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PhD Program
Epidemiology and Translational Science

Graduate Student Handbook
2019 - 2020

Department of Epidemiology & Biostatistics
University of California, San Francisco

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INTRODUCTION

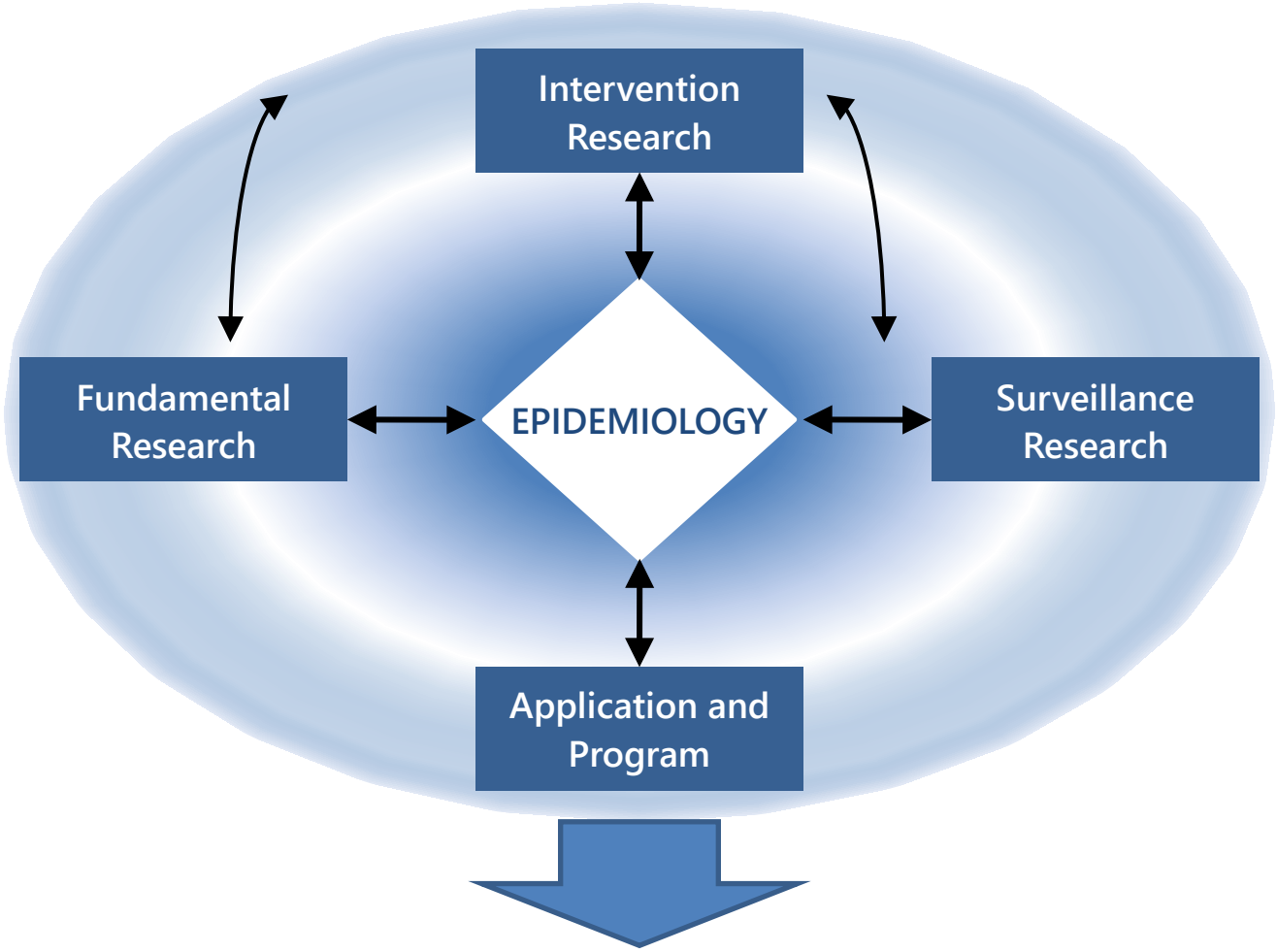
Welcome!

We are pleased to welcome you to the University of California, San Francisco (UCSF) PhD program in Epidemiology and Translational Science (ETS). The program is housed in the Department of Epidemiology and Biostatistics (DEB) in the School of Medicine and is a joint effort with the university's Clinical and Translational Sciences Institute (CTSI). The ETS PhD program is designed to provide rigorous training in epidemiologic and biostatistical methods along with opportunities for practical experience in a wide variety of applied areas to enhance their classroom training. Because of its location in a School of Medicine on a Health Sciences Campus, the number and diversity of opportunities for training in clinical, basic and population health science areas are numerous. This model, integrating formal and applied training, is preparing a new generation of epidemiologists and translational scientists who we envision will transform both clinical practice and population health research.

About the Program

The PhD Degree Program in Epidemiology and Translational Science typically entails a three to five-year course of study. The training prepares graduates to pursue independent research careers in epidemiology and translational science. Most incoming students have completed training at the Master's level in a field relevant to the substance or methods of health research, such as epidemiology, public health, health policy, economics, computer science, or statistics. Occasionally, students without a research Master's degree but with extensive prior research experience (e.g., research engaged clinicians) are also admitted. The PhD program draws upon the strengths of UCSF faculty and the campus to provide in-depth training across a broad range of translational applications for the discipline of epidemiology including epidemiologic and biostatistical methods, genetic, social, and clinical epidemiology and training in the epidemiology of cancer, infectious, neurologic, cardiovascular, musculoskeletal diseases.

Epidemiology serves as a key discipline, an "epicenter" in team science and in problem-based learning. Epidemiologists need expertise in rigorous research tools, along with an understanding of the determinants of population health and patterns of disease. This entails both relevant physiologic principles, the settings in which patterns of disease prevail, and the systems that shape prevention, treatment and recovery.



Source: Adapted from Hiatt RA, Rimer BK. A new strategy for cancer control research. Cancer Epidemiol Biomarkers Prev 1999;11:957-964

Mission and Objectives

The UCSF DEB is the largest department of epidemiology in the University of California system in terms of full-time primary faculty and the number of affiliated faculty. The department pursues its educational and scientific missions within the highly inter-disciplinary context of UCSF, taking a transdisciplinary approach to education and research.

The educational mission of the department is to train students, fellows and faculty in methods and theory for: studying disease etiology and prevention in general populations; evaluating diagnostic tests and treatment efficacy in clinical settings; using evidence-based approaches in clinical practice and population health strategies.

The scientific mission of the DEB is to do outstanding clinical and population-based research across the full range of organization levels – from genes to society – often in collaboration with other disciplines, departments and institutions. The department works to guide the application of research findings in clinical practice and population health.

PART 1: INFORMATION FOR PROSPECTIVE STUDENTS

Statistics on admissions, enrollment, student demographics, and time to degree and completion rates can be found by linking to: https://graduate.ucsf.edu/program-statistics**.** The ETS PhD program is a highly competitive program with an admissions profile similar to other UCSF PhD programs (e.g., PSPG, BMS).

ETS PhD Program Admissions Statistics for Fall 2018		PSPG Statistics*	BMS Statistics*
Total Number of Applications	95	115	525
Number of Applicants who were Offered Admissions	14	13	49
Percentage of Applicants who were Offered Admissions	14.7%	11.3%	9.3%
Number of Accepted Applicants who Enrolled	10	9	20
Percentage Enrolled among Accepted Applicants	71.4%	69.2%	40.8%
Percentage Enrolled among All Applicants	10.5%	7.8%	3.8%

* Pharmaceutical Sciences and Pharmacogenomics (PSPG) and Biomedical Sciences (BMS) PhD programs' Fall 2013 admission statistics are listed here for comparison

Cost of the Program

Fees are subject to change without notice. Fee payment deadline for Fall 2019 is October 2, 2019.

2019-2020 Student Fees (Updated September 2019)

	Annual	Fall	Winter	Spring
Student Service Fee	$1,128	$376	$376	$376
Tuition	$11,442	$3,814	$3,814	$3,814
Community Centers Facilities Fee	$156	$52	$52	$52
Graduate and Professional Students Association	$27	$9	$9	$9
Associated Students of Graduate Division	$36	$12	$12	$12
Student Health Insurance Premium	$5470	$1,824	$1,823	$1,823

Student Health and Counseling Supplement	$150.00	$50.00	$50.00	$50.00
California Resident Total	**$18,409**	**$6,137**	**$6,136**	**$6,137**
Nonresident Supplemental Tuition	$15,102	$5,034	$5,034	$5,034
California Nonresident Total	**$33,511**	**$11,171**	**$11,170**	**$11,170**

Funding Opportunities

Funding sources include graduate student research (GSR) positions on faculty grants, National Institute of Health (NIH) or foundation fellowships to the student, UCSF graduate division merit fellowships, PhD program funding, and student loans. ETS students appointed to GSR positions currently receive a stipend of $40,000 in 2019-2020, with the expectation that they work approximately half time. Students who receive program funding typically have similar work and stipend expectations. Students have previously been successful in applying for UCSF fellowships and grants sponsored by professional organizations (e.g., American Heart Association, American Cancer Society) and fellowships from public and private research institutions (e.g. F31 and R36 grant mechanisms through the NIH). More information can be found at: **https://graduate.ucsf.edu/extramural-fellowships** . We prefer that sponsored awards (e.g. an NIH F31 or R36) to PhD students be administered by the DEB. While we are not averse to other departments handling the administration, the DEB PhD Director and the Finance Manager would first need to discuss and approve. If grants are administered by other departments, please coordinate carefully with the DEB Finance Manager to ensure that your funding is earmarked from the correct sources.

A list of funding opportunities available through the NIH is available at: **http://grants.nih.gov/training**

You are also encouraged to identify funding opportunities specific to your interests using the PIVOT database: https://pivot.proquest.com/funding_main.

Small professional development grants (<$500) are available to attend scientific conferences, outside training, or additional workshops. To apply for these funds, complete the "Student Application for Professional Development Funds" form. More information regarding UCSF fellowships, Travel or Research Awards, and Childcare grants can be found at: https://graduate.ucsf.edu/financial-support/.

Other resources for scholarship and grant opportunities can be found at: **https://finaid.ucsf.edu/types-of-aid/scholarships.**

Financial aid information is available at: **http://registrar.ucsf.edu/new-students/financial-aid**. When considering student loans, you should be aware of the NIH Loan Repayment Program (LRP). The LRP is a mechanism by which NIH pays off student debt for health scientists in selected areas of work. For epidemiology students who graduate with student debt, the LRP has proven extremely helpful. More information is available at: **https://www.lrp.nih.gov.**

Normative Time from Matriculation to Degree

The time needed to complete a PhD in ETS will vary, depending on your training and experience prior to enrolling in the PhD program and the time it takes to complete the dissertation research. Students require two years to complete coursework; the qualifying examination is usually taken before Fall quarter of year three, at which time the student advances to doctoral candidacy. A typical program then entails an additional two to three years to complete the dissertation research. Thus, the time to completion of a PhD in ETS at UCSF for students entering with a Master's degree or the equivalent is expected to be roughly 4-5 years.

Areas of Concentration

Identifying an area of concentration will help you explain your work to others, prepare appropriately to have expertise in your chosen focus area, and thus be competitive in your next professional steps. These are not rigid and you should feel free to combine multiple emphases.

Cancer Epidemiology

- Includes study of cancer prevention and cancer control e.g. the impact of screening, lifestyle, and environmental factors such as diet, physical activity, smoking, and occupational exposures.
- Incorporates cancer genetics, molecular epidemiology, and the discovery/evaluation of biomarkers for predicting cancer outcomes (e.g., plasma, genetic and tumor markers).
- Introduces students to research methods and important issues to consider when making inferences about cancer etiology and trends using epidemiologic data.
- Includes courses on biology, genetics, and clinical management of cancer.
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Clinical Epidemiology & Methods

- Instruction includes both observational and experimental investigative methods spanning the spectrum from disease etiology and prevention to the diagnosis, treatment and prognosis of disease.
- Promotes rigor and clarity in applying clinical research methods for design and execution of informative studies. Training emphasizes the frontier of epidemiologic research methods.

