UIC UNIVERSITY OF ILLINOIS AT CHICAGO

University of Illinois at Chicago

School of Public Health

DrPH Degree

Graduate Student Handbook

2010-2011

Revised August 2010

Welcome to the DrPH Program in Leadership! (Effective Fall 2005)

We are pleased that you have made the commitment to advanced study in public health leadership. The DrPH program is designed to prepare practitioners with the skills they need to better address high-level challenges facing public health practice. The DrPH program will allow you to acquire these skills though a rigorous curriculum, interaction with colleagues and faculty, and exposure to leaders in the field. The curriculum is structured with flexibility so that you can proceed at you own pace in selecting a sequence of courses that fits your interests and schedule, and moves you toward earning your DrPH degree.

This handbook will assist you in creating a course of study that meets your needs and helps you stay on track. The handbook contains the most relevant guidelines and forms that you will need, so we urge you to become familiar with it. Other policies and guidelines more generally applicable to all students of the School and University of Illinois at Chicago can be found on the School of Public Health web site. **All forms can be downloaded at http://www.uic.edu/sph/gh_XYbhg#students_forms.htm. Academic policies and standards, including transfer of credit, course waivers, and independent study hours, can be viewed at http://www.uic.edu/sph/sh_XYbHhandbook/shandbook_policies_changes.html.** Periodically, clarification or revision of policies covered in the handbook may be necessary, which will be communicated to you separately when made.

Every student will be assigned an advisor who will work with you to plan your program of study and assist you in navigating the intellectual challenges of pursuing doctoral work. Alyson Lofthouse, our DrPH Academic Coordinator, can assist you with questions that come up regarding administrative aspects of UIC and the School of Public Health (e.g. schedules, forms, approvals, etc). Alyson may be reached at 996-0054 and/or alofth2@uic.edu. Finally, as DrPH Program Director, I am available to help pull the pieces together and fill in the gaps. I also run the "complaint window" and welcome suggestions to improve the program.

We have created what we believe to be a challenging experience but one that we also intend to be enjoyable and rewarding as you gain confidence in newly honed leadership skills and ultimately earn the DrPH degree.

This revised handbook should be used by all DrPH students in the DrPH Program in Leadership, regardless of the year matriculated. To the extent curricular requirements have changed since a student's matriculation, the student may opt to proceed under the old rule or proceed under the new one. [Where a student elects to proceed under the

older rule in existence at the time of his or her matriculation, this should be noted in the Comments section of the student's Program Proposal.]

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THE DRPH PROGRAM

PROGRAM OVERVIEW

The Doctor of Public Health (DrPH) is the advanced professional degree offered by the School of Public Health. Matriculation into the degree program is through the School of Public Health with the participation of the school's four academic divisions. The School has designed a new program tailored to meet the goals of mid-career public health professionals who want to expand their knowledge and practice of public health and attain the leadership ability that will enable them to advance the field.

The curriculum is designed to prepare public health leaders by ensuring expertise in the conceptual foundations of public health, applied research methods, leadership and communication skills, and a substantive area of specialization. Students are eligible for conferral of the Doctor of Public Health degree upon demonstrating mastery of the DrPH competencies through a combination of course-work, independent study, prior experience, and completion of a thesis.

Critical to the program's success is the student's self-assessment and self-appraisal of his/her competencies as a basis for structuring and monitoring further formal educational study. For this process we have developed several tools which are described in this handbook. These include the Portfolio, the Program Proposal, and the Annual Progress Report.

As a school-wide endeavor, the DrPH program is governed by an Oversight Committee, comprised of representatives from each of the School's four divisions, the Dean's Office, and the DrPH Program Director. One DrPH student selected by peers is a member of the Oversight Committee and participates in all committee business, except issues involving the status of specific students. The student representative serves as a liaison with the DrPH student body in communicating information and soliciting feedback. In its oversight role, the Committee advises the Dean's Office on all matters regarding DrPH program curriculum, admissions, student status and progress, and policy level administrative matters.

COMPETENCIES FOR THE DRPH DEGREE

After completing the DrPH program, the DrPH student will be able to:

Competency 1: Demonstrate an in-depth understanding of the core areas of public health practice, research, and theory.

a. Analyze and critique public health as a system, including specific functions and roles of government and governmental public health agencies and other partners, assessing the system's ability to respond to public health problems and its limitations, and identifying ways to improve it.
b. Integrate and apply multidisciplinary theories and research findings to solve a public health problem(s).
c. Demonstrate an understanding of the ecological model and how it guides the assessment of, and solutions to, public health issues.
d. Demonstrate an understanding of the legal basis for public health.

Competency 2: Analyze issues and problems in public health using need/resource assessment, critical evaluation, applied research methodology, and statistical methods.

a. Obtain, synthesize and interpret appropriate quantitative, qualitative and economic measures and data from multiple sources to address public health problems.
b. Demonstrate in-depth understanding through use of an applied research design and methods of analysis (quantitative, qualitative or economic research methods) to a public health problem or issue.

Competency 3: Synthesize information from a variety of sources to assess significance, identify relationships and develop strategies for addressing public health problems/issues in an area of interest or specialization in a manner that contributes to the evidence base of public health practice and public health scholarship.

a. Identify and apply foundation theories in area of specialization to explain and predict public health problems and solutions.
b. Develop and apply measures of population health and illness, including risk factors, in the development of community health improvement initiatives, taking into account appropriate cultural, social, behavioral, and biological factors.
c. Develop and apply a logic model, or other systems applications, demonstrating interrelationships among risk and protective factors, as well as between process and outcome objectives, and targets/standards for population health.
d. Apply research, evaluation and strategic planning designs to address a public health issue in an area of specialization.

Competency 4: Demonstrate leadership in designing and implementing policies, strategies and interventions which address a significant public health problem/issue.

a. Demonstrate an ability to strategically plan, implement and evaluate agency performance and organizational improvements.
b. Demonstrate an understanding of the political, social and economic factors influencing the development of, and changes in, public health programs, agencies, or interventions as well as strategies to positively affect those factors.
c. Apply principles and tools of financial, human resource, and information systems management to public health organizations and agencies.
d. Demonstrate an ability to lead and manage individuals or teams in the design, implementation and evaluation of public health programs.
e. Access and synthesize information from a variety of sources to make evidenced-based program decisions.
f. Demonstrate an appreciation of cultural factors and their role in the design of policies and programs.
g. Demonstrate an understanding of the policy process, the use of evidence (scientific, stakeholder input, and public opinion) to inform policy decisions, and how negotiation, advocacy, and consensus building can influence the process.

Competency 5: Demonstrate the ability to assess communication strategies and use communication skills across diverse audiences to inform and influence program and policy decisions.

a. Demonstrate an understanding of the theoretical elements of effective communication.
b. Organize and present qualitative, quantitative and economic data cogently and persuasively at scientific sessions and to lay audiences.
c. Design oral and written communications for varied audiences (community and business leaders, the public, policy makers, public health professionals, the media, and other stakeholders).
d. Demonstrate ability to develop a social marketing plan for a new or existing intervention.

Competency 6: Demonstrate a vision and philosophy for professional leadership in public health.

a. Apply principles of systems thinking and effective organizational leadership to create a shared vision that drives change, fosters innovation and builds partnerships, which maximize achievement of public health goals.
b. Demonstrate an understanding of the ethical dimensions of public health practice and leadership.
c. Identify personal leadership style and traits, and refine professional skills to improve leadership capacity.
d. Analyze a leadership situation and the performance of those in leadership positions, and provide coaching toward leadership improvement.

PROGRAM OF STUDY

A minimum of 96 semester credit hours are required to earn the DrPH degree allocated as follows:

Required Courses (28 sh)
BSTT 401: Biostatistics II (4 sh)
EPID 403: Introduction to Epidemiology Principles & Methods (3 sh)
IPHS 501: Public Health Leadership Seminar 1 (3 sh)
IPHS 502: Public Health Leadership Seminar 2 (3 sh)
IPHS 503: DrPH Integrative Methods Seminar I (3 sh)
IPHS 505: Dr PH Methods Seminar II (3 sh)
IPHS 510: Leadership in Public Health Policy Development (3 sh)
IPHS 511: Personal Leadership Development (3 sh)
IPHS 512: Public Health Leadership Tools (3 sh)

Focus Area (minimum 8 sh)
Chosen from a wide array of offerings*, the courses when taken together create a focused expertise that will permit a student to apply leadership in an area of emphasis. Courses selected with approval of advisor. (*Elective options are more limited for distance learners.)

Summer Institute (3-day program)
Attendance required annually.

DrPH Thesis Project (minimum 28 sh)
IPHS 699: DrPH Thesis Project
The thesis can take a variety of forms, including:

- Traditional research study
- Extensive intervention design
- An evaluation of a complex program or policy
- Policy Analysis

Prior masters degree (up to 32 sh)

- Credit for up to 32 semester hours given for previous master's of public health (MPH) or related degree.
- IPHS 661: DrPH Field Experience (0-5 sh, required only for students without requisite experience upon matriculation).

Required Non-Credit Training

- HIPAA Research 101
- Investigator Training 101

Total 96 sh *(*Includes 32 sh of masters level work)

Students who are deficient in the minimum requirements for admission must make up the deficiencies. Students entering without a prior masters of public health degree must complete the six core MPH courses or their equivalent. Students entering without the requisite work experience must complete a field practicum experience of 5 semester hours. Although required for completion of the degree, credits earned to complete MPH course deficiencies and/ or the field practicum will not count toward the 96 hour minimum requirement for the DrPH degree.

ENROLLING IN IPHS 699

IPHS 699 is intended to grant credit hours for work on the DrPH thesis. So, students must have reached that stage of the program prior to enrolling in IPHS 699, which generally means that part 3 of the portfolio has been accepted and a thesis proposal has been drafted. With the advisor's approval, a student may enroll in up to eight hours of IPHS 699 to prepare the thesis proposal. An additional four hours can be taken in a subsequent term if, in the advisor's opinion, the additional hours will lead to the proposal being accepted by the thesis committee by the end of that term. In total, no more than 12 hours of IPHS 699 can be taken prior to approval of a thesis proposal

Grades for IPHS 699 are either Satisfactory or Unsatisfactory and a satisfactory grade must be achieved for at least 28 hours of IPHS 699 to meet the DrPH thesis requirement. The grades for IPHS 699 hours can be given at the completion of the term the hours are taken, or at the discretion of the advisor, at the completion of the thesis. Receiving a satisfactory grade for IPHS 699 hours prior to completing the thesis does not assure acceptance of the thesis, which is reviewed and approved by the thesis committee in a separate review process.

FIELD PRACTICUM EXPERIENCE (IPHS 661)

DrPH students with less than 3 years of full-time, paid, professional experience in public health in a leadership position, or in mid- to senior level management positions that demonstrate progressive responsibility and evidence of leadership potential either prior to matriculation or during their academic career, must complete a 5 sh field practicum experience in addition to the thesis project.

The experience must be a structured, supervised activity which provides in-depth mid-to upper-level public health experience that exposes the student to a leadership situation. The experience is significantly more than what is expected of the "MPH field practicum," as described in the MPH curriculum. It is a specific and higher-level undertaking such as would be assigned to an independent practicing public health professional, designed to provide broad, practical and new experiences in an area relevant to the student's future career as a public health leader. As a general example, the field experience would address leadership aspects encountered in needs assessment, program planning, policy analysis, program management, evaluation and/or surveillance activities within a public health setting.

The experience may or may not relate to the student's thesis. It is selected jointly by the student and his or her academic advisor and subject to the approval of the School wide DrPH Oversight Committee. The academic advisor plays an active role in selecting the field practicum site and program, and ensures the quality and adequacy of both the program and its on-site supervision by local staff. A salary may be accepted. An explicit agreement on the planned activities must be achieved and formalized in a letter of agreement among the student, the advisor, the School wide DrPH Oversight Committee and the agency.

PROGRAM MILESTONES AND DEADLINES

Deadline for Completing Degree Requirements

The maximum time permitted to complete the degree is seven calendar years for those students with an MPH degree or its equivalent, and requisite background experience. Students entering without a relevant masters degree, or students who are required to complete a field practicum experience, will have seven years to complete the degree. Time spent on an official leave of absence approved by the School is not counted toward the degree time limit (Refer to Leave of Absence in SPH Student Handbook). The maximum time may be extended in unusual circumstances, upon request in writing, subject to approval by the Committee on Academic Progress (CAP) and the Dean of SPH. The written request should detail the reasons for the extension and the timeline for completion of the degree. The progress of doctoral candidates will be reviewed periodically. If it is determined that the student is not making satisfactory progress, a recommendation may be made to the Dean for dismissal from the program.

