBN may be entered. If no texts are required note “no required texts.” If at the time of entry you do not know which texts you plan to use, select texts you are likely to use and note “subject to change.”

Change of Grade Forms
Faculty request a Change of Grade Form from the APO. Change of grade forms may only be signed and submitted by the instructor to the APO.

Notes on Admissions
The GC Admissions Office puts a hold on accepted applicants who have accepted our offer only when they have not completed a required degree (e.g. MPH). If the accepted applicant is missing Masters Core (Biostatistics; Epidemiology; Environmental Health; Social and Behavioral Dimensions of Health; & Health Policy and Management), the GC does not track this information and it is a responsibility of the student, advisor, and TC to do so. Accepted students who wish to defer must write an email appealing to defer to the Chair of the Admissions Committee, the Track Coordinator, or the EO. The Chair notes the deferral to the GC Admissions Office either directly or via the APO. If an incoming student wishes to take a Leave of Absence, they must instead defer.

Faculty Hiring DPH Students
Students may work as research assistants by individual grant holders, but may not act as Teaching Assistant or Graders in the same program that they are attending.

DPH Reappointment
Faculty will be requested to submit a self-assessment report along with a current CV for reappointment to the DPH program. Reappointments occur every three years.
Graduate Center Faculty Policies & Information
Please check the Graduate Center Governance, Policies, & Procedures links for additional information on GC faculty related regulations.
gc.cuny.edu/About-the-GC/Resource-Services/Governance-Policies-Procedures
gc.cuny.edu/Faculty

Room Reservation/Office Space
DPH faculty may make use of the conference room in 3317 at the Graduate Center by reservation only. It should be known that this space is shared by another Graduate Center doctorate program and is not available to the DPH program on Fridays. The conference room in 3317 can be reserved for office hours only by contacting the APO. Larger conference spaces and seminar rooms can be reserved by contacting the APO. The conference room should not be requested for regular class meetings.
Rooms must be requested two weeks in advance and no less than one week in advance.

GC Faculty Building Access After-hours
Faculty may request to the EO to grant after-hours authorization to the Director of Security & Public Safety.

GC Faculty ID Cards
Graduate Center ID Cards can only be obtained in person during regular business hours. Faculty and instructors should contact the APO to request a card. ID Cards require a valid ID Sticker for each semester which can be retrieved from the APO.
Lost ID Cards need to be reported immediately to the Office of Security at (212) 817-7777.

GC Faculty Computer Login and E-Mail Account
A valid Graduate Center Computer Account is required to access computers at the Graduate Center. Once an instructor is appointed to the faculty of The Graduate Center, the APO will contact the faculty member with the required Computer Account User ID and Password. The faculty member will be responsible for creating new his/her password. Problems with GC computers and email should be addressed to the GC Help Desk Helpdesk@gc.cuny.edu (212) 817-7300.
Additionally, it is a GC policy that faculty regularly check their GC email accounts or have it forwarded to their primary CUNY email account. https://wa.gc.cuny.edu/owa/auth/logon.aspx?url=https://wa.gc.cuny.edu/owa/&reason=0

Faculty Courses in Blackboard
All Blackboard courses are hosted on centralized servers at CUNY CIS. DPH courses are created automatically using data provided by the Graduate Center Registrar’s Office. Co-listed courses with the CUNY SPH consortium can be merged (e.g. PUBH 820 Epidemiologic Methods I/EPI 750/ PHE 723). If you are able to log in successfully as a faculty member but do not see your courses listed or need help merging courses, contact the GC Blackboard Administrator directly, Achia Samuels asamuels@gc.cuny.edu 212-817-7314 and/or the Help Desk helpdesk@gc.cuny.edu 212-817-7300.

Faculty Web/Banner
Unlike all other CUNY campuses, the GC uses Faculty Web for attendance and grade recording.
To access Faculty Web, use your 9-digit Banner ID. Upon appointment, you will be notified of your Banner ID. When logging in, be sure to use all the digits including the lead zeros. Your Banner ID and PIN will be the same from semester to semester. Problems with Banner and logging into Banner should be addressed to the GC Office of the Provost at 212-817-7200 provost@gc.cuny.edu. https://ssb.gc.cuny.edu/prod/plsql/twbkwbis.P_WWWLogin

CUNYfirst and the GC
The GC has not fully transferred over to using CUNYfirst and it is not expected to do so until Fall 2016.