Epidemiology of Aging

- Focuses on aging across the life span and the adaptation and application of research methods to unique health problems in older populations.
- Faculty expertise and research includes population and clinical epidemiology of cognitive decline, dementia, depression, cardiovascular disease, stroke, age-related macular degeneration, musculoskeletal disorders, frailty, osteoporosis, osteoarthritis, successful aging, and longitudinal statistics and methods.
- Faculty and mentors are available at DEB, as well as collaborating institutions, including the U.S. Dept. of Veterans Affairs and UC Berkeley School of Public Health and through California Pacific Medical Center.
- Develops and maintains several large observational studies and clinical trial databases that can be used by students and others.
- Faculty expertise and research includes design and management of multicenter studies, design of observational studies and clinical trials in musculoskeletal and other chronic conditions, the intersection of multiple morbidities in older adults, and defining optimal treatment regimes.
- Special emphasis in cardiovascular research on the comparative effectiveness and cost-effectiveness of policy and clinical decisions related to screening, risk stratification and prevention.

Bioinformatics

- Focuses on the development and application of computational and statistical methods to high-dimensional molecular-level data.

- Special emphasis on genomic and proteomic problems represented by data structures deriving from contemporary high-throughput technologies.
- Faculty and mentors are available in the departmental Division of Bioinformatics, the Graduate Program in Biological and Medical Informatics and in partner institutions in the Bay Area.

Biostatistics

- Research focuses on the development and assessment of methods for analyzing data and designing experiments. Areas of specialty include survival analysis, predictive modeling, longitudinal and clustered data analyses, statistical genetics, analysis of imaging data, data-mining methods, epidemiological methods, Bayesian methods, and computational biology.
- Collaborate with students and faculty on statistical aspects of research projects and grants.
- Provide training on the use of biostatistical methods in research.
- Provide statistical consulting services through the Clinical and Translational Sciences Institute (ctsi.ucsf.edu).

Epidemiology of Cardiovascular and Neurological Disorders

- Cardiovascular epidemiology includes research on the social, behavioral, environmental, and genetic factors that shape population patterns of disease, including heart disease, stroke, dementia and Alzheimer's-related conditions, and risk factors.
- Research to evaluate policy and clinical strategies for prevention and care. Because of the role of the vascular system in brain and heart health, there is substantial overlap between.
- Emphasis on integrating lifecourse perspectives into cardiovascular and neurological disorders epidemiology and enhancing research methods to improve prevention, diagnosis and treatment of these conditions.
- Research using the Cardiovascular Disease Policy Model, a population-level state-transition computer simulation of cardiovascular disease, focuses on understanding trends in CVD risk factors and treatments and evaluating the population-level impact of interventions aimed at reducing the burden of cardiovascular disease.

Global Health

- In-depth study of the application of epidemiology and population-based interventions to improve health and decrease disease and disability internationally, focusing on low and middle-income countries.
- Students are encouraged to take additional coursework in another area, such as environmental and occupational epidemiology, infectious disease epidemiology, maternal-child health or chronic disease epidemiology and in epidemiologic methods, such as implementation science, meta-analysis and systematic review, and clinical trials.
- Faculty members have strong ties to the Global Health Sciences at UCSF, the Center for Global Public Health at Berkeley and major public health agencies, including the Centers for Disease Control and Prevention, the Pan American Health Organization, the World Health Organization (WHO), the United Nations Joint Programme on HIV/AIDS, the Global Fund to Fight AIDS, Tuberculosis and Malaria and the Global Alliance for Vaccines and Immunizations.

Genetic Epidemiology

- Focus on deciphering the genetic basis of disease using measures such as DNA sequence, RNA/gene expression quantification, copy number variants, epigenetics, and gene-environment interaction measures.
- Training in unique study designs and statistical methods to explore genetic influences in epidemiologic

studies.
- Using genetic information to evaluate long term health effects of modifiable phenotypes, e.g., with instrumental variables/Mendelian Randomization models.

Infectious Disease Epidemiology
- Provides in-depth study of the biological features of infectious and tropical diseases, both domestically and globally.
- Emphasizes the use of epidemiologic methods to study the social and biological determinants of infectious disease transmission, pathogenesis, immunity and control.
- Students achieve basic mastery of microbiology and immunology in addition to methods to understand transmission dynamics and the impact of prevention and treatment interventions.
  Students are encouraged to take additional coursework in another area, such as implementation science, meta-analysis and systematic review, mathematical modeling and clinical trials.

Reproductive, Perinatal and Neonatal Epidemiology

- Addresses the health of women related to contraception, reproductive control, pregnancy, childbirth and the health of infants, including neonates.
- Builds on the expertise of the UCSF Preterm Birth Initiative and other transdisciplinary work
- Incorporates both domestic US and global perspectives.

Research Methods in Epidemiology

- Focuses on the development of and instruction regarding contemporary methods in epidemiologic and clinical research.
- Topics include methods in the "Big 6" objectives/purposes of epidemiologic and clinical research: description, causation, attribution, interaction, mediation and prediction.
- Emphases are on modern causal inference methods in observational research settings and to leverage randomized or quasi-randomized studies.

Social Epidemiology and Health Disparities
- Focuses on theory and methods relevant to understanding the social determinants of health and disease including socioeconomic status, race/ethnicity, geography, the built environment, psychosocial risk factors, and related variables.
- Special emphasis on training in translation of theoretical ideas of social epidemiology into actionable strategies for promoting population health and reducing health disparities.
- Faculty and mentors are available in the department and its affiliated faculty as well as in partner institutions in the Bay Area.

Faculty

DEB faculty are engaged in a broad variety of clinical research, epidemiologic studies, and methodologic activities that are described in the areas of concentration. Each area of concentration lists the DEB primary faculty and affiliated faculty with links to their personal UCSF profiles or other descriptive sites. The current list of DEB faculty and affiliated faculty can be found at: **https://epibiostat.ucsf.edu/faculty**

PART 2: INFORMATION FOR INCOMING STUDENTS

The PhD program creates a smartsheet folder for all students. This folder can be used to track your courses, meetings with Maria, Pam, or Dave, and documents such as research rotation, professional development supports, or independent study reports.

Important Contacts:

ETS PhD Program Leadership

Director:	Maria Glymour, SD – email: maria.glymour@ucsf.edu
Assistant Director:	Dave Glidden, PhD – email: david.glidden@ucsf.edu
Faculty Lead:	Pam Murnane, PhD – email: pamela.murnane@ucsf.edu
Program Manager:	Victoria Mansour – email: Victoria.mansour@ucsf.edu

Training in Clinical Research (TICR) Program Coordinator

Clair Dunne – email: cdunne@psg.ucsf.edu

Graduate Division Office

Associate Dean of Graduate Programs

Elizabeth Silva, PhD – email: elizabeth.silva@ucsf.edu

Director of Student Financial Support

Wendy Winkler-Sawyer - email: wendy.winkler@ucsf.edu

Karen Thiemann – email: Karen.Thiemann@ucsf.edu

Admissions and Student Academic Progression

Christian Sweatt – email: Christian.sweatt@ucsf.edu

Administrative Resources

UCSF ID badge - WeID

New students who have not already obtained their student ID card via the student portal will need to obtain a UCSF photo ID card by contacting the UCSF Police Department WeID program at 415-476-2088. You can submit a photo online through the Student Portal and pick up your ID card after the photo is approved at the Parnassus WeID office at 500 Parnassus Ave. Millberry Union, P-7, Room 18, Hours: Monday-Fridays 7:15 a.m. - 4:30 p.m. or by appointment at the Mission Bay WeID office at 600 16th St, Genentech Hall, Room 124, Hours: Wednesdays 9:00 a.m. - 4:00 p.m. More information about ID cards can be found at: **http://registrar.ucsf.edu/new-students/weid.**

Housing

On-campus housing at UCSF may be a challenge as selection for very few openings is done via a lottery. In addition to relying on the primary source of information about living on campus via the Campus Life Services website (**https://campuslifeservices.ucsf.edu/housing/?goto=start**), you are encouraged to explore off-campus housing options through typical housing search methods. In addition, the Graduate Division hosts a housing information listserv moderated by members of the Graduate & Professional Student Association. They may offer possible on or off-campus housing opportunities. For more info and instructions to link into the listserv, go to: https://graduate.ucsf.edu/housing.

Student Health Insurance

All registered students are automatically enrolled in the UC Student Health Insurance Plan (UC SHIP). If you have a health insurance plan that meets a minimum benefits level you are eligible to waive the UC SHIP. The deadline to apply for a waiver is September 12 for students beginning in Fall 2019. More information is available at: **http://registrar.ucsf.edu/new-students/studenthealth** and at: **http://studenthealth.ucsf.edu/insurance/enrollment-eligibility.** Students who opt for insurance fee waivers must also notify the PhD Program Manager so that fee adjustments may be accurately recorded.

Statement of Legal Residence

New Students will need to complete the Statement of Legal Residence on the "CA Residency" tab on the Student Portal on MyAccess. This must be submitted and processed before you can register for courses.

Registration & Study List Filing

Registration at UCSF is the process by which the registrar is notified of the student's intent to take classes each quarter. Signing up for specific classes is a separate process referred to as "filing a study list" and is done through the Student Portal of the UCSF MyAccess System.

For classes administered by the TICR program (which include many of the courses you will take as an incoming student), you must *also* notify TICR staff of the courses you intend to enroll in prior to each quarter. This is typically done by responding to an email query sent by TICR staff about 2-3 weeks prior to the start of the next quarter. It is important to let the TICR staff know about your intentions because otherwise you may miss out on important class notifications and assignments. TICR staff does not rely on the UCSF central registration system because for course management they need information much more quickly than is available from the UCSF umbrella registration system. Thus, you will be expected to register with both systems.

Study List Filing

A study list must be filed with both the Registrar and with TICR prior to the start of each quarter in order to enroll in courses. The study list is a record of course enrollment, number of units, instructor, and the grading option. You can change your study list several weeks into the quarter, and also note that it is important to let TICR staff know your enrollment plans before the quarter begins. You must be enrolled for at least 8 units in order to be considered a full time student for that quarter. When you have advanced to candidacy and completed all coursework, you can enroll in "Dissertation units" to fulfill the 8 unit requirement. More information can be found at: **http://registrar.ucsf.edu/registration/study-list-filing.**

Human Subjects Research Training

Given the importance of human subjects concerns throughout epidemiologic research, we recommend that students complete **CITI training** in the Fall quarter of their first year. More info can be found at: **www.research.ucsf.edu/chr/Train/CITI_FAQ.asp**

Course Enrollment

Study list filing normally opens 4-7 weeks prior to the start of the quarter and closes at the end of the change period (e.g. the Fall 2019 study list filing is available starting August 12, 2019 until October 18, 2019). You must enroll in a minimum number of 8 units by the end of the change period, which is approximately 5-6 weeks after the quarter begins. Please check the "Summary" tab in the student portal for the enrollment deadlines that apply (e.g. the study list filing deadline for Fall 2019 is Oct. 18, 2019). A $50 late fee applies if minimum enrollment requirement deadline date is not met.

Note: You will not be able to enroll in courses if a hold has been placed on registration. Please work directly with the office that placed the hold promptly and avoid the late fee for course enrollment.

Financial aid recipients will need to meet the minimum enrollment requirement deadline before release of financial aid can be made.

Study List Filing Dates (See https://registrar.ucsf.edu/registration/deadlineshome)

Change Period

After study list filing opens, courses may be added or dropped and, for some courses, instructor changes, number of units or grading option can also be made. Online changes are made via the "Study List" tab. It is important to be aware of the study list filing dates. Changes in the study list after the study list filing deadline date requires a Study List Change Petition to be filed and a $5 fee. Please check the deadline for filing a Study List Change Petition. Any study lists filed after the deadline date will require a Late Study List Petition and payment of $50 late fee.