Progression through the Program: Important Milestones

Beyond the overall timeframe for completing degree requirements, several other milestones are used by advisors and the Oversight Committee to track and evaluate student progress. These include:

- Part I of the Portfolio is due by the end of the first semester after admission.

- The Program Proposal is due by the beginning of the second semester after admission and must be updated as courses are completed and plans change.

- Part 2 of the portfolio, including the program proposal, is due prior to end of 2nd semester.

- Part 3 of the Portfolio is to be submitted in the beginning of the semester prior to the one in which student intends to begin his/her thesis.

- A part time student should be finished with didactic credit hours (36sh) by the end of year three. If at that time, a student has not made this progress, a comprehensive student progress review will be conducted.

- A student is expected to complete the equivalent of what would average to two courses per term. During the thesis phase, students are expected to register for DrPH research hours.

- At the end of the first year of the thesis phase, the student must have: 1) the committee established, and 2) the proposal approved.

- A current DrPH Annual Progress Report must be filed annually, no later than the end of the spring term. This applies to all students regardless of program status or stage of completing the degree.

- All students must complete at least one advising session per semester regardless of program status or stage of completing the degree.

    Failure to meet these milestone timelines will trigger a progress review and may result in a hold being placed on course registration along with a further requirement to complete a learning contract action plan.

Program Proposal

The DrPH Program Proposal is both a "snap-shot" summary of student admission information and current status, along with a plan of study and schedule of courses to be

completed. As such, it is an important tracking document. The Program Proposal should be started early after admission and kept updated, especially to reflect changes in the plan of study, Portfolio completion points and other progress milestones.

PORTFOLIO

The DrPH program is designed for students to acquire and demonstrate competency in the areas of professional leadership, management, and the application of state-of-the-art knowledge and analytic approaches to public health problems. This learning process is documented in the DrPH Portfolio which is developed in stages as the student progresses through the doctoral program.

The DrPH portfolio serves several important functions:

- It serves as the principal advising document, helping the student and academic advisor design an academic program tailored to meet the student's professional aspirations and goals.
- It provides the framework for the ongoing review of academic progress and an organizing tool for the annual review of each student's overall academic progress.
- It presents information and evidence needed to approve the student's program proposal and to determine the student's readiness to begin work on the DrPH thesis following completion of approved course work.

The portfolio should be considered an integrated compilation of work products which evolves as the student progresses through the doctoral program. At the end of the student's program, the portfolio should present a complete picture of how the student has mastered the DrPH competences. The portfolio is reviewed at three points as the student advances through the DrPH program and has been correspondingly divided into three parts, each providing a snap-shot in time of the student's accomplishments and progress toward attaining the DrPH competencies. **Part 1,** completed early in the program, introduces the student to the oversight committee and academic advisor and provides a current curriculum vitae and statement of goals as a context for the student's decision to pursue the DrPH degree. **Part 2,** completed after an initial period of study and reflection, is a self-assessment of strengths and weaknesses along with an action plan that outlines how proposed course work, a practicum (if required), and the thesis will address weaknesses and further the student's mastery of degree competencies.

 In **Part 3,** the student evaluates in an integrative fashion his/her progress toward mastering the DrPH competencies and readiness to complete a thesis. Students should

begin assembling the evidence that will demonstrate their mastery of competencies early in the program and add to the cumulative Part 3 documentation as they progress through the program. For example, strengths identified in Part 2, should be supported by evidence that will be referenced in the Part 3 integrative evaluation. The final integrative evaluation required of Part 3 must be completed prior to entering the thesis stage of the program.

GUIDELINES FOR COMPLETING THE PORTFOLIO

In assembling the portfolio, the following guidelines reflect the expectations of reviewers.

- **Part 1** presents "who" the student is professionally and academically and "why" s/he is in the program The student's entering academic and professional standing along with leadership aspirations are presented in a curriculum vitae (CV) and narrative statement of his/her academic and professional goals. Students may use an updated personal statement from their DrPH application package. Note that CVs are different from resumes and should be current and updated when key information changes. Students should post these background materials in the Blackboard portfolio site prior to the first advising session.

- **Part 2** lists "what" the student has achieved professionally and academically, and identifies gaps in the student's professional experience and academic training. Part 2 consists of: (a) an inventory of strengths and weaknesses as related to the DrPH competencies, and (b) an action plan, developed in consultation with the student's advisor, that outlines how weaknesses will be addressed. Strengths and weaknesses should be assessed for all competencies and sub-competencies. This analysis should reflect on the relevance of the sub-competencies to the student's professional career goals, recognizing that not all competencies will be attained at the same level of mastery. This is particularly relevant for competency #3, as a higher level of mastery will be expected for the student's area of emphasis. For areas of strength, students should list what they have done in attaining the sub-competency, and begin to accumulate the evidence that will provide the underlying support for their Part 3 integrative evaluation (that is, students should begin to build their Part 3 documentation as they work on Part 2.) For areas of weakness, student and advisor propose courses that will address identified weaknesses. For a competency that will not be addressed through course work, alternative methods for attaining the competency should be described (such as thesis, research assistantship, peer-reviewed publications, posters, abstracts, etc.).

  The area of emphasis should be specified for competency #3, including a substantive area of public health practice (e.g., performance management within public health agencies) *as well as* the research frameworks and analytic methods most commonly employed by researchers or practitioners working in the area of

specialization. The area of emphasis should be closely related to a potential thesis topic and ideally lead to a thesis proposal.

The action plan should be reflected in the Program Proposal, which becomes an individually tailored program of study and includes a schedule of courses to be completed. The relationship of the student's program of study to the DrPH competencies should be clearly reflected in the Part 2 analysis and encompass all aspects of the DrPH curriculum (required analytic courses, leadership and integrative seminars; emphasis area courses; electives; and thesis).

- **Part 3** provides DrPH students with a mechanism to make a clear and comprehensive presentation demonstrating their mastery of each DrPH competency. It should provide faculty reviewers with the information and context necessary to render an accurate evaluation of the student's accomplishments and readiness to progress to the thesis stage of the program. However, as the thesis is likely to play a role in demonstrating attainment of the competencies, students should anticipate the thesis proposal in completing Part 3 (especially for competency #3).

Part 3 consists of: (a) a case statement that provides an integrative narrative of how each of the DrPH competencies has been mastered, with appropriate reference to attached documentation, and (b) the attached or linked evidence supporting the integrative narrative as described below. The attached/linked documents should be viewed as supplementary reference materials that a reviewer might examine for more in-depth evidence that a competency was met. A reviewer should not be expected to do more than use the supplied documentation for audit and reference purposes as the case should be made in the integrative narrative.

Competencies and sub-competencies are interrelated and should be addressed in an integrative manner to present a comprehensive picture of how competencies are met, as opposed to a fragmented listing of competencies and evidence. While one piece of evidence can cover multiple competencies, it should be made clear how each competency is met. One key distinction between Parts 2 and 3, is that Part 2 is more prospective and analytical, examining each strength and weakness in detail. Part 3 is more summative, evaluating how the competencies have been satisfied. In demonstrating mastery within the area of emphasis (competency #3), the portfolio should demonstrate knowledge, understanding and application of relevant concepts, frameworks and practices within the area emphasis from both a substantive and methodological/problem solving perspective.

Keep in mind that too much detail can weaken a case because the strengths of the case get lost. Be comprehensive, but be focused, providing material that clearly relates to the competencies. Aim toward providing a compact set of materials that are highly organized and easily navigated. Include a table of contents and consider adding a chart that maps the work products and evidence to the competencies.

Documentation: Supporting evidence must be either attached or a web link to the evidence provided. Courses in the DrPH curriculum need only to be listed by name without further elaboration.

Portfolio documentation can take several forms:

- Course syllabi, papers, reports and presentations prepared to meet course requirements,
- Instructional materials prepared for teaching roles,
- Professional reports and presentations prepared as part of an internship, practicum, or employment duties or in a volunteer capacity,
- Papers given or presentations made at professional or academic conferences,
- Certifications or professional credentials obtained,
- Awards given for professional or academic accomplishments, and
- Papers published or manuscripts submitted for publication in professional or scholarly journals.

Each piece of evidence in the portfolio should include an abstract that summarizes the item's scope, focus, purpose, circumstances under which it was developed, role of the student in its preparation, and relevance to the DrPH degree. Where a professional or academic experience does not result in a written product, or a written description is not available, the abstract of the experience should be substituted.

As part of this documentation, students should post a current copy of their academic transcript which may be downloaded from UIC Web for Student (http://www.uic.edu/depts/ims/webstudent/. Students must receive a passing grade in courses they are using to fulfill a competency (an incomplete is not acceptable).

Portfolio Presentation Requirements:

All materials related to a student's portfolio including the Program Proposal, Annual Progress Report, waiver requests, approval forms, thesis proposal, etc must be posted in the student's Blackboard portfolio site. Advisors, the program

academic coordinator and others who review a student's status will look first there.
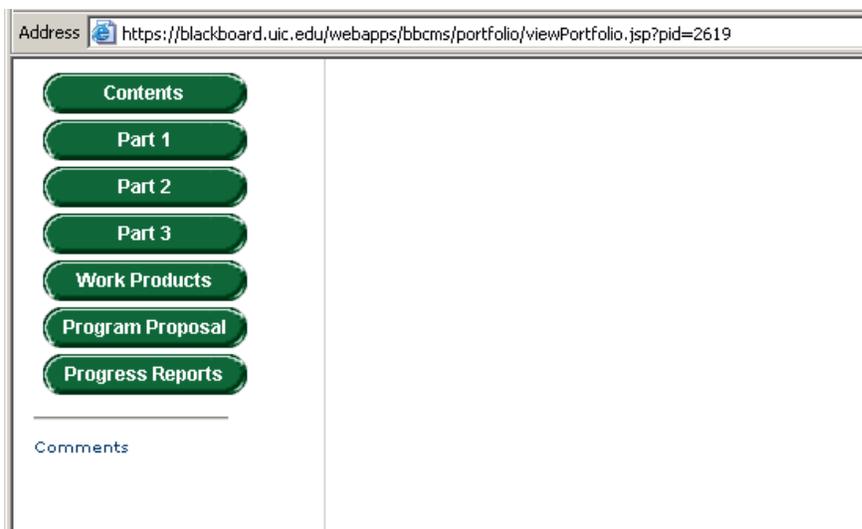
A preferred DrPH Portfolio format for parts 2 and 3 has evolved, a sample of which is posted in Blackboard. Students are encouraged to follow it as it assures a level of uniformity and consistency in both presentation and review.

Portfolios must be posted in the electronic portfolio section of Blackboard: http://blackboard.uic.edu/. (See "My Portfolios" under "Content System".) While students can customize their portfolios on Blackboard, for ease of navigation by reviewers, the site should have six main items in the left sidebar as shown in the example below:

- *Contents* should describe the organizational scheme used, so that a reviewer can easily find all materials
- *Part 1* should contain part I materials, e.g. CV, narrative statement, and the academic transcript
- *Part 2* should contain part 2 materials
- *Part 3* should contain part 3 materials
- *Work Products* should contain all documentation or evidence that supports the portfolio
- *Progress Reports* should contain annual progress reports, the most recent first
- *Program Proposal* should contain the latest version of the program proposal

Avoid adding too many items to the sidebar or having too many layers under each item to ease navigation. For example, all evidence might be listed in one file under "Work Products" along with an abstract for each. More specific guidance on the format and content of the portfolio will be added to the Blackboard template as it becomes available.

PDF files are the preferred format for attached documentation. PDF files can be easily produced directly from within most word processing software (e.g. Microsoft Word) by selecting the PDF software as the printer, or can be produced from printed copies using an inexpensive scanner or multi-function printer. Most SPH Divisions have copiers that can scan larger documents. It helps to have a PDF editor like Adobe Acrobat 7.0 (or later) to clean-up your PDF files but alternatives like *PDFill PDF Editor* are available for less than $20. Both a desktop multifunction printer and PDF editing software are worthwhile and relatively inexpensive professional investments.

