



School of Public Health

*The Doctor of Public Health
Program
Graduate Student Handbook*

2013-2014

Revised August 2013

Welcome to the DrPH Program in Leadership!

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 more effectively address high-level challenges facing public health practice. The DrPH program will allow you to acquire these skills through a rigorous curriculum, interaction with colleagues and faculty, and exposure to leaders in the field. The curriculum is structured so that you can proceed at a deliberate pace to complete a sequence of courses and a dissertation that fits your professional interests and your schedule as you move towards earning your DrPH degree.

This handbook will assist you in adopting a plan of study that meets your needs and help you stay on track. The handbook contains the most relevant guidelines that you will need, so we urge you to become familiar with it.

Other policies and guidelines that are 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, and all forms (school-wide and program-specific) can be downloaded at <http://publichealth.uic.edu/currentstudents/studentforms/#d.en.3955>. Academic policies and standards, including transfer of credit, course waivers, and independent study hours, can be viewed at <http://publichealth.uic.edu/sphstudenthandbooks/>.

Entering students will work with an advisor who will assist you with planning your program of study and navigating the intellectual challenges of pursuing doctoral work. The DrPH Academic Coordinator can answer questions that arise regarding administrative aspects of UIC and the School of Public Health (e.g. schedules, forms, approvals, etc). Finally, as the DrPH Program Director, I am here to help pull the pieces together and fill in the gaps. I also run the “complaint window” and welcome suggestions to improve the program. All of our contact information is posted in the DrPH Program Online Home web site (<https://sites.google.com/a/uic.edu/DrPH-program-online-home/>). We have created what we believe to be a challenging and rigorous course of study but one that we also intend you to find personally enjoyable and professionally rewarding as you gain confidence in newly honed leadership skills, and ultimately earn the DrPH degree.

This revised Handbook should be used by all students in the DrPH in Leadership Program, regardless of the year matriculated. To the extent that curricular requirements have changed since a student’s matriculation, a student may opt to proceed either under the Handbook in place at the time of program entry or this revised version. Periodically, it may be necessary to clarify or revise the policies covered in the Handbook, and any such changes will be communicated to you separately at the time they are made.

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PROGRAM OVERVIEW

The Doctor of Public Health (DrPH) is the advanced professional degree offered by the School of Public Health (the School). The School has designed a doctoral-level 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 coursework, systematic reflection, professional experience, and completion of a dissertation, using an action learning framework.

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

An important element in the distance learning experience is the cohort model, in which students are admitted to the program and move through the core courses as a group. This approach enhances learning through the sharing of diverse professional backgrounds, peer support in problem solving, and the creation of stable groups for team-based project class work which promotes leadership skills such as negotiation, communication, and decision-making.

As a school-wide endeavor, the DrPH program is governed by an Oversight Committee, comprised of DrPH Program Director, representatives from each of the School's four divisions and the Dean's Office, and students. In its oversight role, the Committee advises the Dean's Office on all matters regarding the DrPH program curriculum, admissions, student status and progress, and policy level administrative matters. The two student members (each from a different cohort) are elected annually by peers to serve as members of the Committee and participate in all committee business, except that involving the status of specific students. The student representatives serve as liaisons to the DrPH student body in communicating information and soliciting feedback.

COMPETENCIES FOR THE DRPH DEGREE

The University of Illinois School of Public Health DrPH program is competency-driven, following the recommendations of the Association of Schools of Public Health for the Doctor of Public Health degree. The competencies reflect the perspective on leadership of the UIC DrPH program. The curriculum has been designed around six competencies that have been recognized as essential to successful leadership in the public health field. In completing the curriculum, students will achieve a level of mastery for each competency, though it is recognized that each student will approach the competencies from an individual perspective in line with his/her academic and professional background, interests, and leadership goals.

The six competencies are:

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 the specific functions and roles of government (including but not limited to governmental public health agencies) and other, non-governmental partners, assessing the system's ability to respond to public health problems and its limitations, and identifying ways to improve the system.
- 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 needs/resource assessments, 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 foundational theories in an 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 the 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 an 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

THE DRPH CURRICULUM

A minimum of 96 semester hours (SH) is required to earn the DrPH degree, allocated as follows:

Required Courses (28 SH)

- BSTT 401: Biostatistics II (4 SH) or equivalent
- 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: DrPH Integrative 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)

Transfer of Credits and Waiver of Required Courses

The DrPH Program is governed by the University of Illinois rules regarding when a transfer of credits for courses taken previously may be accepted or when a student may waive a required course. The rules can be found in the School of Public Health policies

http://www.uic.edu/sph/shandbook_sphpolicies.htm#transfer.

Area of Emphasis (Electives) (minimum 8 SH)

Chosen from special topics courses, independent study and other course offerings, these credit hours create a focused expertise that will permit a student to apply leadership in an area of emphasis or specialization. Courses are selected with the approval of student's Program Advisor.