All of the above deadline dates can be found by linking to:
https://registrar.ucsf.edu/registration/study-list-filing#Study_List_Filing_Dates

Academic and Administrative Calendars

Note that TICR courses often begin earlier than the UCSF calendar would indicate, so you need to check both.

Academic and Administrative Calendar 2019 - 2020

First Summer Session 2019	30 days of instruction	
Session begins	June 17	Monday
Instruction begins	June 17	Monday
Independence Day holiday	July 4	Thursday
Instruction ends	July 29	Monday
Session ends	July 29	Monday
Second Summer Session 2019	30 days of instruction	
Session begins	July 30	Tuesday
Instruction begins	July 30	Tuesday
Labor Day holiday	September 2	Monday
Instruction ends	September 10	Tuesday
Session ends	September 10	Tuesday
Summer Term 2019	60 days of instruction	
Session begins	June 17	Monday
Instruction begins	June 17	Monday
Independence Day holiday	July 4	Thursday

Labor Day holiday	September 2	Monday
Instruction ends	September 10	Tuesday
Session ends	September 10	Tuesday
Fall Quarter 2019	49 days of instruction	
Fall quarter begins	September 11	Wednesday
Instruction begins	September 26	Thursday
Veterans Day holiday	November 11	Monday
Thanksgiving holiday	November 28	Thursday -
	November 29	Friday
Class instruction ends	December 6	Friday
Final exams	December 9	Monday -
	December 13	Friday
Christmas holiday	December 24	Tuesday -
	December 25	Wednesday
Fall quarter ends	December 31	Tuesday
New Year's holiday	December 31	Tuesday
Winter Quarter 2020	48 days of instruction	
Winter quarter begins	January 1	Wednesday
New Year's holiday	January 1	Wednesday
Instruction begins	January 6	Monday
Martin Luther King, Jr. Day holiday	January 20	Monday
Presidents Day holiday	February 17	Monday
Class instruction ends	March 13	Friday
Final exams	March 16	Monday -
	March 20	Friday
Cesar Chavez, Sr. Day holiday	March 27	Friday
Winter quarter ends	March 29	Sunday
Spring Quarter 2020	49 days of instruction	
Spring quarter begins	March 30	Monday
Instruction begins	March 30	Monday

Memorial Day holiday	May 25	Monday
Class instruction ends	June 5	Friday
Final exams	June 8	Monday -
	June 12	Friday
Spring quarter ends	June 14	Sunday

Academic and Administrative Calendar 2020 - 2021

First Summer Session 2020	30 days of instruction	
Session begins	June 15	Monday
Instruction begins	June 15	Monday
Independence Day holiday	July 3	Friday
Instruction ends	July 27	Monday
Session ends	July 27	Monday

Second Summer Session 2020	30 days of instruction	
Session begins	July 28	Tuesday
Instruction begins	July 28	Tuesday
Labor Day holiday	September 7	Monday
Instruction ends	September 8	Tuesday
Session ends	September 8	Tuesday

Summer Term 2020	60 days of instruction	
Session begins	June 15	Monday
Instruction begins	June 15	Monday
Independence Day holiday	July 3	Friday
Labor Day holiday	September 7	Monday
Instruction ends	September 8	Tuesday
Session ends	September 8	Tuesday

Fall Quarter 2020	49 days of instruction	
Fall quarter begins	September 9	Wednesday
Instruction begins	October 1	Thursday
Veterans Day holiday	November 11	Wednesday

Thanksgiving holiday	November 26	Thursday -
	November 27	Friday
Class instruction ends	December 11	Friday
Final exams	December 14	Monday -
	December 18	Friday
Christmas holiday	December 24	Thursday -
	December 25	Friday
Fall quarter ends	December 31	Thursday
New Year's holiday	December 31	Thursday
Winter Quarter 2021	48 days of instruction	
Winter quarter begins	January 1	Friday
New Year's holiday	January 1	Friday
Instruction begins	January 4	Monday
Martin Luther King, Jr. Day holiday	January 18	Monday
Presidents Day holiday	February 15	Monday
Class instruction ends	March 12	Friday
Final exams	March 15	Monday -
	March 19	Friday
Cesar Chavez, Sr. Day holiday	March 26	Friday
Winter quarter ends	March 28	Sunday
Spring Quarter 2021	49 days of instruction	
Spring quarter begins	March 29	Monday
Instruction begins	March 29	Monday
Memorial Day holiday	May 31	Monday
Class instruction ends	June 4	Friday
Final exams	June 7	Monday -
	June 11	Friday
Spring quarter ends	June 13	Sunday

Academic and Administrative Calendar 2021 - 2022

First Summer Session 2021	30 days of instruction

Session begins	June 14	Monday
Instruction begins	June 14	Monday
Independence Day holiday	July 5	Monday
Instruction ends	July 26	Monday
Session ends	July 26	Monday

Second Summer Session 2021	30 days of instruction	
Session begins	July 27	Tuesday
Instruction begins	July 27	Tuesday
Labor Day holiday	September 6	Monday
Instruction ends	September 7	Tuesday
Session ends	September 7	Tuesday

Summer Term 2021	60 days of instruction	
Session begins	June 14	Monday
Instruction begins	June 14	Monday
Independence Day holiday	July 5	Monday
Labor Day holiday	September 6	Monday
Instruction ends	September 7	Tuesday
Session ends	September 7	Tuesday

Fall Quarter 2021	49 days of instruction	
Fall quarter begins	September 8	Wednesday
Instruction begins	September 23	Thursday
TICR Instructions begins		
Veterans Day holiday	November 11	Thursday
Thanksgiving holiday	November 25	Thursday -
	November 26	Friday
Class instruction ends	December 3	Friday
Final exams	December 6	Monday -
	December 10	Friday
Christmas holiday	December 24	Friday -
	December 27	Monday

New Year's holiday	December 30	Thursday -
	December 31	Friday
Fall quarter ends	December 31	Friday
Winter Quarter 2022	48 days of instruction	
Winter quarter begins	January 1	Saturday
Instruction begins	January 3	Monday
Martin Luther King, Jr. Day holiday	January 17	Monday
Presidents Day holiday	February 21	Monday
Class instruction ends	March 11	Friday
Final exams	March 14	Monday -
	March 18	Friday
Cesar Chavez, Sr. Day holiday	March 25	Friday
Winter quarter ends	March 27	Sunday
Spring Quarter 2022	49 days of instruction	
Spring quarter begins	March 28	Monday
Instruction begins	March 28	Monday
Memorial Day holiday	May 30	Monday
Class instruction ends	June 3	Friday
Final exams	June 6	Monday -
	June 10	Friday
Spring quarter ends	June 12	Sunday

Academic and Administrative Calendar 2022 - 2023

First Summer Session 2022	30 days of instruction	
Session begins	June 13	Monday
Instruction begins	June 13	Monday
Independence Day holiday	July 4	Monday
Instruction ends	July 25	Monday
Session ends	July 25	Monday
Second Summer Session 2022	30 days of instruction	

Session begins	July 26	Tuesday
Instruction begins	July 26	Tuesday
Labor Day holiday	September 5	Monday
Instruction ends	September 6	Tuesday
Session ends	September 6	Tuesday

Summer Term 2022	60 days of instruction	
Session begins	June 13	Monday
Instruction begins	June 13	Monday
Independence Day holiday	July 4	Monday
Labor Day holiday	September 5	Monday
Instruction ends	September 6	Tuesday
Session ends	September 6	Tuesday

Fall Quarter 2022	49 days of instruction	
Fall quarter begins	September 7	Wednesday
Instruction begins	September 22	Thursday
Veterans Day holiday	November 11	Friday
Thanksgiving holiday	November 24	Thursday -
	November 25	Friday
Class instruction ends	December 2	Friday
Final exams	December 5	Monday -
	December 9	Friday
Christmas holiday	December 26	Monday -
	December 27	Tuesday
New Year's holiday	December 30	Friday -
Fall quarter ends	December 31	Saturday

Winter Quarter 2023	48 days of instruction	
Winter quarter begins	January 1	Sunday
New Year's holiday	January 2	Monday
Instruction begins	January 9	Monday

Martin Luther King, Jr. Day holiday	January 16	Monday
Presidents Day holiday	February 20	Monday
Class instruction ends	March 17	Friday
Final exams	March 20	Monday -
	March 24	Friday
Cesar Chavez, Sr. Day holiday	March 31	Friday
Winter quarter ends	April 2	Sunday
Spring Quarter 2023	49 days of instruction	
Spring quarter begins	April 3	Monday
Instruction begins	April 3	Monday
Memorial Day holiday	May 29	Friday
Class instruction ends	June 9	Friday
Final exams	June 12	Monday -
	June 16	Friday
Spring quarter ends	June 18	Sunday

Academic and Administrative Calendar 2023 - 2024

First Summer Session 2023	30 days of instruction	
Session begins	June 19	Monday
Instruction begins	June 19	Monday
Independence Day holiday	July 4	Tuesday
Instruction ends	July 31	Monday
Session ends	July 31	Monday
Second Summer Session 2023	30 days of instruction	
Session begins	August 1	Tuesday
Instruction begins	August 1	Tuesday
Labor Day holiday	September 4	Monday
Instruction ends	September 5	Tuesday
Session ends	September 5	Tuesday
Summer Term 2023	60 days of instruction	
Session begins	June 19	Monday

Instruction begins	June 19	Monday
Independence Day holiday	July 4	Tuesday
Labor Day holiday	September 4	Monday
Instruction ends	September 5	Tuesday
Session ends	September 5	Tuesday
Fall Quarter 2023	49 days of instruction	
Fall quarter begins	September 6	Wednesday
Instruction begins	September 28	Thursday
Veterans Day holiday	November 10	Friday
Thanksgiving holiday	November 23	Thursday -
	November 24	Friday
Class instruction ends	December 8	Friday
Final exams	December 11	Monday -
	December 15	Friday
Christmas holiday	December 25	Monday -
	December 26	Tuesday
New Year's holiday	December 29	Friday -
Fall quarter ends	December 31	Sunday
Winter Quarter 2024	48 days of instruction	
Winter quarter begins	January 1	Monday
New Year's holiday	January 1	Monday
Instruction begins	January 8	Monday
Martin Luther King, Jr. Day holiday	January 15	Monday
Presidents Day holiday	February 19	Monday
Class instruction ends	March 15	Friday
Final exams	March 18	Monday -
	March 22	Friday
Cesar Chavez, Sr. Day holiday	March 29	Friday
Winter quarter ends	March 31	Sunday
Spring Quarter 2024	49 days of instruction	
Spring quarter begins	April 1	Monday

Instruction begins	April 1	Monday
Memorial Day holiday	May 27	Monday
Class instruction ends	June 7	Friday
Final exams	June 10	Monday -
	June 14	Friday
Spring quarter ends	June 16	Sunday

Graduate (Academic) Advisors

A DEB faculty member will serve as your academic advisor during the 1st and 2nd years in the PhD program, henceforth known as a Graduate Advisor. Graduate Advisors offer guidance to help students clarify their research interests, prioritize training areas to match their goals, and identify important professional development strategies and provide oversight for the student's academic progress, e.g., coursework, professional conferences, identifying other faculty to meet with, possible funding opportunities.

Incoming students will be matched with a Graduate Advisor who has the relevant background to guide them during your first years in the program. You should meet with your Graduate Advisor at least once a quarter to discuss coursework and for general advice. Graduate Advisors are important in helping you identify a research advisor if you do not already have one. In some cases, your Graduate Advisor may become your primary research advisor for your dissertation work, but this is not necessary.