Address https://blackboard.uic.edu/webapps/bbcms/portfolio/viewPortfolio.jsp?pid=2619

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PORTFOLIO REVIEW PROCESS

Reviewing the portfolio is a shared responsibility of DrPH advisors, the DrPH Program Director and the Oversight Committee. Advisors have primary responsibility for ensuring that the portfolio adequately reflects a DrPH student's strengths, areas for further development, course of study, and progress toward the degree. Advisors focus primarily on the needs of the student. The DrPH Program Director's focus in reviewing the portfolio is on consistency across students and with those policies established for the DrPH program.   The Oversight Committee serves mainly as a resource and policy advisory body in reviewing the portfolio as a form of overall endorsement and due diligence to ensure that the portfolio is complete and the review has been adequate. Formal review and acceptance of the portfolio occurs at two points as described below:

Part I and 2 Review Process: Advisors are to work with their students on an ongoing basis to complete Parts I and 2 of the portfolio, which includes assisting the student in selecting the courses needed to build his/her program of study. Once the student and the advisor agree that Parts I and 2 are complete, the portfolio will be reviewed by the DrPH Program Director who will provide comments to the advisor. Upon agreement of the advisor and the DrPH Program Director that the proposal is complete, the student's status will be reported to the Oversight Committee, whose members may review the proposal. As all SPH divisions are represented on the Committee, the Committee may be asked to provide input regarding course selection, which would assist a student in remedying deficiencies and to otherwise offer comments toward improving the portfolio.

Part 3 Review Process: Completing Part 3 should not be approached as an examination, but rather as documentation of professional development that is assembled and refined over the course of a student's enrollment in the DrPH program. Students are encouraged to work closely with their advisors and consult with other faculty and professional contacts who might serve on the portfolio review committee or thesis committee.

Upon agreement of the advisor that Part 3 is complete and ripe for review, students are to work with their advisors to form a portfolio review committee. The four-member review committee will be comprised of: the student's advisor (committee chair), a faculty member selected by the student representing the student's area of emphasis, one member from the DrPH Oversight Committee selected by the Dean's Office, and the DrPH Program Director. Once the review committee is established, the student must identify the committee members on the Part 3 Review and Approval Form (located at http://www.uic.edu/sph/students/students_forms.htm)

The advisor is responsible for managing the Part 3 review process, including:

    a.   Establishing a time-frame for the Part 3 review (recommended time-frame is three weeks);

    b.   Resolving any disagreement among the reviewers, and reaching consensus on the terms and conditions, if any, which are required of the student to successfully complete Part 3 or otherwise prepare himself/herself to move forward to the thesis stage;

    c.   Clarifying and summarizing the committee's requirements for the portfolio revision or other terms set by the committee to assure a student is adequately prepared to move forward to the thesis stage; and

    d.   Assuring that any conditions imposed by the committee have been successfully completed.

    e.   Final acceptance of Part 3 is signified by the review committee members who complete the Portfolio Part 3 Review and Approval Form (located at http://www.uic.edu/sph/students/students_forms.htm). During the review process, the committee may at its discretion, invite the student to attend a committee meeting to hear or respond to questions and concerns.

The student is responsible for updating the Program Proposal to reflect completion of Part 3 of the Portfolio and results of the review process.

PORTFOLIO REVIEW CRITERIA

Competencies will be evaluated at three levels:

- *Knowledge* gained through graduate courses taken or other formal professional training completed.
- *Understanding* demonstrated through a project completed such as a paper, professional presentation, article published, grant proposal developed, etc.
- *Application* in practice attained through employment, a consulting engagement, volunteer work or an internship/practicum.

Evaluated together, achievement at all three levels will constitute mastery, recognizing that the role that each level plays will vary across competencies and from student to

student. Portfolio evaluations strive to balance consistency across students while maintaining the flexibility needed to take into account an individual student's path in professional development. Flexible application of common standards is the goal. The review committee will look more critically at whether the mastery of those competencies directly related to the area of emphasis has been attained.

ANNUAL PROGRESS REPORT

Students and their advisors must complete the DrPH Annual Progress Report documenting the overall progress the student has made within the past academic year. The student provides a summary of the progress made within the year pertaining to course achievement, the program proposal, the portfolio, and the thesis product (where applicable). Upon completion, the student forwards the document to the advisor who adds comments and indicates approval by his/her signature. **It is expected that a meeting will take place between the student and the advisor (face to face or via telephone) to discuss the student's overall progress, questions, concerns, changes to the program proposal, etc in completing the Progress Report.** Completed reports should be posted in Blackboard upon completion of the Spring term with an email notification to Alyson Lofthouse, the DrPH Academic Coordinator, upon the completion of the Spring term. Not having a current Annual Report on file will cause a hold to be placed on registration for subsequent terms.

The progress report is closely linked to the Program Proposal, which should be updated and submitted annually with the progress report if significant changes have been made.

THESIS

DrPH students must complete a thesis. The DrPH thesis is the final challenge of the DrPH Program and is an opportunity for students to demonstrate mastery of the DrPH competencies. The thesis topic will be carefully chosen by the student in conjunction with his/her advisor and the Thesis Committee based on the student's needs and interests. As the culmination of doctoral level study, the thesis must go beyond the scope of efforts that normally would be expected in a professional work assignment and deal with higher level leadership, policy, methodological and evidence based aspects of the selected topic. Reflecting the nature of the DrPH degree, the DrPH thesis will be in most cases a work demonstrating the application of doctoral level research skills to a problem or issue of significance to public health leadership. Thus, an acceptable DrPH thesis will:

- Deal with a complex public health problem of strategic importance to public health rather than a more routine issue of narrower programmatic concern. (e.g., a

strategic plan for a large city health department public health nursing service that reflects the evolving role of public health nursing and shifting demands on the public health department to assure personal and population health services, rather than a program plan for delivery of home nursing services in response to a federal agency grant RFP);

- Advance, contribute to, or demonstrate innovation in public health practice (e.g., application of an existing methodology to a new problem, a new technique in addressing an old problem, or a novel approach for dealing with an emerging issue);

- Have an explicit methodology and study design that is clearly specified and specially designed to deal with the problem selected for investigation. Complex problems often require an integration of analytic methods to effectively address;

- Draw upon and be grounded in the literature, both the theoretical literature, where relevant, and most importantly the practice literature in an effort to establish a solid evidence base for the thesis; and

- Have clear public health leadership implications.

The DrPH thesis will most often take the form of a policy analysis, strategic plan or complex intervention design, or an evaluation. The thesis can also take the form of a more traditional dissertation and tackle an issue of research significance following a more conventional research approach.

The thesis must be original work conducted by the student. While it can involve others as described more fully below, the work undertaken must be the student's. Theses often attempt to extend the work begun by others in order to develop new insights or to reconcile conflicting results from earlier work. Many of these are conducted using the same methodological frameworks as previous work. Others develop from the application of new or innovative methodologies or conceptual frameworks.

Completing the thesis involves five major activities:

1. Forming a thesis committee
2. Completing a thesis proposal and gaining approval from the committee
3. Conducting thesis work and drafting the thesis
4. Successfully defending the thesis
5. Finalizing the thesis product based on recommendations resulting from the defense

Part 3 of the Portfolio must be successfully completed before the thesis proposal is presented for approval and before a student may register for thesis research hours (IPHS 699). Registration for up to twelve hours of IPHS 699 is permitted to develop the thesis proposal. A draft proposal must be submitted at the end of this semester.

Students must complete IRB training before the thesis proposal can be approved. If the thesis work involves human subjects, including survey data collection, the IRB form has to be submitted to and approved by the Institutional Review Board.

After the thesis proposal is accepted and formally approved by the Thesis Committee, the student must satisfy two registration requirements: (a) register for a minimum of 4 credit hours of IPHS 699 (DrPH Thesis Research per semester), while the thesis work is carried out, and (b) have registered for a minimum cumulative total of 28 hours of IPHS 699 at the time of graduation.

THESIS COMMITTEE

Responsibility for supervising and approving the thesis lies with the Thesis Committee. The Thesis Committee will consist of at least five members. Three (3) members must be members of the UIC SPH faculty; one of whom must agree to serve as the Committee Chair. The committee must include faculty from at least two SPH divisions. The UIC SPH faculty need not be on the faculty of the UIC Graduate College. Up to two (2) members may be faculty in other UIC colleges. One (1) member may be on the faculty at another university. It is strongly encouraged that one (1) member of the committee be a public health practitioner. The Thesis Committee may or may not include the student's academic advisor; however, the advisor remains an important part of the process. Students must complete and submit the DrPH Committee Recommendation Form upon formulation of the Thesis Committee (located at: http://www.uic.edu/sph/students_forms.htm).

Within these guidelines, students are encouraged to consider committee members who are familiar with the students interests and abilities, knowledgeable of the thesis topic and analytic methods employed, and who have the interest and time to serve on the committee. Students should draw upon the relationships with faculty built in prior course work and especially from the portfolio review process.

Appointment of a Thesis Committee follows a process similar to the selection of the student's portfolio Part III review committee. The student and advisor propose and the Dean's Office appoints. The student, working with his/her advisor, selects a Thesis Committee chair. The advisor may be the chair (but not necessarily) or a member of the Thesis Committee. The chair and the student select the other members of the committee.

Regular interaction with the committee is strongly encouraged both at the research stage (especially in modifying the original plan due to data problems, etc.), and in the writing stage (getting early reviews of sections/chapters). However, approval of the thesis, in part as well as whole, is reserved for the thesis defense. A summary of the

type of review and advising arrangements decided by the committee should be included in the proposed work plan.

THESIS PROPOSAL

A thesis proposal should contain at least:

1. A discussion of the specific problem or issue being investigated. This should include a clear statement of the problem, why it is important, and to whom.

2. Discussion of a conceptual framework and the relevant research and practice literature, and how that literature will be used within the conceptual framework to investigate the problem. Also, describe how the proposed work fits in with the existing literature. Does it fill a gap, resolve a discrepancy, advance prior work, or open a new line of inquiry or area of practice?

3. Identification of the public policy/practice leadership issues associated with the subject and a preliminary assessment of how the work may contribute to resolving such issues.

4. Discussion of the methodology to be used. Students proposing the application of new analytical frameworks or methodologies to previously defined problems should identify major alternative ways of approaching their topic and justify the approach they intend to use.

5. Identification of data or information needs, their sources, and methods of collection

Additionally, the proposal should cover potential obstacles or other issues pertinent to the investigation and how they will be resolved, and present a preliminary outline of the completed thesis.

Students must create a **work plan** for completing the thesis which outlines major tasks, time frames and milestones, along with how the committee will review the work along the way. This work plan will be used for gauging progress in the Annual Progress Report.

The thesis proposal is examined by the Thesis Committee at an oral hearing to determine whether the proposal is feasible given time and resource availability as well as to assure the student is prepared to pursue the project. The purpose of the examination is to direct the student, where necessary, toward a concrete and attainable plan and therefore shall not be graded. The student must present copies of the proposal to the committee at least one week in advance of the hearing. During the examination hearing, the committee may pose questions about the proposal, make comments, and offer suggestions for revision. The committee may accept as is, accept with specific

required changes, or reject the proposal. The student must summarize these comments in a memo to the chair and specify plans for incorporating them into a revised proposal. The purpose of this memo is to clarify what revisions are required (if any) to make the proposal acceptable. The chair will sign-off on this memo and circulate it to the committee for their concurrence. Based on extensiveness of the required revisions and committee expectations, the chair will decide if there is a need for the committee to formally review the revised proposal or if the memo will suffice. The thesis committee, through its chair, must notify the Oversight Committee in writing of its action. The final approved proposal will be circulated to the Thesis Committee. Upon approval, students must complete and submit the DrPH Thesis Proposal Defense Form (located at: http://www.uic.edu/sph/students_forms.htm).

DrPH Thesis Proposal Outline Example

While a thesis proposal can be organized in several effective ways, the following example reflects expectations that cover a broad range of DrPH thesis topics. The bolded and underlined text can be used a thesis headings/sub-headings. (An example of how this might be formatted into a proposal document is posted in the DrPH Program Blackboard site).

I. **Background and Problem Statement**
   a. <u>Study Objectives:</u> a high-level description of the broad issue the thesis will address and the study purpose and scope.
   b. <u>Background and Context</u>: background and contextual factors that will help frame the issue. These may be historical, legal/ethical, population need, political, service delivery, policy, and socio-economic dimensions that are relevant to understanding of issue.
   c. <u>Problem Statement and Study Questions</u>: a more detailed statement of the problem/issue including specific questions that will be addressed in the study along with propositions that will be tested.
   d. <u>Leadership Implications and Relevance</u>: factors that make this a leadership issue and the broader relevance for public health policy and practice. This is an important element that partially distinguishes the DrPH thesis from the PhD dissertation and therefore should be an integral part of the work, as opposed to a secondary consideration that gets addressed in a conclusion as is often the case with traditional research topics.

II. **Conceptual and Analytical Framework**
   a. <u>Literature Review</u>: what scholarly and practice literature is relevant to the issue, problem statement, and study questions? Including a good part of the literature review is desirable to help focus the proposal.

    b. <u>Conceptual Framework</u>: How will the literature be used to operationalize the study questions through the development of indicators and measures that will focus data collection and analysis?

    c. <u>Logic Model</u>: a preliminary logic model that graphically connects key elements of the study.