Most UIC SPH 400-level courses may not be counted to fulfill this requirement. Some courses will be accepted if faculty agree to add in assignments that cover the leadership relevance of the course. 400 level courses that are more technical in nature may be acceptable without the leadership component but may require additional assignments to raise the student's performance to the doctoral level. To meet these requirements, a DrPH student should first obtain permission of the course instructor along with permission of the student's Program Advisor or DrPH Program Director or his designee.

To be counted toward the area of emphasis, relevance must be demonstrated in the Portfolio (described below). If the course is acceptable with additional work, the course instructor must agree to consider the additional work in giving the course grade. If requested by the course instructor, the student's advisor (or DrPH Program Director or his designee) may assist in reviewing the supplemental paper. Review criteria for the additional work must be determined and agreed to by the course instructor and the DrPH Program Director or his designee at the beginning of the semester. Approval to count these courses toward the degree is part of the Program Proposal review and approval process.

DrPH Dissertation (minimum 28 SH)

IPHS 699: DrPH Dissertation Project. The dissertation is intended to prepare students to contribute to the evidence base of public health practice. It can take a variety of forms, such as a traditional research study; an extensive intervention design involving organizational, system, or environmental change; an evaluation of a complex program or policy; or policy formulation and analysis.

Prior masters degree (up to 32 SH)

Credit for up to 32 semester hours given for previous masters of public health (MPH) or related degree. Incoming students without an MPH will be required to schedule a meeting with the Associate Dean for Academic Affairs (or designee) to determine whether the student is required to take any foundational, core MPH courses or whether they may be waived based on equivalent course work or professional experience. Although required for completion of the degree, any credits earned to complete MPH core course deficiencies and/ or the field practicum will not count toward the 96 SH minimum requirement for the DrPH degree.

DrPH Field Experience (0-5 SH)

Required only for students without requisite experience upon matriculation.

Required Non-Credit Training

- HIPAA Training Live or HSPP 105: HIPAA Online Training

- Investigator Training 101 or CITI Course Online (Recommended before enrolling in IPHS 503 but required prior to starting dissertation work. See: <http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/citi.shtml>)

Note that the 96 total hours is a minimum. Only the most well prepared and accomplished students should expect to complete the program with this minimum level of credits. Most students find that additional course work beyond the 96 hours is necessary to achieve adequate preparation for completing a dissertation.

DrPH SUMMER INSTITUTE (3-day program)

The Summer Institute (SI) is an essential part of the DrPH curriculum and the experience of being a distance learning student here at UIC SPH. The SI creates, and in subsequent years, fosters, a learning community that is critical in doctoral level distance learning programs. In addition, it provides the only in-person opportunity for faculty to assess student progress and make plans with the student for the coming academic year. It serves as the forum to orient and reorient students to program requirements and goals and the structure of the curriculum, which can change over time. Finally, it is a working session for students to focus on their portfolio and dissertation products with faculty and each other.

Attendance at the SI is mandatory for all students until they complete an approved dissertation proposal. When a returning student is unable to attend the Institute due to extraordinary reasons clearly beyond his/her control, the impact that missing the SI will have on the student's progress and level of performance is assessed. Where a student can demonstrate superior progress and performance, the Program may conclude that missing a single SI will likely not jeopardize the student's further progress or performance. Factors that are examined in judging a student's status include course grades, progress in moving through the curriculum, participation in advising and completion of progress documents (e.g. APR, Program Proposal, Portfolio), and evidence of advancement toward having an approved Portfolio and completing a dissertation. A superior status relative to other students on all criteria at a comparable point in the program is necessary for the student to be excused from SI attendance without further ramifications.

Students will bring to each Summer Institute drafts of the program documents they are working on, based on their respective progress in the program, i.e., Portfolio Parts I,II, or III, or dissertation proposal.

In the event that more than one SI is missed or a student cannot demonstrate an acceptable level of progress and performance, the student may be required to withdraw from the program and to seek readmission at a time when s/he can demonstrate a firm commitment to completing all program requirements.

IPHS 596 – INDEPENDENT STUDY

IPHS 596 may be taken for up to 4 credits per semester with a limit of 9 SH counted toward the DrPH degree. (<http://publichealth.uic.edu/currentstudents/studentforms/#d.en.3955>).

Examples of ways that IPHS 596 credits have been used include developing a, concept paper,

logic model or a synoptic review of the literature with an annotated bibliography; or exploring content areas or alternative methodologies, for the dissertation. The Program Advisor will assist the student in planning and determining deliverables (in consultation with the designated Independent Study instructor, if applicable) for the Independent Study. The Program Advisor or other Core Faculty Advisor will work with the student in finding an appropriate instructor to meet the student’s needs. (Details in Appendix A).