Research (Dissertation) Advisors

During the first two years in the program, you will need to identify a UCSF faculty member to serve as your primary mentor for your dissertation work, henceforth known as a Research Advisor. This person may or may not be the same person as your Graduate Advisor. Your Research Advisor's role is to help you:

- Identify a dissertation topic, i.e., define a specific, manageable set of research questions which would coincide with the required 3 publishable papers to complete the PhD program.
- Identify other appropriate research committee members, i.e., individuals with appropriate expertise to oversee the dissertation research.
- Oversee dissertation research and help you to stay on track, solve problems, and think seriously about the substantive questions in your research area.
- Obtain funding to support your stipend and tuition.
- Plan for next stages of your career. This means considering professional development goals, thinking about post-doctoral programs or other next steps, meeting major researchers in the field, attending conferences, etc.

Part of the role as a student's Research Advisor is to help students protect time to complete training, e.g., attend classes and pursue his or her independent research project. Note that if your Research Advisor is outside of the DEB or is unfamiliar with the PhD program, you will be assigned a Graduate Advisor who will serve as an academic advisor regardless of your year in the program. If the Research Advisor is closely affiliated with the PhD program, they will also serve as the student's Graduate Advisor and help the student choose courses. When considering possible Research Advisors, discuss the pros and cons of alternative mentors with your Graduate Advisor. See Part 5 for more information on the dissertation and choosing a Research Advisor.

Because the PhD program is fairly small in the context of UCSF, many research advisors will not be familiar with programmatic rules. Feel free to ask Victoria, Maria, Pam, or Dave questions if your advisor isn't sure.

Choosing an Area of Concentration and Courses

Choose an Area of Concentration (AOC) that fits with your own long-term passion. It is fine to combine areas of concentration or pursue multiple areas, but recognize that there is an opportunity cost to being too diffuse. You should identify areas in which you want to develop a depth of knowledge. The areas of concentration are intended both to help guide you regarding the substantive knowledge and methodological tools you need in particular fields, and to help you communicate to other people (potential employers) what your areas of interest are.

Recommended courses are listed for each AOC. These courses were chosen by faculty to cover specific relevant knowledge, and are therefore likely to include content that would be addressed in your qualifying examination. You should discuss with your advisor whether there are other classes that might cover important content for your interests. You may find many other courses at UCSF (in other departments, see the UCSF course catalog at: **http://coursecatalog.ucsf.edu)**, at UC Berkeley, Stanford, or other area universities. The curriculum here is very flexible, with a generous allocation for pass/fail classes or independent studies. The intention of this flexibility is to allow you to pursue topics that are not addressed in an existing class and to take courses that you expect will be very challenging. Your role as an epidemiologist will entail collaborations with people from many fields, including physicians, basic scientists, data mavens, social scientists, and policy leaders. We encourage you to pursue coursework in which you will encounter classmates and research from these fields. In some cases, a course that seems ideal with respect to content may not quite fit with your schedule or other constraints. If so, it may be possible to enroll in some version of the course as an independent study, either mentored by the primary faculty or by another faculty member.

PART 3: COURSEWORK

Required Coursework

PhD students are required to spend six quarters in residence taking coursework. You must enroll in a minimum of eight units per quarter and must complete a total of 52 units to complete the ETS requirements. Overall, you are expected to develop expertise in epidemiologic theory and methods, biostatistics, and a "third area" (i.e., not epidemiology or biostatistics) designated by you, your AOC, that is relevant to your research interests (e.g. demography, anthropology, oncology, behavioral science, virology). To accomplish this, you will take a series of advanced doctoral level courses during your first two years in the PhD program.

Expected courses include: 1) three quarters of advanced epidemiologic methods sequence, 2) a five-quarter intermediate to advanced biostatistics sequence, 3) topic specific epidemiology ("elective") courses and 4) a PhD Seminar throughout the program.

PhD Seminar

All ETS PhD students will meet for a two-hour seminar every other week which will include topics of importance in the practice of epidemiology, the opportunity to present and listen to students' works in-progress (WIP) research, and will address professional development areas. First year students will *additionally* meet on alternating weeks for a faculty-facilitated seminar emphasizing epidemiologic methods to supplement core coursework. During this first year, we work through an applied data project from beginning to end over the course of the year. In other words, PhD seminar meets every week for first year students. You are free to enroll in an extra 1 unit of independent study to account for the extra work of first-year seminar.

In addition to the six quarters of residency (during which coursework is typically completed) a two-part written qualifying examination and the completion of an approved dissertation are required for graduation from the PhD program.

Guidelines for typical and acceptable courses of study are provided, but variations are liberally considered by the Graduate Advisor depending on the goals and previous training of the student. Note that the qualifying examination includes a core component covering material from core courses in epidemiology and biostatistics, as well as content area component covering specific material likely covered in elective courses associated with each AOC with questions written by each student's qualifying examination committee.

In the first year of study, with the assistance of your Graduate Advisor, you will be expected to formulate a program of study concordant with the expected dissertation topic that would guide topic-specific and experiential course work. These areas or others could be chosen by you, and customized as needed. Formulation of the coherence of the program of study will be your responsibility with oversight and advice from your Graduate Advisor, or Research Advisor, if already identified.

Sample 4-Year Plan of Study

A full course load requires a minimum of eight units per quarter, but more may be appropriate depending on other commitments (students have taken up to 15 units in a quarter). This sample program is to provide some basic guidance and a default timeline, but courses and timing should be modified based on your background and goals. Requirements to test out of a course or replace with equivalent coursework can be provided by each faculty member upon request. A total of 52 units are required for graduation.

To facilitate timely progress in the program, all students will be required to complete annual progress reports and to discuss them with their advisor (Graduate Advisor, or Research Advisor, if already identified).

Notes: *Course Codes (Units) shown below.*
Units noted as (?) depend on your specific course selection.
Expected courses are noted with an asterisk (*). Material in these courses may be included in the core content component of the qualifying exam. Note that EPI 270 is expected for all PhD students in all years unless there is an insurmountable conflict in a quarter. For first year students, EPI270 is a weekly course. For everyone else it is held every other week.

Fall		Winter		Spring	
EPI 203 – Epi Methods I (Core epi measurement and design issues)	(4)	EPI 207* – Epi Methods II (Confounding, interation, measurement, attributable risk, designs)	(3)	EPI 265* – Epi Methods III (Multilevel analysis, mediation, data sources, sampling) (alternates with epi 268)	(2)
EPI 204 – Clinical Epi (Sensitivity, specificity, evidence-based decision making)	(3)	BIOSTAT 208* – Biostats II (Multiple regression)	(3)	BIOSTAT 209 – Biostats III (Longitudinal data)	(3)
BIOSTAT 200* – Biostat I	(3)	EPI 270* – PhD Seminar	(1)	EPI 270 – 1st year PhD seminar	(1)
EPI 270 – 1st year PhD Seminar	(1)	Elective Course	(?)	EPI 297 - Research Team Rotation	(4)

Year 2

Fall		Winter		Spring	
BIOSTAT 210* – Biostats IV (Modeling tools)	(2)	EPI 258 – Grant writing (F31 preparation)	(3)	BIOSTAT 215* – Causal Inference Methods	(3)
EPI 270 – PhD Seminar	(1)	EPI 270* – PhD Seminar	(1)	EPI 270* – PhD Seminar	(1)
				EPI 296 - Teaching Assitanceship	(?)
Epi 297 – Research Team Rotation	(4)	BIOSTAT 296a – Mathematical Foundations of Biostats for Epidemiologist	(1)	BIOSTAT 296b – Mathematical Foundations of Biostats for Epidemiologists	(1)
EPI 296 – Teaching Assitanceship	(?)	EPI 205 – Clinical Trials	(1.5)	EPI 268 – Econometric Methods for Epi (alternates with epi 265)	(2)

Year 3

Fall		Winter		Spring	
EPI 299D – Dissertation	(8)	EPI 299D – Dissertation	(8)	EPI 299D – Dissertation	(8)
EPI 270* - PhD seminar	(1)	EPI 270* - PhD seminar	(1)	EPI 270* - PhD seminar	(1)

Year 4

Fall		Winter		Spring	
EPI 299D – Dissertation	(8)	EPI 299D – Dissertation	(8)	EPI 299D – Dissertation	(8)
EPI 270* - PhD seminar	(1)	EPI 270* - PhD seminar	(1)	EPI 270* - PhD seminar	(1)

Writing a Training Grant

All students are encouraged to write independent training grants for their dissertation research. A grant-writing course held in winter term is designed to support students in developing this grant. Most students take this course in year 2 of the program. An NIH NRSA F31 grant is the most common type of funding mechanism, but students have secured funding from several other sources over the years. Students have been very successful securing F31s or other grants, and this is a huge advantage after you finish the program, both to have the expertise in writing grants and to demonstrate to potential employers your expertise in this. In general, the goal is to submit an F31 proposal in the April cycle of your 2nd year in the program. That means that during fall quarter of your 2nd year, you should be working on research aims, i.e., 2-3 goals that approximately align with your dissertation research. This will take quite a bit of back and forth with your advisor, so start early.

Optional Electives

Many other courses are offered as part of other existing graduate programs at UCSF and at other institutions and UC campuses, such as UC Berkeley, through the Intercampus Exchange Program. Additionally, through the San Francisco Consortium, any regularly enrolled, full-time matriculated student at UCSF may register for courses offered by other member institutions (members include San Francisco State University, Hastings College of the Law). The UCSF-Stanford Exchange allows UCSF students to cross-register for courses at Stanford. To learn more about the Intercampus Exchange Program and cross-registration at other San Francisco Bay Area universities, go to: https://graduate.ucsf.edu/registration-policies-and-deadlines

Example Elective Course Options

Cancer Epidemiology

- EPI 217 – Molecular and Genetic Epidemiology
- EPI 240 – Qualitative Research Methods
- EPI 222 – Health Disparities – What Every Researcher Should Know
- EPI 252 – Cancer Epidemiology
- EPI 214 – Systematic Reviews
- BMS 230 – Advanced Topics in Cancer Research
- EPI 245 – Translating Evidence into Practice

Epidemiology of Aging

- EPI 210 – Epidemiology of Aging
- Sociology 233 – Sociology of Aging
- PH C217D – Biological and Public Health Aspects of Alzheimer's Disease**
- PH C129 – The Aging Human Brain**
- PH 217C – Aging and Public Health**
- Nursing 216B – Cardiovascular Disease II
- TETRAC Seminar

Biostatistics

- PH C240C – Computational Statistics with Applications in Biology and Medicine**
- BIOSTAT 202 – Opportunities and Challenges of Complex Biomedical Data: Introduction to the Science of "Big data"
- EPI 268: Econometric Methods for Causal Inference

Bioinformatics

- EPI 206 – Medical Informatics
- BMI 206 – Introduction to Bioinformatics
- BMI 203 – Biocomputing Algorithms
- BMI 219 – Special Topics in Bioinformatics

Infectious Disease Epidemiology

- IDS 105 – Infection, Immunity & Inflammation
- GH 202A – Communicable Diseases of Global Importance
- EPI 253 – Infectious Disease Epidemiology
- EPI 264 – Spatial Epidemiology

- EPI 261 – Neglected Tropical Disease
- EPI 266 – Mathematical Modeling of Infectious Disease
- PH 242B – Modeling the Dynamics of Infectious Disease Processes**

Global Health

- GHS 201A – Global Public Health
- GHS 202A – Communicable Diseases of Global Importance
- GHS 202B - Chronic Diseases and the Environment
- EPI 242 – Program Evaluation in Clinical and Public Health Settings
- EPI 253 – Infectious Disease Epidemiology
- GHS 202F – Strategic Information in Global Health

Genetic Epidemiology

- EPI 217 – Molecular and Genetics Epidemiology
- PH 256 – Molecular and Genetic Epidemiology & Human Health in the 21st Century**
- BMS 255 – Genetics & Genomics

Environmental and Occupational Epidemiology

- EPI 256 - Environmental and Occupational Epidemiology

Social Epidemiology

- EPI 222 – Health Disparities – What Every Researcher Should Know
- EPI 223 –Advanced Health Disparities Research Seminar
- EPI 268 – Econometric Methods for Epidemiology
- EPI 263 – Demographic Methods for Health
- EPI 264 – Spatial Epidemiology
- EPI 213 – Decision and Economic Analysis
- EPI 217 – Molecular and Genetic Epidemiology
- EPI 249 – Translating Evidence Into Policy
- EPI 214 – Systematic Reviews

** Course is offered at UC Berkeley

Additional classes/lectures from the medical student curriculum NEW

There are additional lecture courses offered by the medical student education that you can have access to as part of the Bridges curriculum. The curriculum is found at http://meded.ucsf.edu/mse/overview. Access to the materials are from the SOM Technology Enhanced Education team. All of the Bridges Curriculum video lessons are organized on one main Lessons Directory page to which you need to request access to. We strongly encourage you to review the content areas related to health outcomes of primary interest to you.