III.   **Study Design, Data, and Methods**

    a. <u>Analytical Approach</u>: specify an integrated approach for how data will be collected and analyzed to answer the study questions. This might be a case study, policy analysis, action research, a high-level evaluation or a mixed methods design. Identify the unit of study (e.g. organization, jurisdiction, geographic area). Provide a justification for why this design is effective.

    b. <u>Data Sources, Data collection and Management</u>: describe the data collection instruments, subject selection rationale (sampling), and data collection procedures. Provide sample instruments if possible. A table which maps data collection instruments to research questions is valuable. Describe data collection and management procedures.

    c. <u>Analysis Plan</u>: how will the data be analyzed? What analytical or statistical procedures will be employed? Anticipate and include data table examples where possible.

    d. <u>Validity Considerations</u>: describe study limitation and threats to validity and how they will be addressed.

IV.   **Thesis Products and Work Plan**

    a. What thesis products will be produced? A traditional polished report? Several publishable papers? If so, what journals will be targeted?

    b. Outline of the thesis product (or working draft report if published papers are the final product.

    c. <u>Work Plan</u>: Major study activities, milestones, anticipated due dates, and committee review points, preferably in Gantt chart format.

    d. Summarize procedures to meet IRB concerns including IRB training, and obtaining approvals.

THESIS DEFENSE

The Thesis Committee will approve the products associated with the students' thesis. Once the project has been completed, the Thesis Committee will administer a final oral examination (thesis defense), consisting of a seminar open to faculty and students. A closed session of further examination will follow the open seminar. A complete draft of the thesis must be presented for the defense. It need not be presented in the final format, but it must contain all text, data, footnotes, bibliography, and appendices that will appear in the finished version. Students must present the thesis to the committee at least ten days before the scheduled defense.

At the completion of the defense, the committee votes either to accept the thesis as is, to accept the thesis subject to completion of specific modifications or to reject the thesis. If the thesis is rejected, the committee must advise the student on whether and how the thesis can be improved.

When a thesis is approved but with specification modifications, within one week of the defense, the student must summarize in a memo to the committee chair, the revisions that will be made. The chair will approve the memo and supervise completion of the revisions.

If the thesis is rejected but with recommendations on how it might be improved, the student must again defend the thesis, focusing on those reasons for rejection. A second rejection will be considered final. Based on the results of the examination, the Thesis Committee will advise the DrPH Oversight Committee in writing and the Dean's Office of their recommendation. The Dean's Office will then report the results to the SPH Executive Committee, recommending whether the degree of Doctor of Public Health should be awarded.

Thesis as part of a larger work

The thesis as an integral part of the DrPH curriculum must represent original work of the student, for both the analysis and the final report itself. For students who elect to produce two publishable manuscripts, the issue of authorship may arise if the student's thesis is based on a larger body of research work done under the leadership of a principal investigator (PI). In this situation, while the PI may direct the larger work and be first author on published papers arising out of this larger work, it is incumbent on the student to segregate a portion of that larger work so that he/she can demonstrate their independent contribution at a doctoral level of analysis. The student should also be the first author of the papers that result from this portion of the larger work that will be counted toward the thesis requirement, recognizing that this paper may be folded into or become part of a final paper that will be ultimately submitted for publication and for which the student may not be the first author. The student will be expected to demonstrate to the satisfaction of the thesis committee that the student's work and thesis product are that of the student. The thesis committee will be the sole judge of how this requirement is to be met, recognizing that each student's situation in working on a larger project may be unique.

THE THESIS PRODUCT

Students have two options for the format of the final thesis product. The more traditional first option is for the final draft of the thesis to conform *generally* to the relevant Graduate College format requirements. The student should obtain a copy of the

"Graduate College Thesis Manual" at www.cs.uic.edu/~grad/ThesisManual.pdf.

The second option is two publishable manuscripts that will be submitted for publication in a public health journal. The student will adopt the format requirement of the journal to which the manuscript will be submitted. Manuscripts must actually be submitted to the journals if this option is selected. Students should work with their committee to determine the most appropriate journal to which to submit the manuscripts. If the student chooses the second option, an abstract of less than 600 words on a separate sheet(s) must also be submitted along with a less formal thesis report. The abstract must be single sided, double-spaced, and include the title and authorship.

The manuscript option report must follow the following format:

> I. Introductory chapter to include:
>> a) Over-arching theme, hypotheses which tie the papers together
>> b) Leadership issues and implications
>> c) Literature review
> II. Methods chapter
> III. Paper #1 - formatted for journal submission
> IV. Paper #2 - formatted for journal submission
> V. Conclusion - to include a discussion of the impact of the research
> VI. Appendices (to include, as appropriate, such items as survey instruments, foundational tables, organizational charts, additional tables, and other items not appropriate for a journal article nor the body of the thesis document)

Beyond format and substantive concerns, the thesis under the first option should be well written using a style that effectively communicates its content and without spelling, punctuation, grammatical or mechanical errors. Students are strongly urged to use the services of a proofreader (either a professional or colleague who has these skills) before submitting the final draft. The same standards will be applied in a less formal manner to the thesis report under the second option, recognizing that the final product will be the two publishable manuscripts, which will be evaluated for publication by the journals to which they are submitted.

The major advisor is to approve the format of the thesis with the Dean's Office conducting final format approval. Upon completion of the thesis and final oral examination, the major advisor will inform the Chair of the Committee on Academic Progress using a form provided by the SPH Dean's Office which is to be used in place of the Graduate College approval forms. The form requires the signature of all DrPH Committee members and must be delivered to the SPH Office of the Dean with the original and two copies of the thesis (one for the SPH Reading Room and the other for University's Library of Health Sciences). The Dean will signify approval on the title page, certifying the student for graduation.

Students are expected to post their final thesis products in their Blackboard Portfolio sites.

UIC SCHOOL OF PUBLIC HEALTH

This Student Handbook contains information that is useful to all students in the School of Public Health throughout their program of study. Students should refer to this handbook first whenever they have a question about their program's requirements, SPH policies, educational and research opportunities, or SPH resources, among a variety of other things.

The Student Handbook is all-encompassing, and each student will be held responsible for its content and the policies and regulations that apply, regardless of whether the student is informed of these points through other means.

MISSION STATEMENT

The UIC School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, and the nation, and of others throughout the world. The School achieves this mission by: educating scientists, professionals and the public; conducting research to develop solutions to public health problems; providing public health service; and formulating public health policy.

STATEMENT OF VALUES

We are a community of scholars, students and staff dedicated to creating a healthy society. In achieving this goal, we are committed to:

COMMUNITY the basic unit of analysis for public health, enabling communities to address their own problems, sharing skills, lowering barriers to action, and acting as a catalyst for progress.

KNOWLEDGE the pursuit, development and dissemination of which will improve the health of the public.

PROFESSIONALISM acting with integrity and collegiality in learning, teaching, research and public service.

STEWARDSHIP of natural, human and financial resources.

IDEALISM whether secularly or spiritually motivated.

CARING promoting compassion for and action on behalf of others.

JUSTICE whereby everyone is given access to the resources necessary to live a humane life and necessary to fulfill his or her full potential.

DIVERSITY celebrating unique contributions to the fabric of our community.

RESPECT for the members of this community and for those whom our efforts are intended to serve.

HUMILITY as we set our goals, as we work together to achieve them, and as we address the inevitable conflicts produced by those joint efforts.

MUTUAL TOLERANCE AND RESPECT STATEMENT

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among us or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact. If you feel you have been offended by any content or interactions, you are encouraged to discuss this with the instructor or another faculty member.

NONDISCRIMINATION POLICY

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact:

Office for Access and Equity (M/C 602)
717 Marshfield Avenue Building
809 South Marshfield Avenue
Chicago, IL 60612-7207
(312) 996-8670

ACADEMIC POLICIES AND STANDARDS

HUMAN SUBJECTS RESEARCH TRAINING

All incoming SPH matriculated students are required to receive training in initial human research subjects protection and the protection of health information. Training must be completed within the student's **first two** academic semesters of entering the School of Public Health.

The two mandatory sessions are:

Investigator Training 101- This training session on human subjects protection introduces the participant to a historical perspective, ethical principles and regulatory requirements, applicable Illinois State Laws, UIC institutional policies and procedures, investigator's responsibility when conducting research with human subjects, IRB's role and responsibility and the institution's responsibility, among other topics.

This is available through two means:
- attend UIC's Investigator 101 - What Researchers Need to Know Before Research Can Start - View the training calendar (http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml#calendar); or
- complete the CITI "Core" Course Online - Access this course online (http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/citi.shtml). Either course will satisfy this requirement.

HIPAA Research 101- This training session focuses on the policies and procedures with respect to protected health information as necessary and appropriate for the members of the workforce to carry out their function within the covered entity.

- Students may attend either an in-class or online training session. HIPAA research training information may be found at: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/hipaa.shtml

Both training sessions are offered by the Office of the Vice Chancellor for Research, Office for the Protection of Research Subjects (OPRS). Training dates for both sessions are listed on the OPRS website. In addition, both sessions are offered online as an alternative to attending a classroom session. Upon completion, students receive a certificate of completion.

Students who have received prior human research subjects protection and health information privacy training must contact OPRS to have their prior training evaluated on a case-by-case basis before they are considered exempt from the University's offerings and have met the College's requirement.

Review of research protocol involving human subjects is a federally mandated, legal responsibility of the University of Illinois at Chicago. It is undertaken to ensure that the rights and welfare of

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human subjects involved in research are protected. Research protocols involving human subjects must be reviewed and approved before human subjects can participate in the research. Anyone conducting research that involves human subjects must comply with these rules.

Generally, projects that may require Institutional Review Board (IRB) approval include doctoral dissertations, master's theses, and field research.

The review process begins with submission of a protocol with the appropriate IRB forms. Review of human subject research protocol is done according to the type of protocol submission. If the research protocol is exempt or expedited, the protocol is reviewed at OPRS by a few members of IRB Board.

If the protocol is a full review, the protocol is (1) submitted at the school level with review by the Departmental Review Committee (DRC) and (2) then submitted at the campus level for review by the IRB.

The functions of the School of Public Health's DRC are:
1. To consider the protocol's scientific merit and the qualifications of the researcher(s) and methodology; and
2. To thoroughly review the project to ascertain that it a) does not generate unwarranted risks, b) may provide beneficial and useful information, and c) provides satisfactory safeguards for the rights of the subjects.

How to Obtain IRB Forms

You can obtain forms from http://www.research.uic.edu/protocolreview/. For additional questions about the process, contact Julie C. Kong, Associate Director of Research Services at jckong@uic.edu or (312) 413-8508. For questions related to policies in conducting human subjects research, contact Associate Dean for Research, Dr. Faith G. Davis at fayed@uic.edu or (312) 996-6620.

Please see the following pages for more information on the IRB submission process:

- IRB Submission Flowchart

Student Reference Guide

STUDENT HONOR CODE

PREAMBLE

The UIC School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, the nation, and others throughout the world. We achieve this mission through education, research and public health service. Truth and accuracy are essential to achieving our goals. Integrity and intellectual honesty in scholarship, scientific investigation and service are, therefore, of paramount importance. A breach committed by an individual member of our community, is a violation committed against the whole and undermines our mission.

PLEDGE

We, students of the University of Illinois at Chicago School of Public Health are committed to promoting the ideals of the public health profession, and to the values embodied in our School's Statement of Values relating to Community, Knowledge, Professionalism, Stewardship, Idealism, Caring, Justice, Diversity, Respect and Humility.

As an integral part of this commitment we pledge to act with truth and integrity in our academic work; recognizing that cheating, plagiarism and other forms of unethical conduct, represent an assault on our community and society.

We further pledge not to be party to any misconduct, and agree to report to the Honor Committee any acts of unethical behavior of which we have knowledge

ACADEMIC DISHONESTY DISCIPLINARY PROCESS

All faculty, students, staff, administrators, field site preceptors and others who are involved with academic training of our students, have an obligation to report witnessed violations of the Honor Code. The UIC School of Public Health firmly believes that all members of the academic community are responsible for the academic integrity of our programs. Faculty and students have a joint responsibility to maintain the high standards of honor and values of this institution by reporting any instances of academic dishonesty to persons outlined below.