Grades

Course Grading

Instructors are required to assign specific grades for all students and must file course reports with the Registrar at the end of each quarter. Letters grades are reported as follows:

A = excellent	I = incomplete
B = good	S= satisfactory
C = fair	U= unsatisfactory
D = barely passing	IP = in progress

F = failure NR = Not Ready

A course in which you receive a grade of D or F cannot be counted toward a graduate degree, but is calculated as part of the grade point average. If you repeat a course in which a D or an F was reported, the original grade will remain on your record.

Grade points per unit are as follows:

A = 4	D = 1
B = 3	F = 0
C = 2	I = undetermined

Optional Grading (S/U)

Some courses are graded on a satisfactory/unsatisfactory basis only. In all other courses, S/U grading may be offered as an option to graduate students. Unless you elect the S/U option, a letter grade must be assigned. In order to elect the S/U option, you must indicate S/U grading for the course on the study list.

Pass-fail grades for graduate students are reported as S (satisfactory) or U (unsatisfactory). An S grade is awarded for work that would otherwise receive a grade of B or better. Courses graded S are counted toward the unit requirement for a graduate degree but are not calculated in the grade point average. A U grade is assigned whenever a grade of C, D, or F would otherwise be given. You should complete a sufficient number of letter-graded courses to demonstrate concretely the academic quality of your scholarship. We encourage you to consider taking "stretch" courses with the S/U grading; this is a great mechanism to take advanced specialty area courses, for example.

A maximum of ten units of course work for which S/U grading is elected may be used toward the 52-unit requirement for a graduate degree.

Incomplete Grades

The grade "I" is assigned when your work is of passing quality but incomplete for good cause. Assignment of an incomplete grade is at the discretion of the course instructor. You should not request an incomplete grade unless you are unable to complete the work because of sudden illness, personal emergency, or other good cause. An incomplete grade is not to be regarded as the solution to poor performance in a course. An incomplete grade must be removed within one calendar year or by the end of the quarter in which it is next offered. If it is not removed, the grade of F will be assigned.

You must petition to have the "I" grade removed. The "Removal of Provisional Grade" form (**https://registrar.ucsf.edu/forms**) is used for this purpose. You will also need to pay a fee that will be charged upon submission of the petition.

The Registrar will send the instructor the grade report petition. Upon receipt of the petition by the Registrar from the instructor, the "I "grade will be changed on the permanent record.
An "I" grade can delay your progress toward the degree since the Graduate Division will not allow a student to advance to candidacy, apply for filing fee, or graduate with an incomplete grade on the record. You will be reminded of the need to remove "I" grades by the Graduate Division.

Standards of Scholarship

UCSF requires that graduate students must maintain a cumulative grade point average of 3.00 (B) in their programs of study and must make satisfactory progress toward the degree as defined by the ETS PhD

Program Director and Program Steering Committee (PSC). If you fail to maintain a 3.00 GPA or fail to make satisfactory progress toward the degree, you are subject to dismissal by the Graduate Dean after consultation with the PhD Program Director and PSC.

Your progress toward the degree is reviewed periodically by your Graduate Advisor or Research Advisor on a mutually agreed upon schedule and by submitting a "Student Annual Progress Report". Completion of ETS program requirements is documented and maintained in the program's student files by the PhD Program Manager. Any deficiency or failure to meet the standards of the program is discussed with you and confirmed in writing.

Independent Study

Independent study courses are extremely flexible. These courses provide an opportunity for advanced students to meet with individual faculty on study topics of special interest in a tailored manner with individualized readings and experiential learning. You should enroll in EPI 296 for up to four units for the quarter in which you intend to do your independent study (usually independent studies are only one or two units and should be based on your time commitment). If you are pursuing an independent study, you will be expected to write a summary describing the independent study and submit it to the PhD Program Director for approval, in addition to giving a presentation during PhD seminar on the independent study at the end of the quarter.

You should identify a topic of special interest for your independent study, although faculty may suggest modifications or a more specific focus than your original idea. Typically, faculty advisors help you develop a reading list related to the topic and meet with you approximately once a week to discuss the readings as well as other problems you have been puzzling over, and help you in general to gain a deeper understanding of the topic. Sometimes the independent study involves more than readings (e.g. a small and clearly defined data project or developing a plan for a research study). As this is an "independent" study, the onus is on you to guide the content and direction. Independent studies are a way for you to pursue specific research areas outside of coursework and the required Research Team Rotations.

The independent study courses that have been the most successful in the past have frequently been coordinated by a core group of students with shared interests. These students, for example, have invited visiting lecturers to talk about their research, or worked through major textbooks together. We have had both substantive (health and social policy) and methodologic (causal inference) independent study courses. If there is a topic in which you wish to develop greater expertise, we encourage you to meet with other students to see if a small group of students want to launch an independent study.

Required Research Team Rotations

Research Team Rotations provide extensive specialized experiential training with a specific deliverable (e.g. survey instrument, statistical plan, manuscript) which differentiates them from independent studies. You should enroll in EPI 297 for four units for the quarter in which you intend to do your Research Team Rotation.

<u>You are required to complete two quarters of Research Team Rotations</u> (four units each), similar to the Lab Rotation requirement in other established PhD Programs at UCSF (e.g., BMS, BMI and PSPG).
The objectives of these Research Team Rotations are for you to have the opportunity to:

1) Apply concepts taught in formal classes;
2) Learn practical aspects of leading research projects and public health initiatives, including how to work within a research team or group;
3) Acquire exposure to areas of research other than your primary area and establish broader expertise and understanding of epidemiology;
4) Launch projects with potential for developing into dissertation research topics;

5) Decide on a Research Advisor, if not already identified.

At least two Research Team Rotations are required. They are intended to help you expand your breadth of expertise and are not intended to be extensions of work that you are already undertaking with a previously selected Research Advisor. Therefore, if you have already identified a primary Research Advisor for your dissertation work, you are strongly encouraged to pursue Research Team Rotations with two additional faculty or researchers, who are not your Research Advisor. In contrast, if you have not yet identified a Research Advisor, you should pursue Research Team Rotations to help you identify a Research Advisor for your dissertation work. Research Team Rotations are most productive after completing the yearlong sequences in epidemiology methods and biostatistics, as described above. We encourage you to wait until at least spring of year one to begin Research Team Rotations. You are expected to complete both rotations before sitting for your qualifying examination, but if you submit an F31 or other training grant in year 2, this may not be feasible. In this case, it is acceptable to complete your second research rotation in year 3 of the program, after completing your qualifying examination.

Research Team Rotations insert you into active research teams at UCSF or affiliated institutions. Rotations outside of UCSF affiliates may be appropriate based on your goals and research interests, provided appropriate mentorship is available. You are apprenticed under a specific member of the research team (the Rotation Director), who manages and is responsible for your experience. The goal for the Rotation Director is to provide author-level involvement (i.e., participation in research at a level justifying future inclusion as an author on a subsequent publication) for the student, and to help define this involvement such that, at the end of the rotation, you are expected to have produced a specific deliverable.

Fill out the Research Team Rotation Description form, in collaboration with the Rotation Director, when you are ready to propose a rotation and email it to the PhD Program Director and Program Manager. Research Rotation Form is in the Appendix or ask the Program Coordinator. You may be asked to provide more details or clarify the goals of the Research Team Rotation before it is approved. Note Research Team Rotation proposals are typically presented during PhD seminars early in the quarter and findings must be presented at the end of the quarter or beginning of the following quarter.

Examples of useful research products include, but are not limited to: 1) a research questionnaire or other data collection tool; 2) an operations manual chapter; 3) a set of research measurements from a wet lab or other setting; 4) an annotated set of statistical analyses/tables/figures; 5) an abstract for a research conference; and 6) a manuscript for submission to a peer-reviewed journal (a manuscript is the most common tool). You should also produce a short proposal for an ancillary study or analytic project based on the research conducted by the Research Team. These proposals may launch future research projects and collaborations for you. A plan for Research Teams Rotations should be part of the Year 2 Plan of Study approved by the Graduate Advisor. The subject matter for each rotation, however, is not prescribed by the PhD Program and would be determined by the Research Team (represented by the Rotation Director) and by you.

Previous student examples of Research Team Rotations include:

- Developing an analytic plan for an open label extension of a randomized-clinical trial that included the use of marginal structural models (at Genentech).
- Mapping health services outreach visits in Zambia using ArcGIS and QGIS to show differences in health services coverage between interventions vs. control districts (with UCSF faculty).
- Conducting a Genome Wide Association Study to identify polymorphisms associated with specific cancer phenotypes (with UCSF faculty).

- Developing a focus group guide and survey to collect information about diarrhea incidence & burden (with UCSF faculty).
- Learning how to conduct an interrupted time-series analysis using previously collected data (with UCSF faculty).
- Evaluating the link between diabetes and dementia in medical record data (at Kaiser Division of Research).
- Conducting survival analysis and calculating age-adjusted incidence densities using abstracted medical records data.
- Evaluating the efficacy of Topiramate among Alcohol Dependent Individuals with Posttraumatic Stress Disorders (PTSD) using biomarkers of recent alcohol consumption and self-report through time-line follow-back.
- Designing a baseline survey to understand study participant profiles to tailor telephone intervention tool and collect baseline data on diabetes measures.
- Summer rotation at WHO developing tools to assist countries with implementation of WHO systematic screening for Tuberculosis guidelines (at WHO).

At the conclusion of your rotation, the rotation director must email the PhD program director a letter grade and you are expected to present on your rotation experience in PhD Seminar (EPI 270).

Teaching

You will be expected to participate as a teaching assistant in two basic TICR courses. Students will typically serve as a Teaching Assistant (TA) in one Epidemiology course (i.e., EPI 150.03, 202, 203, 204, 205, 207, 211, 213, 217, 245, 265, or 268) and in one Biostatistics course (i.e., BIOSTAT 200, 208, 209, 212, or 215) over a two-year period starting in the second or third year. In most cases, you will have taken these courses in the first or second year. Teaching serves a dual role in the preparation of doctoral level epidemiologists/translational scientists. First, it requires one to improve and organize your own knowledge in the field so that you can present and explain the material to others in an effective manner. Second, it gives you a teaching experience that is invaluable should you continue on to academic positions. Each year sometime in spring quarter, students are asked to rank their preferences for courses to TA. You may not be assigned your top choices but we do our best.

Because the teaching requirement imposes a substantial time commitment, the program provides a quarter of support your tuition/fees for each term you TA (i.e., two terms). You may take this credit any term of the program, it does not have to be the same term that you TA. You may alternatively receive independent study credits for serving as a TA. Unit credits for these teaching roles will be determined based on the number of units for the course you are serving as a TA through enrollment as an independent study in EPI 296.

A second opportunity for you to gain teaching experience is to propose a course for which you will serve as the Co-Course Director and Lecturer under the supervision and sponsorship of a faculty member. If approved, you can receive unit credits for teaching your proposed course, again through enrollment as an independent study, EPI 296. If you are considering this, you should first identify a potential faculty mentor for the course and consult with the PhD Program Director to determine feasibility of administering your proposed course. In past years, student organized courses have been fantastic. Examples include a course on causal inference methods and a course on social policy and health.

In addition, you can receive additional teaching training from the Haile T. Debas Academy of Medical Educators (**http://medschool2.ucsf.edu/academy**); which offers various courses and workshops to faculty and pre-doctoral

fellows in writing a course syllabus, assessment instruments and in-class innovative teaching techniques. The Academy also offers the opportunity to participate in the Teaching Observation Program (TOP) (http://meded.ucsf.edu/cfe/teaching-observation-program) . Another great resource for teaching training is the Zuckerberg San Francisco General Hospital Training and Educational Programs for Underserved Populations (STEP-UP) Course from the Office of Career and Professional Development (https://career.ucsf.edu/step-up-course). This course provides concrete teaching strategies, classroom management and curriculum design.

PART 4: PREPARING FOR YOUR QUALIFYING EXAMINATION

Structure of the Qualifying Examination

You must take and pass a two-part qualifying examination. The "Core" section will assess mastery of core epidemiologic methods and the "Topical" section will establish a level of expertise related to your anticipated research focus. You must apply to the Graduate Division to begin the qualifying examination (using the "Application for the Qualifying Examination" form), with the written approval from the chair of your Qualifying Exam (QE) Committee.

Part 1: Core epidemiologic methods

Part 1 of the QE is offered once a year in late August or early September and all students must write the exam at the same time, after the completion of all required coursework. The exam will be taken over two days with six testing hours at a computer with no internet connection or other resources. The following competencies will be covered: (1) study design and sampling, (2) measurement and validity, (3) bias e.g., confounding, selection bias, information bias and random error, (4) statistical analysis, and (5) surveillance, outcomes, and cost-effectiveness. (Students with a disability, chronic medical condition, pregnancy, recent pregnancy, or pregnancy-related medical condition may be allowed to take the exam on an alternate date, at an alternate time, or with an alternate exam format. See "Requesting Instructions for Requesting Accommodations" and "Instructions for Requesting Parental and Medical Leave." Please consult with Student Disability Services or the Title IX Coordinator at the Office of Diversity and Outreach for additional information on when and how such exceptions may be granted. Please alert the program director, preferably in writing, as early as possible if you think you may need an accommodation so we can plan for this.)

The Core section of the exam is graded by at least two faculty members, masked to the identity of the students. If you receive either a "fail" mark on one or more questions or receive a "marginal pass" mark on two or more questions, we will consider you to have failed Part 1 of the QE. You will be notified of your pass/fail status within 3 weeks of taking the exam. In the event that you fail the Core section, you may take a repeat exam in January or along with the next cohort in September of the following year. The repeat exam will cover all of the above competencies, not just the question(s) you failed. If you fail the Core section again, you may not continue in the program, subject to final review by the PSC.

Any section of the exam on which you receive comments to review the material will require a written response before you proceed to the second, topic-specific, section of the qualifying exam.

We strongly encourage you to study with your classmates for the Core part of the qualifying examination, reviewing coursework and other materials. A practice version of the Core, based on the previous year's exam, will be offered and graded in June. If you pass the practice exam you may sit for the Topic-specific component of the exam during the summer. If you receive a marginal pass or less on the practice Core,

you should spend the summer preparing for the real exam in late August/September, rather than taking the Topic-specific exam.

Part 2: Topic specific expertise and preparation for independent research

The topic-specific component of the QE is an open book, take-home, four-question exam. Exam questions will be prepared by your QE Committee (a committee of faculty that you nominate). Each committee member will contribute one question, after discussion and review with the QE chair and the PhD Program Director about the level and appropriate purview of the questions. Each committee member will grade the question he or she wrote (high pass, pass, marginal pass, fail). All QE members will also have the opportunity to make comments on all question responses, whether or not they contributed the question to ensure that the committee reaches consensus regarding whether the student passes the exam. These comments will be submitted to the QE chair who will communicate the grade to the student. To ensure fairness to all students, final review of the questions and the grades will rest with the PSC.

Faculty will provide word count limits for their respective questions. A typical word length for a question would be around 1000-1,500 words, not including references. Students will have two weeks to complete the exam, and may start at any point after passing the Core component of the QE or successful completion of the practice for the Core.

You will be asked to rewrite any section of the Topic-specific component of the exam marked as a "marginal pass" or "fail." If you receive a "marginal pass" or "fail" on one section, you will have a week after receiving the mark to rewrite the failing sections to be resubmitted for grading (one additional week will be given for each question you must retake). You will submit a point-by-point response to the first review, following the format of responding to a journal article review, along with a revised answer. These will be submitted to the PhD Program Director, the grading faculty, other committee members, and the QE Committee chair; these individuals will make a final recommendation to the PSC if the exam is still deemed to be failing. If your response to a failed question on a Topic-specific component of the exam is again deemed failing, you cannot continue in the program, subject to final review by the PSC.

Choosing a Qualifying Exam Committee

You will propose a Qualifying Exam (QE) committee of four faculty members after consultation with your Graduate Advisor:

1) Chair of the QE Committee	The faculty member designated the chair of the QE Committee must be a UCSF Academic Senate member, a DEB faculty member, and cannot be your Dissertation Committee chair. Your Dissertation Committee chair can be on the QE Committee as a member but cannot serve as the chair of the QE Committee. The chair of the QE Committee coordinates integration of results and convenes a group discussion, if needed.
2) Epidemiologist	You can petition to include faculty who are not UCSF Academic Senate for the Epidemiologist or the Biostatistician members, but the chair and the "Outside Member" must be on the UCSF Academic Senate.
3) Biostatistician	
4) Outside Member	The "Outside Member" must be a UCSF Academic Senate member who is not considered core DEB faculty. *

*Academic senate membership is determined based on the faculty member's exact title (http://regents.universityofcalifornia.edu/governance/standing-orders/so1051.html). If you are uncertain whether a particular faculty member is an academic senate member the Program Manager should be able to tell you.

Each QE Committee member should meet with you prior to the development of exam questions to understand your broad research agenda. The entire committee must review your QE materials and have input into the decision to pass you before a report is made to the Graduate Dean. In the case of a divided vote, individual members of the committee must state their reasons for the affirmative and/or negative votes. The matter is then referred to the Graduate Council for a final decision.

Preparing for Part 1- Core

You should set aside protected time each week to review material in preparation for the QE, typically starting in the Winter quarter of the 2nd year. You are encouraged to develop review materials (e.g., study guides) independently or with others in your cohort who are also preparing to take the QE. The core competencies should guide you in identifying potential topics for the QE.

Core Competencies

1) Study design and sampling
2) Measurement and validity
3) Bias e.g., confounding, selection bias, information bias and random error
4) Statistical analysis
5) Surveillance, outcomes, and cost-effectiveness

In previous years, students divided up the competencies and each prepared a study guide for a competency. The study guides were then used during group study sessions led by another student (not the student who prepared the study guide). The content from the core expected courses provides the material for Part 1 of the QE. Students

have also taken practice exams in sittings that mirror the exam setting and prepared practice written exams for each other, which proved useful.

Preparing for Part 2 - Topical

You should meet with each QE Committee member and discuss dissertation research plans to identify potential topics for exam questions. Additionally, it is helpful for committee members to have a summary of your proposed dissertation work. Because our program is small, most faculty members have not served on many committees for PhD students. It is important that students remind the QE Committee members about deadlines for QE exam question submission deadlines and inform them about the QE process.

Usually, Part 2 questions will draw on content from classes recommended for your AOC and/or content the student has pursued in working with faculty members. The material will address topics specific to the intended AOC you have chosen. Reviewing relevant materials prior to taking Part 2 of the QE is recommended.

Filing the Relevant Forms for the Qualifying Examination

Application for the Qualifying Examination

- You must be registered at the time the examination is given. For example, if Part 1 is being given in June, you must be registered for Spring quarter of the same year.
- You must apply for admission to the qualifying examination via the student portal and have it approved by the Graduate Division at least one week before the exam is administered. Typically the "Application for the Qualifying Examination" form is filed early in the Spring quarter if Part 1 of the QE is administered in June of the same year. More information is available at: **https://graduate.ucsf.edu/phd-degree**.
- To be eligible for the examination, you must have completed at least one quarter in residence and have a cumulative grade point average of at least 3.00 in all courses taken in graduate standing.
- After submitting the "Application for the Qualifying Examination" form to the PhD Program Manager who will then process the form to the Graduate Division, you will receive official approval for the proposed QE Committee to administer the exam. Once the application is approved, the Graduate Division will notify you and Program Manager via email.

Report on Qualifying Exam

- The chair of the QE Committee shall report the results of the Qualifying Exam, upon successful (passing-grade) completion for Parts 1 and 2, to the Graduate Division via the form:"Report on Qualifying Exam for Admission to Candidacy "found at: **https://graduate.ucsf.edu/phd-degree**. It is expected that the student ask the QE Committee chair to forward the approved/signed report to the PhD Program Manager before sending to Graduate Division. The Program Manager will document/file form and then send to Graduate Division for processing.
- Once the form is received and QE results have been confirmed by the Graduate Division Admissions Dean, you and the PhD Program Manager will be notified via e-mail of successful completion of the QE and that no deficiencies (such as incomplete grades) will preempt processing. The next step will be to complete the "Application for Candidacy for the Degree of Doctor of Philosophy" form.

Advancement to Candidacy

- Provided that you have no deficiencies as mentioned above, you may advance to candidacy via the form. Form is completed via the student portal. Students must also be registered in the quarter in which they advance to candidacy.

- The "Application for Candidacy for the Degree of Doctor of Philosophy" form should be completed and sent to the ETS PhD program manager before processing continues at the Graduate Division. For students who finish the exam requirements during the summer, we recommend filing for advancement to candidacy during the first week of the Fall quarter.
- The application for candidacy requires you to indicate your proposed dissertation title, Dissertation Committee nominees (names of your proposed Dissertation Committee) who will guide the research and approve the dissertation, and an application fee which will be covered/offset by the PhD Program.
- The proposed Dissertation Committee (as named on the application for advancement to candidacy), typically consists of three or more Academic Senate members. If one or more proposed committee members is not a member of the UCSF Academic Senate, you may petition the Graduate Division to accept a non-senate member to serve on your committee using the general petition form; this form can be found in the Appendix. The non-senate member may not be the chair of the committee, but may serve on the committee as a regular member or co-chair with an approved UCSF Academic Senate member.
- All research involving human subjects, including analyses of previously collected data, must have been approved (or declared exempt) in writing by the UCSF Committee for Human Research (CHR) in order to be included in a dissertation, regardless of which or how many other such committees elsewhere have previously approved the research.
- Candidacy for the doctoral degree is lapsed if you have not completed requirements for the degree within four years (12 quarters excluding summer session) after advancement to candidacy. Leaves of absence count against this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the ETS PhD Program Director on whether or not a new qualifying examination and/or additional course work is required.
- Once you have advanced to candidacy for a doctoral degree, you will be considered full- time for the remaining academic quarters as a registered graduate student in pursuit and preparation of the written dissertation.
- At least three quarters in registered student status must elapse between advancement to candidacy and conferral of the degree.

PART 5: WRITING YOUR DISSERTATION

Structure of the Dissertation

The dissertation is the final and most important step in a program for the doctoral degree. It should be a work of independent research, which makes an original contribution to knowledge in your academic discipline, and should be of sufficient depth and quality to be published. Analyses for dissertation work should not have begun prior to the formation of the Dissertation Committee.

The goal for the dissertation is to have you conduct original epidemiologic/translational research that will produce publishable results. You are strongly encouraged to carry out primary data collection for at least one component of your dissertation research or seek involvement in a primary data collection initiative via a research rotation. You are expected to have had experience in all of the key phases of epidemiologic research (e.g. conceptualization of the question; critical review of the existing literature; preparation of a grant proposal; collection, management, and analysis of epidemiologic data; and writing of one or more manuscripts for publication) and you will have been tested on these essentials in your QE.