Academic dishonesty falls within the following categories:

- Plagiarism - using another's work without giving credit. The words of others must be put in quotation marks and cited as one's source(s). One must also give citations when using others' ideas, even if those ideas are paraphrased in one's own words.
- Cheating - giving and/or receiving unauthorized assistance in the completion of one's academic work.
- Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Dishonesty - making false or fraudulent statements (verbal or written) with the intent to deceive; acting with intent to do the same. Dishonesty includes making intentionally false accusations against another under the Honor Code.
- Bribes, favors, threats - (1) Threatening, bribing, or attempting to bribe any person with the intention of affecting an evaluation of academic performance; (2) conspiring to bribe or threaten a person with the intention of affecting an evaluation of academic performance.
- Examination by proxy - Impersonating another student during an exam, or intentionally allowing such an impersonation.
- False authorship - claiming papers and other academic products authored by others to be one's own (for example, claiming work downloaded from a website as one's own; and/or presenting the

downloaded material without proper citation.)

Process

1. **File Complaint:** The individual who files an Honor Code complaint against a student, hereinafter known as the "Grievant", must file a complaint in writing to the Associate Dean for Academic Affairs within thirty (30) days of a person first learning of an alleged violation of the Honor Code.

2. **Honor Committee:** Upon receipt of the complaint, the Committee on Academic Progress (CAP) Chair will convene the Honor Committee, a panel comprised of eight members of the School community: five elected students, the Director of Student Affairs, ex officio, the Associate Dean for Academic Affairs ex officio, and CAP Chair. The Honor Committee has forty-five (45) days from the date the complaint was lodged within which to hold a hearing and file its recommendation. Decisions of the Committee shall be based on majority vote of the student panel. Members of the Honor Committee shall take an oath of confidentiality; and all records generated as a result of a complaint shall similarly be kept confidential.

3. **Accused Party Representation:** The person accused of wrong-doing (hereinafter referred to as the "accused party") shall be given notice of the accusation, and have an opportunity to hear and present evidence respecting the allegation. Those charged may have a representative of their choosing accompany them to the hearing for advisement purposes only; that person is not permitted to speak on behalf of the accused party or to otherwise participate in the proceedings. If the

selected representative is an attorney, written notice must be provided to the Associate Dean for Academic Affairs at least five days prior to the scheduled hearing. If the accused party chooses to have an advisor present, the grievant has a right to have a Judicial Liaison present to serve as his/her advisor.

4. **Record of Hearing:** A record of the hearing shall be maintained in the form of a summary of the proceedings, a recording, or a verbatim transcript. The record shall be maintained in the office of the Associate Dean for Academic Affairs. The record of the hearing shall be made available to the accused party or to the grievant at no cost, upon receipt of a written request within ten (10) days of the conclusion of the hearing.

5. **Written Decision:** Within five (5) days after the conclusion of the hearing, a written decision including a recommended penalty where deemed warranted, , shall be issued to the accused party, the grievant, the CAP Chair, the Director of Student Affairs and the Associate Dean for Academic Affairs.

6. **Penalties for Academic Dishonesty:** If the panel is persuaded by clear and convincing evidence that the accused party has engaged in wrongdoing the panel shall have the discretion to recommend the full range of sanctions as described in the UIC Student Disciplinary Proceedings as modified by the School of Public Health.

Students may be subject to one or more of the following penalties:
- Expulsion
- Dismissal
- Suspension
- Probation

- Failure or Grade Modification
- Loss of Financial Support
- Recommended Counseling
- Developmental Sanction
- Reprimand
- Warning

Appellate Process

The decision of the Honor Committee is binding unless the student or grievant appeals the Committee's decision in writing within 10 calendar days.

1. **File Appeal Statement:** If the accused party or grievant wishes to appeal the Honor Committee's recommendation s/he must file a written statement to that effect with the Senior Associate Dean within ten (10) days of receiving the initial decision, setting forth the reason for the appeal.
2. **Grounds for Appeal:** The grounds for appeal are limited to one or more of the following: 1) procedural error in handling the case which substantially affected the outcome of the hearing; 2) new evidence which was not available at the time of the hearing; 3) argument that the decision reached was not based on clear and convincing evidence that a violation occurred; and/or 4) argument that the sanction(s) imposed were excessively severe (or weak) in light of the violation(s) the accused party was found to have committed.
3. **Appellate Decision:** The Senior Associate Dean shall limit his or her review to the record of the initial hearing (including any documents or written statements considered by the hearing panel) and documents submitted to support the grounds for appeal and shall enter a decision on review within ten calendar days.

4. *Final Appeal:* The Senior Associate Dean's decision is final except when it is alleged that there has been unlawful discrimination in the academic determination based on race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era.

Record-keeping

All matters involving an allegation of academic dishonesty shall be brought to the attention of the Senior Associate Dean who shall maintain such notices (including the student's name, identifying information, and nature of the complaint) in a confidential file. This notice and record-keeping provision relates to any matter whether raised and resolved at the instructor, Division Director and/or School-level. The purpose of such records shall be to provide early warning in the event a student is the subject of repeated allegations of misconduct.

Relation to UIC Student Code of Conduct

Nothing in the School's Honor Code System shall prevent a grievant or the accused party from raising the matter before the University Judiciary Committee.

STUDENT ACADEMIC GRIEVANCE PROCEDURES

These procedures describe the process through which students may seek resolution of complaints or grievances arising from a decision made about them by an agent of the University of Illinois at Chicago (UIC).

The School of Public Health Student Academic Grievance Procedures forms and documentation can be located here. For non-academic grievance resolution, students may contact Dr. Ronald Hershow, ombudsperson for SPH, here.

Academic Determinations

The Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or Grievances regarding academic standing during their enrollment at UIC. The procedures are a based upon the Student Academic Grievance Procedures adopted by the University of Illinois at Chicago eff. March 1, 2007.

- Section I defines eligibility to use these Procedures.
- Section II describes informal processes which must be pursued before initiating a formal Grievance.
- Sections III through V outline the formal Grievance procedure itself.
- Section VI contains information that is essential to the proper interpretation and use of these Procedures and should be read carefully by any person involved in the handling of a Grievance.

The University Guidelines on Grievance Procedures for Complaints of Discrimination at the University of Illinois (Appendix A:,approved by The Board of Trustees (November 14, 1996) incorporated into Student Academic Grievance Procedures eff. Mar. 1 2007) are considered to be part of these Student Academic Grievance Procedures. In the event of conflict between the Guidelines and these Procedures, the Guidelines will govern.

These Procedures may only be used by Students:

1. with a Complaint or Grievance regarding academic standing during their enrollment at UIC.
2. about an academic decision made about them by an agent (e.g., faculty or staff member, administrator, committee) of the University of Illinois-Chicago that directly and adversely affects the Student. Absent compelling evidence of arbitrary and capricious behavior or discriminatory intent, the Grievance Officer will not substitute its judgment for that of an instructor.

These Procedures may not be used:

1. in deciding or appealing issues relating to student discipline under the purview of the Senate Student Judiciary Committee; [See: http://www.vcsa.uic.edu/NR/rdonlyres/C10B0B31-31AD-4386-9A7A-17CA7A579C2D/962/Student_Discipline_Book.pdf]
2. in resolving any complaint, request, or question involving student records subject to campus procedures established under the Family

Educational Rights and Privacy Act (FERPA) and contained in the Guidelines and Procedures Governing Student Records (http://www.uic.edu/depts/oar/rr/records_policy.shtml);

3. by applicants for admission;
4. in review of any decision by any university administrator or properly constituted board or committee relating to allocation of resources to support any unit's projects or programs.

ADVISEMENT

Advisor Assignments for Degree Students

Upon admission, each degree student is assigned an individual faculty advisor, based on his/her educational background, experience, and career goals as indicated in the application for admission.

Role of the Advisor – All Students

A continuing relationship between the student and faculty advisor is considered to be an integral part of the educational experience of the School of Public Health. In most effective relationships between student and advisor, the latter is a general counselor. As a person with experience and with broad knowledge of the School and the University, the advisor has specific responsibility to:

- Participate in the orientation program for the entering class in the Fall Semester.
- Provide information and guidance to advisees on a continuing basis.

- Assist advisees in understanding the curriculum and in developing an appropriate program of study.
- Ensure that advisees are acquainted with and correctly follow academic policies and procedures, with particular reference to grading practices, standards of performance, graduation requirements, registration and change in registration, prerequisites, waivers, transfers of credit, and timely submission of the program proposal.
- Provide continued surveillance of the academic progress of advisees and counsel those experiencing academic problems.
- Be actively involved in the selection and carrying out of independent studies, independent research, the field practicum, or internship, as appropriate.
- Refer advisees, as indicated and appropriate, to other faculty, to the Office of the Dean, to the Director of Student Health Services, to the Campus Counseling Office, or to other points of assistance for student needs.

Research Advisors –DrPH Students

The academic advisor helps to select the thesis advisor and the members of the Doctoral Thesis Committee (DrPH). The major advisor also usually serves as supervisor of the student's research and, where required, internship (or works closely with the student to ensure an appropriate placement).

The academic advisor works actively with the student in identifying an appropriate topic, developing a research protocol and, where required, an

internship plan. The advisor also helps the student with obtaining approval for use of human subjects when indicated, and implementing the project; and makes arrangements for the required examinations. The advisor maintains contact with the Committee on Academic Progress and the Office of the Dean for general oversight of the student's work.

Change of Advisor

A request for change of advisor should be submitted to the DrPH Program Director (the Director of Student Affairs must be notified of a change in advisor).

DISABILITIES REQUIRING ACCOMODATION

Students with disabilities requiring accommodation are responsible for obtaining timely documentation of their disability and their accommodation needs from the UIC Disability Resource Center. The student must provide notice of special needs to their instructors before the semester begins or at the beginning of each term. Services, access, and reasonable accommodations can be arranged for students with various types of documented disabilities. Babette Neuberger, Associate Dean for Academic Affairs, (312) 996-5381, bjn@uic.edu, and the campus Disability Resource Center, (312) 413-2183 (Voice/TT), drc@uic.edu, are available to assist students with obtaining documentation and accommodation.

ACADEMIC PROCEDURES

REGISTRATION

DEADLINES

The registration period for all students, degree and non-degree, generally begins in the 12th week of the preceding academic semester. A specific date is established each semester for official registration and announced to students via the preceding semester's SPH Course Schedule. The registration of continuing students who have encumbrances from the preceding term will be prohibited until their debt to the university has been satisfied.

Students should consult with their advisors before registering for classes. Certain courses, for example, Independent Study (IPHS 596), require consent of the instructor and on-campus registration through the SPH Office of the Registrar.

Late Registration

The late registration period is the 1st through the 10th day of Spring and Fall term (Summer Session I – 1st through 3rd day of classes; Summer Session II - 1st through 5th day of classes). A late registration fee is automatically assessed to all students who register during the late registration period.

Credit Hours

The maximum number of credit hours for which a student can register mainly depends on the student's level as follows:

- Graduate = 20 hours (Fall, Spring and Summer)
- Non-Degree = 18 hours (Fall and Spring; 10 hours Summer) [Note: SPH will place a "registration hold" on a non-degree student after 12 SH]
- Professional = no limit during any semester

If a student attempts to register for hours beyond his or her maximum limit, the student will get a "Maximum Hours" error message that will block the addition of more credit hours for that term.

NOTE: Students may not add EPID 400, EPID 403 or BSTT 400 after the end of the first week of a semester.

How to Register for Classes:

1. To see what SPH courses are being offered, go to the SPH Course Schedules page, and click on the SPH course schedule for the appropriate semester.
2. **Register for Classes via UIC Web for Student**. For detailed information on registration, visit: http://www.uic.edu/depts/oar/registration/registration_instructions.html
3. If you need help registering, call the Registration Help Line at (312) 996-8600 Mon-Fri 8:30 am - 5:00 pm.

DROPPING COURSES

Students will use the UI-Integrate Self-Service system to drop courses. Students may drop courses for a partial refund through the 10th day of the Spring and Fall terms (Summer Session I and II – by the end of the 1st day of courses). Courses dropped before the 10th day of Spring and Fall terms (Summer Session I – 1st through 3rd day of classes; Summer Session II - 1st through 5th day of classes) will not receive a "W" on the student's transcript. A final drop date is established each semester, which is printed in the schedule; typically the sixth week of the semester. Courses dropped after the 10th day (Summer Session I – 3rd day of classes; Summer Session II – 5th day of classes), but before the final drop date will appear on the student's transcript as a "W". Students should pay particular attention to the refund policy published in the semester Timetable.