Given the approval of their Dissertation Committee, doctoral candidates will produce three (or more) publishable first authored articles based on their doctoral student research. If one or more of these papers has already been published before the dissertation is filed, the Graduate Division requires that all co-authors of the paper give written permission for the paper to be submitted as part of the dissertation. Research completed and scientific papers written before the student has entered the doctoral program cannot be used as a part of the PhD dissertation under any circumstances.

Choosing a Research (Dissertation) Advisor

This is a very important decision. Of course, you should choose someone with expertise in the area you wish to pursue. But also, consider whether the faculty member can help you find funding, whether you admire his or her research, and whether you enjoy and respect him or her on a personal basis. Talk to other people who have trained with the faculty member, they can serve as great informational resources and provide insight about working with the faculty member.

Have a concrete conversation with your potential mentor about his or her expectations for frequency of meetings, your role in the group as a whole, and the mentor's level of excitement about the research you want to pursue. Be aware of common pitfalls in choosing an advisor: choosing faculty members who don't challenge you to do your best possible work; or choosing faculty members based solely on prominence and who may have less time to mentor students than more junior faculty members who are equally brilliant. It is important that students do not underestimate the significance of personality differences in determining whether they are compatible with the potential research advisor. Good mentors will consider how to accommodate the specific strengths and weaknesses of each student.

Choosing a Dissertation Committee

- A Dissertation Committee consists of at least three members of the Academic Senate nominated by you and approved by the Graduate Dean to oversee the research and unanimously approve the dissertation:

Chair of the Dissertation Committee	The chair of the Dissertation Committee cannot be the chair of the QE Committee. Typically, your Research Advisor serves as the chair of the dissertation committee
Biostatistician	One of the members of the committee is usually a biostatistician.
"Outside Member"	One member must be a UCSF Academic Senate member who is "outside" the Graduate Group* in Epidemiology and Translational Science.

*The Graduate Group in Epidemiology and Translational Science comprises all DEB primary and all affiliated faculty who are members of the UCSF Academic Senate.

- You may have additional Dissertation Committee members if they add relevant expertise to your committee.
- Faculty from UC Berkeley (or other universities) can be appointed to serve on Dissertation Committees at UCSF or serve as the outside member but cannot chair such committees (unless they concurrently hold an adjunct appointment at UCSF and have been approved by the UCSF Graduate Division to chair Dissertation Committees).

- Professors, assistant and associate professors and UC emeritus professors are Academic Senate members. More information can be found at: https://graduate.ucsf.edu/phd-degree.
- The Graduate Division assigns to your Dissertation Committee the ultimate authority to determine what constitutes an acceptable dissertation and to certify that you have successfully completed that task. As a result, some doctoral students may conduct analyses of previously collected data for one or more components of your dissertation. In instances when you use previously collected data in your dissertations, you may be asked to demonstrate your proficiency in field methods, for example by writing a summary of your fieldwork-related activities during the two "Research Team Rotations."

Getting It Done

During the dissertation years, without the structure of coursework, you may find it challenging to manage your time and maintain consistent progress on your dissertation. We recommend that you form a support structure including other students in the dissertation phase and set up routine meetings to discuss progress and barriers. Routine meetings with your Research Advisor are also usually very helpful to ensure that you are making timely progress.

The UCSF Student Health & Counseling Services provides many resources for students during this critical period of their PhD career. This includes an in-person workshop that primarily focuses on mental and emotional barriers before, during and after the qualifying examination as well as strategies for completing your dissertation, which students may find helpful. An ongoing open-ended qualifying exam and dissertation support group for graduate students is also available as an additional resource. Other resources can be found at the following:

- UCSF Learning Resource Services: **http://learn.ucsf.edu/**
- Time Management Apps and Tools: **http://www.lifehack.org/articles/technology/top-15-time-management-apps-and-tools.html**
- Mind Tools has resources for career and personal development: **http://www.mindtools.com**

Working with the Dissertation Committee

- The role of the Dissertation Committee is to oversee the development of the dissertation. They should give you feedback and guidance throughout the process, although the most interaction will typically be with the Dissertation Committee chair (your Research Advisor).
- When forming a committee, you should consider the areas of expertise you will need to complete your proposed research and ask people who have expertise in those areas.
- Although not formally required, it is recommended that soon after the completion of the QE; you officially form your Dissertation Committee and file it with the Graduate Division by listing them on the "Application for Candidacy for the Degree of Doctor of Philosophy" form. Furthermore, we recommend that you prepare a dissertation prospectus and meet in person with all dissertation members to solicit their input, feedback, and ensure that all parties are in agreement with regard to your proposed research path.
- The committee must approve and confirm that the dissertation research satisfactorily fulfills the requirements of the PhD. This may be more than simply "publishable research", but rather constitutes high-quality independent research per the assessment of the committee. During your first committee meeting, you should review your plans for all 3 papers and ensure that all committee members approve.
- The committee should meet, at a minimum, once for each paper (a minimum of three times for a three-paper dissertation format). Committee members may meet via teleconferencing if logistics prevent

meeting in-person, -in which case the Program would then advise you to meet occasionally on a one-on-one basis with each committee member.

- Committee members are key resources for you in the future – they often provide references and resources later in your career. For them to be able to do this, it helps if they know you reasonably well, and have discussed your science in some depth.
- If one or more papers is published before completion of the dissertation, you should decide with your committee members whether the published version should be in the dissertation or a different version. Typically, in the course of the research, you may have done much more work than is manifest in the published paper, and you may wish to show that work in your dissertation paper.
- Although committee members may be more or less involved in each paper, they must all sign off on each paper.
- At least one paper should be submitted to a peer-reviewed journal by the time you complete your dissertation. Of course, it is great if the papers are further along, but this is a minimum.
- When you submit a dissertation to the Graduate Division which has been signed by all members of the committee, it is a guarantee that all requirements for the degree program have been met and that the degree may be conferred.

PART 6: GRADUATING AND POST-GRADUATION

Graduate Division Dissertation Submission Guidelines

- The content and style of the dissertation is entirely at the discretion of the ETS PhD program and your Dissertation Committee. Regulations of the Graduate Division are concerned primarily with the form of the final dissertation document. Guidelines for completing the dissertation are available online at: **https://graduate.ucsf.edu/submitting-thesis-or-dissertation**. Instructions for formatting the dissertation document can be found at: **https://graduate.ucsf.edu/format-dissertation**
- The deadline for submitting the dissertation is the last working day of the quarter. You must submit an electronic copy of your dissertation to the Graduate Division through Proquest. Your dissertation then becomes an official and permanent record available for use by other scholars and the public. Previously submitted UCSF dissertations can be found at: **http://search.proquest.com.ucsf.idm.oclc.org/pqdt/advanced**

- After you submit your dissertation via Proquest and notify Ellen Levitan at the Graduate Division by sending her the dissertation title page with original signatures(email: Ellen.Levitan@ucsf.edu), she will notify the PhD Program Manager to ensure that you have met all of the departmental program requirements prior to approving the PhD degree conferral.

Planning for After Graduation

We recommend that you have a very candid and concrete conversation with your Research Advisor regarding your professional plans after graduation at least a year before graduating. For example, if you will graduate in June 2018, then sometime in the spring of 2017, you should talk with your advisor about possible next steps. If you plan to pursue a typical academic path, you will most likely seek a post-doc. Post-doctoral fellowships are sometimes perceived as a delay before applying for faculty positions; however, post-doctoral years can often be intellectually stimulating and provide an invaluable launching pad for a successful faculty career.

Talk with your Research Advisor about possible post-doc opportunities, and how to position yourself to be most competitive. Submitting your papers is a very high priority. Post-doc reviewers will want to see that you have strong ideas and the technical skills to implement those ideas. Depending on the post-doc, you may be asked to demonstrate that you have gained some level of intellectual independence while under the guidance of your mentors. Consider this when planning your dissertation manuscripts (or other publications).More information about academic jobs can be found at: **http://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs**.

Another resource is the newly launched career exploration program, Motivation INformed decisions (MIND). MIND is a competitive program that provides training, mentorship and assistance to students in identifying future careers. We encourage students in their 3rd or 4th year of the program to consider applying for MIND. https://graduate.ucsf.edu/news/mind-program-launched

Students can search for potential post-doc opportunities through individual postings at academic institutions, NIH post-doctoral fellowships, US Agency for International Development (USAID) post-doctoral fellowship programs, etc.

Although there are countless other tracks for scientists with your doctorate-level Epidemiological training -- including work in the private sector, for federal or local governments or Non-Governmental Organizations (NGOs), or as staff scientists in various environments – the faculty members students typically speak with, will all have pursued some flavor of an academic faculty career (that's why they are faculty). You should not be surprised when faculty members circle back around encouraging you to pursue an academic career! Talk to your Research Advisor honestly about other options, other people you could talk with to learn more about other options, and the pros and cons of doing a post-doc if you are ambivalent about academia. UCSF has several resources for locating non-academic job opportunities, which can be found at: **http://career.ucsf.edu/grad-students-postdocs/career-planning/non-academic-jobs.**

A resource for determining which scientific career path may be the best fit for your specific skills and interests is available at myIDP found at: **https://myidp.sciencecareers.org/**

Graduation

Filing Fee Status:

- If you have completed all requirements for the PhD degree with the exception of filing the dissertation, you may as an option, apply for filing fee status in lieu of incurring registration fees for the last quarter before graduation. The filing fee cost is currently $162 and may be covered by the Department PhD Program.
- A "Filing Fee Application" form must be completed and sent to the Graduate Division Office and the Registrar. Again, it is advisable to present the form to the PhD Program manager prior to sending form the Graduate Division office. More information can be found at: https://graduate.ucsf.edu/sites/g/files/tkssra286/f/wysiwyg/pdf/filing-fee6.14.19.pdf. Deadlines to apply for filing fee status can be found at: **https://registrar.ucsf.edu/registration/deadlines**
- You should not apply for filing fee unless you are sure that you will complete degree requirements during the quarter. The first draft of the dissertation should be completed and all members of the Dissertation Committee must be in agreement that further research is not necessary.
- As a student on filing fee status, you do not register or file a study list and you are no longer considered a fully enrolled student. Therefore if you are on filing fee status, your health insurance will

not be covered. You may however continue coverage in the UC SHIPs by enrolling in the voluntary plan within the first 30 days of the quarter. It is advisable that students contact the insurance coordinator at the Student Health and Counseling (415) 476-1283 prior to formal quarter ending. Students on 'filing fee' status do not have access to UCSF facilities (including the UCSF Library, and are not eligible for student academic appointments (e.g. GSR, TA or tutor) during the quarter that you are on filing fee status.

Other Graduation Requirements

- In addition to submitting the dissertation online and submitting the original copy of your dissertation title page, you are required to fill out two online surveys: "Survey of Earned Doctorates" and "Doctoral Exit Survey".
- By January of the year when you have decided to graduate (for the subsequent Winter, Spring, or Summer quarter), the PhD Program Manager should be contacted in order to ensure that your name is entered into the graduation program to receive information from the Graduate Division about the annual UCSF Graduate Division graduation ceremony (e.g., RSVP for graduation and deadlines for ordering regalia). You do not need to have submitted your dissertation before you participate in the Graduate Division graduation ceremony in May since the dissertation deadline is the last working day of the Spring quarter, typically in June. If you are planning to graduate in the summer term, you can still participate in the May Commencement ceremony.
- You should send the PhD Program Manager a scanned copy of all official paper work submitted to the Graduate Division (all original documents are submitted to the Graduate Division) which should include the following:

  - ✓ Application for the Qualifying Exam form*
  - ✓ Report on Qualifying Exam for Admission to Candidacy form*
  - ✓ Application for Candidacy for the Degree of Doctor of Philosophy form*
  - ✓ Any petitions (if used)*
  - ✓ Any forms for cross-registration at other Bay Area academic institutions*
  - ✓ Dissertation title page*
  - ✓ Filing Fee Application form (if used)
  - ✓ Dissertation document submitted to Proquest

  *Requires original signatures (electronic signatures are not acceptable)

Dissertation Defense

All PhD students are required to complete and defend a dissertation. You are expected to present your dissertation research findings to your committee for approval. Ideally, dissertation defenses coincide with the DEB monthly seminar. To set up a date, contact Professor Mark Pletcher, MD, MPH (email: mpletcher@epi.ucsf.edu) Please be aware that an open slot may not be available for at least six months. If your committee cannot meet at the time of a department meeting, we can schedule another date/time.