Modular Courses - Registration and Dropping

Modular courses are full-length courses that are offered within a compressed 8 week period during a semester. In the UIC Timetable, modular courses are indicated by the start and end dates, if available before print deadline. Regardless of what half of the semester the modular course is offered, a student must register for all modular courses during the regular registration period. **The same Late Registration and Add/Drop policies also apply to all modular courses.**

AUDITING COURSES

Undergraduate and graduate students as well as persons not registered at the University of Illinois at Chicago are permitted to attend on-site courses other than laboratory, military, or physical education classes as auditors. To do so a Visitor's Permit bearing the approval of the class instructor and the Dean of the college concerned must be placed on file at the UIC Office of Admissions and Records. Forms are available from the UIC Office of Admissions and Records and can be processed from the 2nd day to the 10th day of the semester. Auditors need not apply for admission to the University. No credit is awarded for audited courses.

An auditor is a listener in the class, **not** a participant. A person attending class as an auditor is not allowed to take an examination (including a proficiency exam) for credit, nor are computer facilities available. The names of auditors do not appear on class rosters. No instructor should admit auditors to any class unless the approved form is presented showing compliance with the conditions stated above. An auditor must pay the Course Auditors Fee if not registered as a full-time student. The fee is refunded if the person withdraws during the first 10 days of class. No refund is given for a later withdrawal. A student registered on a full-fee (Range I) schedule does not pay an auditor fee. University employees may audit courses without paying the fees if the following conditions are met: 1. recommendation by the head of the employing unit; 2. consent of the instructor; 3. approval of the Dean of the appropriate college; 4.

approval of the Personnel Service Office.

A $15 fee is charged for the privilege of visiting/auditing a class. A full-time registered student or a person who is a permanent support staff employee of the University does not pay the visitor fee.

NOTE: Students, even currently registered SPH students, may not "JUST SIT-IN" on a course. UIC policy requires all students attending a course to have some official status as a registered student or as an auditor. Faculty are instructed to ask persons who cannot prove that they hold an approved student or auditor status (for that specific term) to leave their classroom.

Currently, auditors are not accepted in online courses. For more information on auditing classes, please visit http://www.uic.edu/depts/oar/rr/audit.shtml.

OTHER TYPES OF REGISTRATION

Registration for Zero Hours: After students receive approval to proceed to the thesis stage, doctoral candidates must register each semester (excluding summer). Except in highly unusual circumstances, leaves of absence will not be approved.

DrPH students who do not hold a fellowship, assistantship, or tuition-and-fee waiver, and who have completed all degree requirements except the dissertation, must either:
A. Register for zero hours of credit in thesis research (any 599 course)

each semester until the degree is awarded (excluding summer, unless defending dissertation); or
B. Pay a non-refundable dissertation fee each academic year in lieu of further registration. This fee is equal to two times the amount for tuition alone required for zero credit (Range IV) at the time of payment. Students who elect this option are ineligible for student health insurance, library and laboratory privileges, computer facilities, an ID card, and loan deferment.

Students who hold a fellowship, assistantship, or tuition and fee waiver must register each semester for the number of hours required by their award, even if they have completed all degree requirements except the dissertation.

Permission to use either option A or B will be considered by the SPH Student Affairs for DrPH students, upon petition supported by the graduate program. For option B, the department must certify that no use of University facilities will be made. Students must re-file a petition each academic year for Option B. All students must complete and defend the dissertation by the degree deadline, regardless of which option is chosen.

Registration for the CIC Traveling Scholar Program: The purpose of this program is to allow the DrPH student to take advantage of specialized courses, laboratory and library facilities, and related faculty guidance available at universities in the Big Ten and the University of Chicago. Under the program, doctoral students may spend

two semesters or three quarters at any of the other CIC institutions.

Please see the CIC Traveling Scholar section of this handbook for more information.

Registration for Courses in Other Colleges and Departments within the University System: SPH students may concurrently take courses at SPH and at other colleges or departments at UIC. Students may also register for courses at the Urbana or Springfield Campuses. The following should be noted:

Students who wish to take non-SPH courses must have the approval of their faculty advisors, and all students must have included such courses in their Program Proposals (or amend the proposal accordingly).

Registration for non-SPH courses should be made at the time of registration for SPH classes. The adding and dropping of courses may be made simultaneously. Please check with the Office of Student Affairs regarding complete withdrawals.

COURSE DESCRIPTIONS

For a comprehensive list of course descriptions, please visit: http://www.uic.edu/ucat/courses/

PROGRAM PROPOSALS

Students in all public health degree programs are required to submit a program proposal early in the development of their individual programs of study. Program proposal forms may be located here: http://www.uic.edu/sph/students/students_forms.htm.

Deadlines for First Submission of the Program Proposal

DrPH Students: End of the 1st semester of study.

Petitions to transfer credit and petitions for waiver of core and required courses must be submitted with the initial submission of the program proposal. The program proposal, and any requests for waiver or transfer of courses, must first be approved at the division level; and then both the program proposal and any requests to transfer courses or to waive SPH core courses must be simultaneously submitted through the division's academic coordinator to CAP for approval. [Note requests to waive divisional course requirements need not be approved by CAP.]

If the first submission deadline is not met, a hold will be placed on the student's registration by the Office of Student Affairs. A memo will be sent to the student and copied to the advisor and DrPH Program Director indicating the hold has been placed on the student's registration. The hold will be removed when the advisor contacts their division's Academic Coordinator to request that the hold be lifted and an approved program proposal has been received by the Office of Student Affairs.

Deadlines for Submission of Revised Program Proposal

A final program proposal must be submitted to the division's Academic Coordinator, no later than the end of the semester prior to the expected semester of graduation. Whenever major changes in the program of study are made (for example, a change in area of emphasis), a revised program proposal must be submitted to the division's Academic Coordinator.

It is strongly recommended that students submit a revised program proposal form to the academic advisor for minor changes in the program of study and/or in conjunction with the Annual Progress Report submission. These forms are identical to the original program proposals, but must be marked as "revised".

LEAVE OF ABSENCE

A Leave of Absence may be granted when a student wants to withdraw temporarily from the School because of illness or special circumstances which the student is unable to control. A request for Leave of Absence must be received prior to the beginning of the semester for which the leave is desired. It must be submitted by the student in writing, and must carry the signature of the faculty advisor and DrPH Program Director. Requests for longer than one term are not automatic and will be evaluated based on medical or extraordinary reasons. Forms for DrPH degree candidates are located here.

Requests for a second or subsequent leave, or for leaves of more than one consecutive term (not including summer) are expected to include a statement addressing the affect of the leave on progress in the program. Consideration of such requests will include the potential risk that such leave may adversely affect the ability of the student to complete the program. Time spent on a leave of absence approved by the program is not counted toward the degree time limit. For further information, contact the DrPH Academic Coordinator. Doctoral candidates will generally not be granted leaves of absence after passing part 2 of the portfolio.

Students who wish to discontinue studies without prejudice and in good standing, permanently or for some indefinite period of time, should address a letter to that effect to the Dean. (For temporary withdrawal, follow procedures for Leave of Absence as discussed in the previous section.) If a student withdraws within ten (10) days after the beginning of instruction, all fees except a non-refundable portion are refunded. A student who has withdrawn from the School of Public Health (and the Graduate College) in good standing, and who subsequently wishes to resume studies, must reapply to the program. **Readmission is not guaranteed.**

If a student is readmitted after withdrawing from the School of Public Health, the curriculum and course requirements that are in effect at the time of his/her readmission must be adhered to and will remain in effect until the student graduates.

WITHDRAWAL

Students who wish to discontinue studies without prejudice and in good standing, permanently or for some indefinite period of time, should address a letter to that effect to the Dean. (For temporary withdrawal, follow procedures for Leave of Absence as discussed in the previous section.) If a student withdraws within ten (10) days after the beginning of instruction, all fees except a non-refundable portion are refunded. A student who has withdrawn from the School of Public Health (and the Graduate College) in good standing, and who subsequently wishes to resume studies, must reapply to the program. **Readmission is not guaranteed.**

If a student is readmitted after withdrawing from the School of Public Health, the curriculum and course requirements that are in effect at the time of his/her readmission must be adhered to and will remain in effect until the student graduates.

TRANSFER OF CREDIT

The prime consideration for transfer of credit is whether the previous course work meaningfully contributes to a cohesive, goal-oriented, graduate program of study. Request for transfer of credit must be submitted with the initial submission of the program proposal. Deadline for submission of transfer requests is the same as the deadline for initial submission of program proposals. The request for transfer of courses, and the program proposal, must first be approved at the

division level; and then both the program proposal and request for transfer of credits must be simultaneously submitted through the division's academic coordinator to CAP for approval.

All degree programs of the School of Public Health permit transfer of credit for courses taken before and during enrollment in the School, subject to the following criteria, limitations and procedures.

Consideration is given to the transfer of graduate work completed in accredited institutions, either those approved by one of the regional accreditation associations or those approved by the agencies recognized by the Council on Post-Secondary Education. The credit hours that may be transferred are determined on an individual basis. Only graduate work that meets the quality and content of courses offered at the University of Illinois is eligible for transfer. Consideration is given to the transfer of credit in three categories:

1. **Graduate work for which a degree was NOT awarded.**
2. **Graduate work completed elsewhere after admission to the School and for which a degree was not awarded.** Such courses should be an integral part of the student's degree curriculum, taken on the advice of the student's faculty advisor and with the concurrence of the Dean.
3. **Graduate work completed in the senior year at UIC that was not applied to the baccalaureate.** In the case of competency-based or pass-fail systems, the student must

submit a letter from the instructor of record assigning a letter grade for the course to be transferred.

When there is partial overlap between a course proposed for transfer and a course to be taken at SPH, credit hours transferred may be reduced or disallowed.

Limitations on the transfer of credit:

- Except for credit non-degree courses for DrPH students, only credits in which the student earned a grade of "A" or "B" may be transferred.
- Students may transfer a maximum of twelve semester hours of credit earned as a non-degree student to the degree program (DrPH).
- For master's programs of 47 or fewer semester hours, no more than 25% of the hours required for the degree may be transferred.
- For master's programs of 48 or more semester hours, no more than 50% of the hours required for the degree may be transferred.
- **Graduate work completed at UIC SPH in Credit Non-Degree (CND) status:** Up to 12 semester hours of credit may be transferred upon a CND student's matriculation into an MPH degree program. This credit hour limitation does not apply to students who are officially admitted into a credit-bearing Academic Certificate Program. In the latter situation students should consult with the Certificate Program's director or academic coordinator for relevant policy.

Transfer of Credit at the DrPH Level:
A doctoral student who has received a

relevant master's degree may receive 32 hours of credit toward the minimum 96 semester requirement for the doctoral degree. In unusual circumstances, the student may petition for transfer of additional credit hours beyond these 32 hours.

Transfer of credit does not imply waiver of courses required for the degree program. The division may require that specific courses be taken which could increase the credit hours required for completion of the program beyond the minimum hours.

Other transfer rules for DrPH program students are as follows:

DrPH students with a master's degree can transfer 12 SH of SPH credit non-degree course work. Such students may transfer an additional 16 SH of course work taken elsewhere - as long as such credits were not obtained as part of another program of study for which a degree was granted.

Doctoral students without a prior master's degree can transfer 24 SH of course work not previously used for any degree (25% of total 96 SH required for the doctoral degree). For PhD students, CND credit is included in the 24 SH; for DrPH students, CND credit is in addition to the 24 SH.

Time Limitations for Transfer Credit:
Ordinarily, credit earned more than six calendar years before admission to the School of Public Health is not transferred (except in the case of doctoral students where credit hours are awarded for a completed master's degree).

Procedures for Transfer of Credit: To transfer credit, DrPH students must use the SPH Petition. The following documentation must accompany each petition:

1) An official transcript showing the grade earned, if such a transcript was not submitted as part of the admission application.

2) Documentation that the course was a graduate level course: i.e., a copy of the relevant parts of the course catalog. If such documentation is unavailable or unclear, the student may submit a letter to the Division Director from the registrar of the university where the course was taken certifying that the course was at the graduate level and taken for graduate credit. Additional documentation may include course outlines, projects and reports.

Deadline for submission of Petition for Transfer of Credit:
Petitions for the transfer of credit for course work taken prior to matriculation must be submitted with the first submission of the program proposal (see program proposal submission deadlines above). No petitions for transfer of credit will be accepted after a student's first year in a SPH degree program. The student is responsible for assembling all documentation and submitting it to the advisor and Division Director.

Transfer of Credit from the DrPH Program to the PhD Program:
Students who choose to transfer from the DrPH degree program to the PhD program may transfer no more than

25% of 96 semester hours required for graduation.

Example: The maximum number of hours that a DrPH student with a relevant master's degree, 12 semester hours of CND credit and 30 semester hours of credit earned while in the DrPH program may transfer is:
32 semester hours of credit for the Master's degree and a combined total of 16 additional credit hours earned while a CND and DrPH student.