- At least three members of the Dissertation Committee must be present at the Final Examination.
- The Defense of the Dissertation will be required for all students. Each student will have 45 minutes to orally present his/her dissertation, written project, including the background, methods, results, discussion, and conclusions.

- After the formal presentation, the Committee will be allowed to ask questions, propose changes to the written dissertation, and/or request additional investigations, which must be within the scope of the approved research proposal. After the committees questions, anyone attending may also ask questions.
- At the completion of the questioning, the Committee will leave the room to discuss the student's performance and ultimately decide if the body of work satisfactorily meets the requirements for a PhD.
- Once a decision is made, the student will be informed of the outcome.
- Options include: Pass without modification to written dissertation; Pass With Modifications to the written dissertation; and Failure of Initial Attempt with an option to revise the dissertation and re-present.
- At earlier stages of your research, you are also expected to present your work at "work-in-progress" (WIPs) sessions of the PhD seminar.
- After the exam, the signed warrant and all other paperwork must be returned to the Graduate Program Advisor for submission to the Graduate School, and filing in the student's file.

ACCOMODATIONS AND LEAVE POLICIES

Instructions for Requesting Accommodations

UCSF DEB aims to create an environment that fosters the success of all students. Both the Americans with Disabilities Act (ADA) and Title IX require that students with disability, chronic medical conditions, pregnancy, or pregnancy-related medical conditions be granted *reasonable accommodations*. Reasonable accommodations are "modifications or adjustments to the tasks, environment or to the way things are usually done that enable [individuals] to have an equal opportunity to participate in an academic program or a job" (U.S. Department of Education, 2007). The word *reasonable* in *reasonable accommodations* is used to indicate that an accommodation cannot place undue burden on the program or fundamentally alter the program. Providing students with reasonable accommodations does not compromise academic integrity; instead, granting such accommodations fosters an environment where students can complete program requirements while minimizing or eliminating disability or pregnancy-related barriers to academic success. Some example accommodations include extra time for exams, increasing the accessibility of facilities for coursework or research, flexible work hours, providing a note taker, an alternate exam time, allowing a student to miss class for medical appointments, or allowing a student to take additional breaks during class. Students are highly encouraged to formally request any accommodations that would minimize or eliminate disability- or pregnancy-related barriers to academic success.

Instructions

Disability and Chronic or Pregnancy-Related Medical Conditions: Any requests for accommodation due to disability or medical issues, including pregnancy-related medical issues, should go through **Student Disability Services**. First, the student must register with Student Disability Services. The registration process with Student Disability Services is free and confidential. To register with Student Disability Services go to https://sds.ucsf.edu/register, and prepare the appropriate documentation, described here: https://sds.ucsf.edu/documentation-guidelines. The registration process takes about two weeks to complete.

Student disability services will determine which accommodations a student is eligible for, may suggest some accommodations or resources for the student, and will arrange the desired accommodations with the department and/or specific faculty. **Students are not required to divulge any personal medical information to program faculty**. Students are encouraged to only divulge as much personal medical information as they are comfortable with. Please contact Tim Montgomery with any questions you have about Student Disability Services or the accommodation request process.

Student Disability Services (SDS): https://sds.ucsf.edu/

Tim Montgomery: Timothy.Montgomery@ucsf.edu

Pregnancy: Any requests for accommodations related to pregnancy should be presented to the student's PI, dissertation advisor, and/or the program director, depending on the nature of the requested accommodations. Contact Nyoki Sacramento, the Title IX Director in the Office of Diversity and Outreach, for any questions about UCSF's policies on pregnancy accommodations.

Office of Diversity and Outreach: https://diversity.ucsf.edu/

Nyoki Sacramento: Nyoki.Sacramento@ucsf.edu

General Instructions: It is recommended that students self-refer themselves to **Student Disability Services** for disability-related accommodations and discuss their situation with the program director/PI for pregnancy-related accommodations as early as possible to ensure that they have the resources they need to succeed academically. Students with a disability or chronic medical condition are encouraged register with Student Disability Services upon arrival at UCSF, even if they do not immediately require accommodations. This means, should the student need an accommodation, accommodation can be arranged as quickly and easily as possible. Remember, it takes about two weeks to register with Student *Disability Services, so please keep this in mind when requesting accommodations.*

Instructions for Requesting Medical and Parental Leave

Students are eligible for 4 weeks of medical leave at their current level of financial support. Requests for medical leave should be in writing. See the graduate division website for details. https://graduate.ucsf.edu/phd-student-leaves-policy

Students requesting parental leave are granted up to 10 weeks of leave at their current level of financial support. Students are encouraged to present a written request for parental leave to the program director and PI as early as possible. Please specify the proposed dates of leave. If relevant, suggest plans to handle missed coursework or missed work (e.g., Will you take the courses the following year? Who can cover your work?); you may not have a clear plan on these issues, however, and it may be useful to discuss with the program director and PI. Parental leave, and the demands of parenting after the official 10-week leave period, present challenges for completing classwork and dissertation research. We want to make it possible for new parents to continue a successful academic trajectory, so please reach out to discuss challenges you are encountering. We encourage you to talk informally with your classmates about strategies that helped. UCSF offers a childcare grants program for PhD students. Students who have young, dependent children in childcare may be eligible for this program. Grants

based on financial need and may be used to pay for a wide range of childcare arrangements. Students with pregnancy-related medical conditions may also be eligible for medical leave in addition to parental leave.

Students cannot be required to withdraw or go part-time due to pregnancy when they are able and available to complete required coursework and research, either with or without reasonable accommodations. However, if 10 weeks of parental leave is insufficient leave, students may take unpaid leave, go part-time, or take a leave of absence. See the graduate division website for more information. Contact Nyoki Sacramento, the Title IX Director in the Office of Diversity and Outreach, for any questions about UCSF's policies on parental leave.

Office of Diversity and Outreach: https://diversity.ucsf.edu/

Nyoki Sacramento: Nyoki.Sacramento@ucsf.edu

Medical/Family Leave: **https://graduate.ucsf.edu/registration-policies-and-deadlines**

Parental Leave: **https://graduate.ucsf.edu/registration-policies-and-deadlines**

Part-Time Enrollment: **https://registrar.ucsf.edu/current-former-students/registration/part-time-enrollment**

Leave of Absence: **https://registrar.ucsf.edu/registration/withdrawal**

GENERAL STUDENT INFORMATION – WEBSITES LINKS

- UCSF Home Page - http://www.ucsf.edu
- UCSF Department of Epidemiology &Biostatistics website - http://www.epibiostat.ucsf.edu
- Student I.D. - http://registrar.ucsf.edu/new-students/weid
- E-mail account (issued through the Office of the Registrar) - https://mail.ucsf.edu/owa
- MyAccess - https://myaccess.ucsf.edu
- CITI Training - https://www.citiprogram.org
- UCSF Graduate Division Forms - https://graduate.ucsf.edu/forms
- UCSF Course Catalog - http://coursecatalog.ucsf.edu
- TICR Courses - http://www.epibiostat.ucsf.edu/courses/schedule/course_descriptions.html
- Course websites (CLE, Moodle, Teaching & Learning Center) - https://courses.ucsf.edu
- UCSF Dissertation Guidelines - https://graduate.ucsf.edu/submitting-thesis-or-dissertation
- UCSF dissertations library- http://search.proquest.com.ucsf.idm.oclc.org/pqdt/advanced
- Access to Computer Facilities @ UCSF - http://www.library.ucsf.edu
  https://registrar.ucsf.edu/new-students/library
- UCSF PubMed access link - https://pubmed.ucsf.edu/
- UCSF VPN - https://it.ucsf.edu/services/vpn
- Student Health Services - https://registrar.ucsf.edu/new-students/studenthealth
- Student Academic Affairs Office - http://saa.ucsf.edu
- Graduate Division - https://graduate.ucsf.edu
- Office of the Registrar - http://registrar.ucsf.edu
- Office of the Registrar deadline dates - http://registrar.ucsf.edu/registration/deadlines
- Campus Life Services - http://campuslifeservices.ucsf.edu/cls

Has links to the following services:
- Arts + Events
- Transportation/Parking
- Housing
- UCSF Childcare
- Fitness/Recreation

- Office of Student Life (Graduate Student Association) - http://osl.ucsf.edu
- Student Inside Guide - http://insideguide.ucsf.edu
- Office of Career and Professional Development - https://career.ucsf.edu/

APPENDIX – LIST OF FORMS

UCSF Graduate Division is migrating many forms to an online portal. Check to see if you can submit any petition via the online portal. Often any request must be approved by Maria, so let her know if you are submitting a petition.

Required Forms

- ***Arrival Checklist*** – Refer to this checklist for necessary preparations prior to start of Fall courses in your first year
- ***Graduation Checklist*** – Refer to this checklist to keep track of important deadlines and forms needed for progression to graduation
- ***Research Team Rotation Description*** – Fill out this form when you have made arrangements for a rotation, and submit it to the PhD Program Director
- ***Student Annual Progress Report*** – Use this form to evaluate your annual progress with your primary advisor (Graduate Advisor or Research Advisor)
- ***My Annual Plan (MAP) for UCSF Graduate Students*** – Refer to this form when filling out the Student Annual Progress Report
- ***Application for Qualifying Examination*** - Fill out this form when you have identified faculty members for your Qualifying Examination Committee
- ***Report on Qualifying Examination for Admission to Candidacy*** – Your Qualifying Exam Committee chair should fill out this form once you have completed the Qualifying Exam
- ***Application for Candidacy for the Degree of Doctor of Philosophy*** – Fill out this form after successful completion of your Qualifying Exam and when you have identified faculty members for your Dissertation Committee. This form should be submitted the first week of Fall quarter after completing the Qualifying Exam (typically Fall quarter of your 3rd year)
- ***Dissertation Title Page***–Fill out this form as soon as you have finalized the title of your dissertation

Optional Forms

- ***Removal of Provisional Grade Petition*** – Fill out this form if you need to petition for the removal of an "I" grade with a letter grade replacement
- ***Petition for non-UCSF Academic Senate Member to Serve on Dissertation Committee*** – Fill out this form if you need to petition for a faculty member, who is not a member of the UCSF Academic Senate, to serve on your Dissertation Committee
- ***San Francisco Consortium Cross Registration Form***–Fill out this form if you intend to cross register for courses at City College of San Francisco, University of San Francisco, San Francisco State University, Hastings College of the Law, or the Golden Gate University

- ***Application for Exchange Program at Stanford University*** – Fill out this form if you intend to cross register for courses at Stanford University
- ***Application for Intercampus Exchange Program*** – Fill out this form if you intend to cross register for courses at UC Berkeley or other UC campuses
- ***Student Application for Professional Development Funds*** – Fill out this form to apply for professional development funds through DEB
- ***Graduate Division Travel Award*** – Fill out this form to apply for a travel award through the Graduate Division. More information at: **https://graduate.ucsf.edu/graduate-division-travel-award**
- ***Filing Fee Application –*** Fill out this form to register for a quarter under filing fee status, this should only be done for the quarter in which you know you are graduating

These forms can be found at:

https://graduate.ucsf.edu/forms

https://graduate.ucsf.edu/phd-degree

http://registrar.ucsf.edu/current-former-students/registration/sf-consortium

http://registrar.ucsf.edu/current-former-students/registration/stanford-exchange

http://registrar.ucsf.edu/registration/intercampus-exchange

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