Students wishing to transfer from the DrPH to the PhD degree program are therefore encouraged to apply for transfer early in their academic program. This is UIC Graduate College policy.

Transfer of Credit for courses taken after matriculation at SPH: Procedures and regulations concerning transfer of credit for courses taken at other institutions as part of the student's program of study are the same as for courses taken before matriculation, and are detailed above.

Transfer of Credit for courses taken within the University of Illinois:
Courses taken within other schools or colleges of The University of Illinois prior to matriculation may also be used to satisfy requirements for the degree program, subject to the same credit hour limitations detailed above for transfer of credit from other institutions. The primary criterion for transfer of credit is relevance of course work to the academic program in SPH. There are no limits for course work taken in other schools or colleges within The University of Illinois while the student is enrolled in an SPH degree program.

The defining criteria are relevance to the student's academic program, and that it be a graduate level course. Approval is required only of the student's major advisor and Division Director as indicated on the program proposal.

WAIVERS

WAIVER OF COURSES

A student may petition for waiver of one or more required courses in any of the degree programs if justified on the basis of the student's having taken prior course work of equivalent level and course content. In exceptional circumstances, experience may substitute for formal course work. Judgment on equivalency of either course work or relevancy of experience will be made by the course instructor and the Division Director of the division offering the course, who will base a decision either on evidence of equivalency supplied by the student or on a test--written or oral, or both.

Approval of a course waiver does not reduce the total number of credit hours required to earn the degree; rather, the student will have to take an equivalent number of credit hours, normally in the same division for which course waiver has been granted.

The field experience may only be waived upon a student's demonstration of a Bachelor's or advanced degree in a health or health related profession plus three years of paid public health experience. A prior professional degree without public health experience, or prior work experience that is not closely related to the academic objectives of the student's degree program, are not sufficient reason for waiving the practice requirement.

Procedure: The petition for waiver form may be obtained from the division's Academic Coordinator, or online [here](). Request for waiver of a School-wide core course or divisional requirement must be submitted with the initial submission of the program proposal. The request for waiver of any school-wide core course or a divisional requirement, and the program proposal, must be approved at the division level. For waiver of School-wide core courses, the waiver request must be submitted through the division's academic coordinator to the CAP Chair for approval. Where the petition for waiver is based on a prior equivalent course, the student must attach to the waiver petition a transcript showing evidence of having completed the prior course with a grade of A or B and a description of the course. A course description may include a copy of the course syllabus and/or a description from the college catalogue.

A petition for waiver of the field practicum requirement must be accompanied by the following documentation:
 1) Current CV/resume outlining public health experience,
2) Letter explaining relevant public health experiences and how these experiences relate to the field practicum learning objectives. Students must prove they have three years of paid public health experience to be considered for a waiver.

Students may appeal the denial of a waiver to the Division Director of the division offering the course. In the case of the field practicum, the appeal of a waiver decision would be made to Senior Associate Dean, Sylvia E. Furner, sefurner@uic.edu.

No petitions for waivers will be accepted beyond a student's first year in a SPH degree program.

INDEPENDENT STUDY

Students may use Independent Study (IPHS 596) to satisfy elective hours. Up to 5 sh of independent study may be credited for graduation for programs of study requiring 42 sh. For degree programs requiring greater than 42 sh, 1 sh of independent study may be credited toward graduation for each additional 5 sh of formal course work taken, to a maximum of 9 sh.

ACADEMIC PROGRESS

Student Status

Degree Students: Degree candidates are students accepted under prevailing standards of admission. Students with an assistantship must register for a minimum of eight semester hours in the Fall and Spring semesters. International students on a visa must be registered for twelve semester hours if assistantship is 25 percent time. To receive a summer tuition waiver based on an assistantship, students must register for a minimum of three semester hours. For some fellowships, Summer registration for a minimum of six (6) semester hours may be required.

Failure to register for the minimum number of semester hours will result in the assessment of full tuition by the University.

For more information on registration policies, visit the UIC Graduate College.

Credit Non-Degree (CND) Students: Credit Non-Degree students may take courses at the School of Public Health for academic credit. Evidence of a bachelor's degree is required for CND enrollment. Up to 12 semester hours may be transferred into a degree program from the Credit Non-Degree program. [Students who are admitted into a credit-bearing Academic Certificate Program are not bound by the 12 credit hour rule.] Students who expect to enroll as degree students at some time in the future generally register for one or more of the required core courses. Students without a previous master's level degree are not allowed to enroll in courses beyond the 400 level. CND students must also fulfill all prerequisites for courses. For more information on the CND program, contact Babette J. Neuberger, Associate Dean for Academic Affairs at (312) 996-5381; bjn@uic.edu.

STANDARDS OF STUDENT PERFORMANCE

Grade Point Average (GPA): As a minimum academic criterion, a student must maintain a cumulative GPA of at least 3.0 (on a 4.0 scale) in all UIC 400- and 500-level courses. General transfer credit taken at other institutions is not computed in the cumulative grade point average. Grades earned at SPH as a

Credit Non-Degree student are included in the GPA.

Graduation: In order to graduate, the student must have a cumulative GPA of 3.00 or better (on a 4.0 scale).

ACADEMIC PROBATION

If the cumulative GPA is below 3.0 (on a 4.0 scale) after completion of 12 semester hours of credit, the student is placed on probationary status. Students who are in academic trouble must consult with their academic advisor. A student with less than 12 semester hours of credit and a cumulative GPA below 3.0 (on a 4.0 scale) will be sent a warning letter.

A hold will be placed on the student's registration by the Office of Student Affairs if the student is placed on the probation list or probation warning list. A memo will be sent to the student and copied to the advisor and Division Director indicating the hold has been placed on the student's registration. The hold will be removed after the student meets with his/her advisor and the advisor contacts Renita Moore-Shannon, SPH Registrar, with instruction to remove the hold.

Students on probation will not be permitted to register for any course that is graded on an S/U basis.

Disqualification from further study: Students have two semesters of enrollment (including Summer, if registered), after the term on which they are placed on probation, to remove themselves from probation. If a 3.0 (on a 4.0 scale) cumulative GPA is not

attained, the student will be dismissed from the University. A student can petition for an additional semester.

A division may establish a higher standard of performance for courses in the major discipline. Division standards are published in the SPH Handbook and elsewhere as appropriate.

REPEATING COURSES
If a student must repeat a required course, the course must be taken in the next semester it is offered.

In calculating a Grade Point Average, all grades obtained that have been repeated are included in the average and appear on the student's transcript, although the credit hours of a repeated course are counted only once in satisfying graduation requirements.

No course may be repeated more than one time, with the exception of courses described in the SPH Handbook or catalog as repeatable or continuing activities. Courses taken at other campuses which duplicate completed SPH course work cannot be counted toward graduation requirements.

ACADEMIC DISMISSAL PROCESS

The following process applies once it is determined by the Office of Student Affairs that a student has failed to satisfy probation requirements:

1. The Director of Student Affairs notifies the student of his/her status and that his/her dismissal will be considered at an upcoming CAP meeting. Notice is by

a) phone and b) email. The director also notifies the student's advisor by a) phone and b) email.

2. The student has two options: a) accepting the dismissal or b) petitioning for extension of the probation period. The student needs to inform CAP in writing of his/her decision within five working days of receiving notification. This correspondence should be addressed to CAP and delivered to the Director of Student Affairs. It is strongly recommended that the petition to extend probation be accompanied by a letter from the student's advisor indicating the advisor's support of the student's petition (if in fact the advisor is supportive); and a letter from the student describing how he/she plans to resolve his/her academic difficulties if given the opportunity.

3. If the student accepts the dismissal, the Associate Dean for Academic Affairs sends an email notification and overnight letter on behalf of CAP notifying the student of the academic dismissal. Dismissal results in cancellation of any current registration.

4. If the student elects to petition for extension of probation, the petition will be considered at the next CAP meeting, which will occur before the end of the late registration period for the following semester. The student has until five working days prior to the meeting to submit supporting documentation. The student may submit a written request to attend the meeting and may bring a representative of his/her choice. If the selected representative is legal counsel, CAP requires notification five working days prior to the meeting. All written correspondence and documentation should be delivered to the Director of Student Affairs. CAP may seek information from the student's advisor, Division Director or other school faculty or staff.

5. At the meeting, CAP decides whether to a) accept the petition to extend probation, or b) dismiss the student. If CAP extends probation, the Associate Dean for Academic Affairs sends the student an overnight letter on behalf of CAP stating the conditions of the extension. If CAP decides to dismiss, the Associate Dean for Academic Affairs sends the student an overnight letter on behalf of CAP stating the decision and the reasons for it. A written appeal of any decision by CAP may be made to the Dean within 30 days and must include a statement of the basis for the appeal and the remedy sought.

6. A written appeal of any decision by CAP may be made to the Senior

7. Associate Dean within 30 days and must include a statement of the basis for the appeal and the remedy sought. The Senior Associate Dean has fifteen days within which to reach a decision on appeal. The decision may be finally appealed to the Dean.

GRADING PROCEDURES

Grade Points Interpretation - UIC uses a 4.0 (A) grading scale.

A	4.0	Excellent; outstanding performance.
B	3.0	Good; completely satisfactory performance.
C	2.0	Fair; some problem with course material, but satisfactory performance.
D	1.0	Poor; unsatisfactory performance; cannot be used toward graduation, but is calculated in the GPA.
F	0.0	Failure; unacceptable performance; cannot be used toward graduation, but is calculated in the GPA.
DFR	0.0	Deferred; may be used for thesis courses, continuing seminar and sequential courses. At the end of the continuing course sequence, the deferred grade for all terms must be converted either to a specific letter grade (A-F), to an Incomplete (IN), or to a Satisfactory (S) or Unsatisfactory (U) in thesis research courses or specifically approved courses. When a student terminates a project in Independent Study, Internship, or Research (e.g., by change of topic or advisor), outstanding DFR grades must be converted immediately, even if registration in IPHS 596, IPHS 661, IPHS 598, IPHS 599, or IPHS 699 is continued.
S	0.0	Satisfactory; to be used as grade in thesis research courses, in zero-credit courses, and in specifically approved courses. No grade points are earned and the grade is not computed in the cumulative GPA. The S or U grades are used for IPHS 598, IPHS 599, IPHS 650, IPHS 661, IPHS 698, IPHS 699, and most seminar courses.
I	0.0	Incomplete; may be given only if, for reasons beyond the students' control, required work has not been completed by the end of the term. An IN must be converted to a letter grade (A-F) by the end of the students' first term in residence subsequent to that in which it was received or, if the student is not in residence, by the end of the twelve consecutive months subsequent to that in which the IN was received. An IN that is not removed by the deadline will remain on the records as an IN. NO EXTENSION BEYOND THE DEADLINE WILL BE PERMITTED. A course in which an IN was received and not removed by the deadline may be repeated for credit only once.
U	0.0	Unsatisfactory.

GRADUATION PROCEDURES

Graduating students must comply with the following:

1. Intent to Graduate: The *Intent to Graduate* must be submitted for the term you intend to graduate. The on-line form is available from the time when registration for that term begins through the Friday of the third week of fall and spring semesters, or through the second week of the summer semester. If you complete an *Intent to Graduate* for one term and do not graduate that term, you must complete another *Intent to Graduate* for the new term in which you are attempting to graduate. Please visit this website for information on how to declare your intent to graduate:
http://grad.uic.edu/cms/?pid=1000030

2. Program Proposal: A revised program proposal, reflecting the completed program of study, and signed by the student, advisor, and DrPH Program Director must be submitted to the division's Academic Coordinator.

3. Exit and Advisor Evaluation Surveys: Exit surveys and academic and research advisor evaluation surveys are completed online near the end of your graduating semester. The academic and research advisor evaluations surveys are reviewed by the Senior Associate Dean. Once the semester is over (and the student has graduated) survey feedback is given to the Division Director and then to the faculty member.

3. Final Submission of Thesis: DrPH students should consult Julie C. Kong, Associate Director of Research Services, 1154 SPHPI; 312-413-8508; jckong@uic.edu, to obtain this information.

4. Exit Interview: Some divisions may require their graduating students to complete an exit interview. The interview should occur at the end of the last semester of enrollment before graduation. Results of the interview will be transcribed and submitted to the Associate Dean for Academic Affairs.

Commencement

The Commencement Ceremony at the University occurs only once a year. The School of Public Health holds its annual Commencement ceremony each year in May. Commencement is the occasion for the recognition of graduates by the School and conferring of the degree.

Dates of Graduation

Since SPH students may complete all requirements for their degrees in any of the semesters of the year, those who finish their work in Summer or Fall semester cannot participate in Commencement until the following May. However, the Executive

Committee of SPH (for DrPH students) will meet after the end of each semester to recommend such students for graduation. The degree earned is posted to the transcript approximately 2-4 weeks after the end of the term and diplomas are sent to graduates 8-10 weeks following the date of graduation. Note, students expecting to finish in Summer may petition the School to participate in Commencement exercises in the Spring prior to their graduation, although their names will not appear in the list of graduates until the Spring Commencement Ceremony following their official term of graduation.

Requirements for Spring Graduation

For students who expect to complete all work in Spring Semester, instructors are authorized to provide special examinations, make early review of written reports, or take other action necessary in order to provide course grades prior to Commencement. After these grades are provided to the SPH Office of Student Academic Services (DrPH students) qualified students may participate in Commencement.

Availability of Diplomas

For all semesters except Spring, diplomas are available for distribution 8 to 10 weeks following the date of graduation. Spring graduates may pick up their diplomas in the University's Office of Admissions and Records the week following Commencement.

Official Transcripts

Official transcripts for all degree programs are only available from the University's Office of Admissions and Records (M/C 018), Box 5220, Chicago, Illinois 60680. There is a charge for a transcript. Transcripts requests may be submitted in writing, in person or online through UIC Web for Student. For more information, please see http://www.uic.edu/depts/oar/rr/transcripts.shtml.

CIC TRAVELING SCHOLAR PROGRAM

Since its establishment in 1958, the Committee on Institutional Cooperation (CIC) has worked to improve the quality and efficiency of higher education through voluntary cooperative action by its eleven member institutions.

- University of Chicago
- Ohio State University
- Michigan State University
- Indiana University
- University of Wisconsin, Madison
- Northwestern University
- University of Iowa
- University of Illinois, Chicago and Urbana/Champaign
- Purdue University
- University of Minnesota
- University of Michigan
- Pennsylvania State University

The purpose of this program is to allow the PhD or DrPH student to take advantage of specialized courses, laboratory and library facilities, and related faculty guidance available at universities in the Big Ten and the University of Chicago. Under the program, doctoral students may spend two semesters or three quarters at any of the other CIC institutions.

The Graduate College administers this program for the UIC campus, and interested students should consult the Graduate College Bulletin; or contact: Edward Blaha, Graduate College, M/C 192, at: 312-413-2548 or by email at: mistered@uic.edu. In order to register at any of the universities, a student must:

- Be currently enrolled in the Doctor of Philosophy or Doctor of Public Health degree program.
- Obtain approval of the major advisor and the Office of the Dean at SPH.
- Return the application to the Graduate College for approval. The Graduate College will forward the application to the HOST University. It is strongly recommended that application be made early in the semester preceding anticipated participation in the program.
- All fees for CIC courses are paid on campus at University of Illinois rates.
- Students must register for CIC 500 at UIC for the same number of credit hours they are enrolled at the host university in order to receive credit for the course work.

NOTE: Students planning a change of program in the CIC course selections (add/drop) must contact Edward Blaha, UIC's CIC liaison officer, at 312-413-2548. Only graduate

level courses at the HOST University will be credited toward degree requirements at The School of Public Health. Interested students must obtain quarterly/semester schedules from the HOST Universities. For more information visit the CIC Travel Scholar Website.

APPENDICES

DrPH Program Proposal
DrPH Annual Progress Report
DrPH Portfolio Format (posted on Blackboard under DrPH Documents)
http://blackboard.uic.edu/
Thesis Committee Recommendation Form
Thesis Proposal Defense
Final Oral Examination

UIC SCHOOL OF
PUBLIC HEALTH

UIC SCHOOL OF PUBLIC HEALTH
DOCTOR OF PUBLIC HEALTH (DrPH)
PROGRAM PROPOSAL Curriculum as of Fall 10* Check one: ☐ Initial ☐ Revision Date

UIN#

Name: Last:

First:

Advisor:

Year & Term Matriculated:

Complete the appropriate items below:

1. Student's status: ☐ Part-Time   ☐ Full-Time

I.   CREDIT FOR MASTER'S

1. Master's earned at: (institution and year)   -

2. Type of Master's earned/discipline

3. Will student receive credit for MPH or related master's? ☐ No ☐ Yes   If yes, add 32 hours in Master's Credit under SUMMARY
below

II.   TRANSFER OF CREDIT
List below UIC Credit Non-Degree and transfer course credit (maximum of 12 semester hours) of SPH coursework taken in CND
status; and a maximum of 16 semester hours of coursework taken elsewhere; as long as credits were not obtained as part of
another program of study for which a degree was granted (see transfer of credit rules at:
http://www.uic.edu/sph/student-handbook/shandbook_sphpolicies.htm#transfer). Please list your transfer credit in the appropriate section within your
course of study.

Course #	SH	Course #	SH	Course #	SH
Course #	SH	Course #	SH	Course #	SH

Name of Institution:

Course #	SH	Course #	SH	Course #	SH
Course #	SH	Course #	SH	Course #	SH

An approved Petition for Transfer of Credit must be submitted with the initial proposal. The transfer eligibility for courses taken at
another institution is determined by the Committee on Academic Programs. These courses cannot have been applied to another
degree.

III.   DrPH CORE COURSES (28 semester hours)

Course#	Title	Term/Year	Semester Hours
BSTT 401	Biostatistics II		4
EPID 403	Introduction to Epidemiology: Principles and Methods		3
IPHS 501	Public Health Leadership Seminar I		3

IPHS 502	Public Health Leadership Seminar II		3
IPHS 503	DrPH Integrative Methods Seminar I		3
IPHS 505	DrPH Integrative Methods Seminar II		3
IPHS 510	Leadership in Public Health Policy Development		3
IPHS 511	Personal Leadership Development		3
IPHS 512	Public Health Leadership Tools		3

Student's Name:

If applicable, approved waiver forms must be submitted with initial proposal. Waiver forms are available from the SPH Academic Affairs Office. Waiver of required courses does not reduce the total minimum hours required; additional electives may be needed. Although no credit is awarded for waived courses, these courses should be listed in the appropriate section with "waived" indicated in the semester hours column. Refer to the *SPH Student Handbook* for degree program requirements and transfer and waiver procedures.

IV.   Area of Emphasis (minimum 8sh - Include transfer hours listed from section III)

Course #	Title	Term/Year	Semester Hours

V.   DrPH THESIS (IPHS 699 -28 semester hours minimum. Do not list research taken for 0 hours)

1. Thesis Committee:

Committee member	Affiliation

Student's Name:

2. Thesis Proposal Approval Date_____

Note: Students using human subjects in any research must have approval from the Institutional Review Board before they begin collection. See SPH *Student Handbook* for details.

3. Thesis Research Hours (IPHS 699 – 28sh minimum. Do not list research taken for 0sh)

Course #	Term/Year	Semester Hours	Course #	Term/Year	Semester Hours
IPHS 699			**IPHS 699**		

VI. **Field Practicum – IPHS 661 Required:** ☐ **Yes**　☐ **No**　**If yes, # of semester hours**
　　　　Practicum Description:

VII. **PORTFOLIO: enter completion date (or anticipated date of completion)**
　　　　　　　Part I complete　　**Date _____**
　　　　　　　Part II complete　　**Date _____**
　　　　　　　Part III complete　　**Date _____**

VIII. **CONDITIONS OF ADMISSION**　List any conditions of admission which the student is required to complete, but which are not part of the formal program. If the conditions include taking additional courses, please list them. Student must supply an official transcript (if credit was earned at another institution) as proof of completion.

IX. **TRAINING IN HUMAN RESEACH SUBJECT PROTECTION (required of all students matriculating Fall 2004 or later)**
　　Students using human subjects in any research must have approval from the Institutional Review Board or one of its approved committees before they begin collection. See SPH *Student Handbook* for details

Type of Training	**Title of Training**	**Date Taken**
Initial Training in Human Subject Protections (either the class session or online training may be taken to satisfy the requirements). If initial training was taken elsewhere, the student needs to contact OPRS for approval and exemption from UIC's requirement.	☐ Investigator 101- What Researchers Need to Know Before Research Can Start ☐ CITI "Core" Course Online Other:	
HIPAA in Research	HIPAA Research 101	

Student's Name:

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SUMMARY – Credit hours total required for graduation:

	Required	Completed	Transfer
Credit For Master's (I)	(max 32sh)		XXX
SPH Core Courses (III)	(28sh)		
Area of Emphasis (IV)	(min 8sh)		
DrPH Thesis-IPHS 699 (V)	(min 28sh)		XXX
Field Practicum (VI)	(0-5sh)		XXX
Total Semester hours proposed for graduation	(min 96sh)		

X.   COMMENTS

XI.   SIGNATURES

In signing this proposal, the student and SPH acknowledge that the course of study outlined and other condition above will comprise the graduation requirements for this student. A revised proposal must be submitted to the Office of Student Affairs whenever major changes in the program of study are made.

Student: Date:

_____   _____

Advisor: Date:

_____   _____

DrPH Committee Chair: Date:

_____   _____

Associate Dean for Academic Affairs: Date:

_____   _____

*This Program Proposal format applies to all students entering the DrPH Program in Fall 2010 or later.

8/10

DRPH ANNUAL PROGRESS REPORT

Student Name: Advisor:

Email Address: Email Address:

Date entered program:

Current Status
Indicate your most <u>curren</u>t status in the DrPH Program:

Portfolio Part I	submitted [__]	approved [__]
Portfolio Part II	submitted [__]	approved [__]
Portfolio Part III	submitted [__]	approved [__]
Thesis committee	selected [__]	approved [__]
Thesis proposal	submitted [__]	approved [__]

     Thesis defense expected date

     Thesis product completion expected date

Academic Progress
Summarize your progress in the DrPH program during the past academic year.

Academic Plans
Summarize your plans for the DrPH program during the next academic year. Please be specific.

Advisor Comments
Please rate the student's progress as satisfactory or unsatisfactory indicating your reasons.

Student signature: _____   Advisor signature: _____
Date: _____   Date: _____
Note: Program Proposals should be updated at this time.

DRPH COMMITTEE RECOMMENDATION FORM

Name of Student: UIN #:

(Show name as it will appear on thesis title page)

Doctoral Thesis Defense* ☐

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*The thesis title must not exceed 105 characters in length including spaces.

REGULATORY ISSUES

Does the student's research involved human subjects?	Yes ☐	Or No ☐		
If yes, has the Institutional Review Board approved the proposal?	Yes ☐	Or No ☐	Approval #:	
Does the student's research involve animals in any way?	Yes ☐	Or No ☐		
If yes, has the Animal Care Committee approved the proposal?	Yes ☐	Or No ☐	Approval #:	
Does the student's research involve recombinant DNA?	Yes ☐	Or No ☐		
If yes, has the Institutional Biosafely Committee approved the proposal?	Yes ☐	Or No ☐	Approval #:	

School of Public Health policy requires the minimum membership of committee as follows:

	NUMBER	**OUTSIDE MEMBER(S)**
Thesis Defense	Five faculty of UIC (Three must be SPH faculty, from at least 2 divisions of the School)	Up to two optional

---

We recommend that the following be approved as members of the committee for the student named above:

Name	Department
Chairperson (must be a UIC SPH faculty member)	
Member outside of UIC	Name of institution, agency, etc.
Member outside of UIC	Name of institution, agency, etc.
Advisor	Date
Office of the Dean	Date

UIC SCHOOL OF
PUBLIC HEALTH

Results of the
DRPH THESIS PROPOSAL DEFENSE

General Information

Student's Name:

Date:

Program Area:

Semester/Year Matriculated:

Thesis Advisor:

Academic Advisor:

Thesis Title:

Committee Approval

Print/Type Name	Signature	Pass	Fail
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

The DrPH candidate may ☐   may not ☐ proceed with research.

Does the committee require certain conditions to be met before the passing becomes effective?

Comments

Please return this form promptly to the Office of the Associate Dean.

Dean's Office Use Only

Dean's Office Signature _____Date _____

UIC SCHOOL OF PUBLIC HEALTH

Results of the
DRPH FINAL ORAL DEFENSE

General Information

Student's Name:

Program Area:

Semester/Year Matriculated:

Thesis Advisor:

Academic Advisor:

Thesis Title:

Approvals

Print/Type Name	Signature	Pass	Fail
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

The DrPH candidate is ☐   is not ☐ recommended for the DrPH degree.

Does the committee require certain conditions to be met before the passing becomes effective?

Comments

Name of examiner who will certify that conditions have been met:

Please return this form promptly to the Office of the Associate Dean.

Dean's Office Use Only

_____

Dean's Office Signature   Date