ENROLLING IN IPHS 699 (DrPH dissertation hours)

IPHS 699 is intended to grant credit hours for work on the DrPH dissertation. A minimum of 28 SH is required. Registration of IPHS 699 is intended to foster student preparation for the dissertation at the beginning of the DrPH program, thus students are expected to register for IPHS 699 each year of their program so that up to 6 SH may be taken before Portfolio Part III review for approval occurs. Of the 6 SH, students are minimally expected to register for a total of three IPHS 699 hours for completion of Portfolio deliverables using following this schedule: One SH during Fall Semester of Year One, which provides credit for preparation of Part I of the Portfolio; 2) One SH during Summer of Year One or Fall Semester Year 2, which provides credit for preparation of Part II of Portfolio; and 3) One SH during Summer Year 2 or Fall semester Year 3, with deliverable being a dissertation concept paper. The schedule relates to SI attendance so that the SI serves as the in-person workshop time to work on Portfolio and Dissertation work products, followed by semester hours for which the final product is due. With Program Advisor approval, students who have completed and received approval for Portfolio Part II and have drafted Part III and are nearing completion can take up to 4 SH hours to complete Part III, specifically Competency 3, focusing on the dissertation topic.

With the consent of the Core Faculty Advisor (who will serve as dissertation chair) and after the Portfolio Part III is approved, a student may enroll in up to six additional of IPHS 699 to prepare and finalize the dissertation proposal. These additional hours must be taken in increments such that the dissertation proposal will be accepted by the Dissertation Committee by the end of the last term in which these hours are taken. In some cases hours will be spread over two or more terms. In total, no more than 12 SH of IPHS 699 may be taken prior to approval of a dissertation proposal. Within these 12 SH, students will be expected to register for the 2 SH literature review seminar prior to the completion of the dissertation proposal.

Table X. Sample table of IPHS 699 Registration

DrPH Program Stage	IPHS 699	Deliverable	Deliverable deadline
Portfolio Part I	1 SH	<ul style="list-style-type: none"> • Final CV • Final reflection and areas of research interest paper 	<ul style="list-style-type: none"> • Draft due before Year 1, Spring Semester • Final approved version due before the end of Year 1 Spring Semester

Portfolio Part II	1 SH	<ul style="list-style-type: none"> • Self-assessment to DrPH Competencies • Revised research interests with proposed questions 	<ul style="list-style-type: none"> • Draft due Year 2 before Spring Semester • Final approved version due before the end of Year 2 Spring Semester
Portfolio Part III	1 SH	<ul style="list-style-type: none"> • Dissertation concept paper 	<ul style="list-style-type: none"> • Due Year 3, end of Fall Semester
Portfolio Part III	3 SH	<ul style="list-style-type: none"> • Final Part III • Dissertation concept paper 	<ul style="list-style-type: none"> • By the end of the semester for which credits are registered
Dissertation Proposal	6 SH	<ul style="list-style-type: none"> • Dissertation proposal submitted and approved by committee 	<ul style="list-style-type: none"> • By the end of the semester for which credits are registered
Dissertation	13 SH	<ul style="list-style-type: none"> • Dissertation product submitted and approved by committee 	<ul style="list-style-type: none"> • By the end of the semester for which credits are registered
Totals	28 SH (minimum)		

Students are strongly encouraged to attend virtual dissertation workshops facilitated by the Program Advisor, which meet regularly each semester to assist students in making progress and maintaining momentum on all phases of dissertation work. Grades for IPHS 699 are either Satisfactory or Unsatisfactory and a satisfactory grade must be achieved for at least 28 SH of IPHS 699 to meet the DrPH dissertation requirement. The grades for IPHS 699 SH may be given at the completion of the term that the hours are taken or, at the discretion of the core faculty member, at the completion of the dissertation. Receiving a satisfactory grade for IPHS 699 SH prior to completing the dissertation does not assure acceptance of the dissertation. The dissertation is reviewed and approved by the Dissertation Committee in a separate review process. A fuller description of the dissertation is presented later in the Handbook.

IPHS 594 – SPECIAL TOPICS COURSES

IPHS 594, special topics courses, should be used to explore in greater depth leadership topics and issues that are introduced in DrPH core courses. Each IPHS 594 section will cover a single topic delving into advanced concepts, analytic tools, and applications. IPHS 594 will enable a student to develop a content expertise not otherwise available through regularly offered courses in preparation for dissertation research. Sections will be organized as focused courses for 1-3 credit hours offered in a seminar style, distance learning format and led by faculty who have

expertise and extensive public health practice experience in the topic area. Students may enroll concurrently in more than one section.

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 dissertation 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.

Ideally the practicum experience will relate to the student's dissertation, but this is not required. The experience is selected jointly by the student, the Program Advisor or DrPH Program Director or his designee, and is subject to the approval of the School wide DrPH Oversight Committee. The Program Advisor plays an active role in vetting the practicum site and program to ensure the quality and adequacy of both the program and its on-site supervision by local staff. Compensation may be accepted. An explicit agreement on the planned activities must be achieved and formalized in a letter of agreement.

The field practicum has four major requirements:

1. The experience must directly expose the student to a leadership experience in a public health practice setting.
2. The practicum preceptor must be in a position relative to the practice setting to ensure the quality of the leadership experience and to serve as a mentor and interpreter of that experience.
3. The practicum must be structured with explicit learning objectives and concrete activities. These will be reflected in the Field Practicum Learning Agreement
4. At the conclusion of the practicum, the student must prepare a comprehensive report documenting the practicum experience, focusing on the learning objectives and leadership aspects of the experience. This report must be reviewed by the preceptor and Program Advisor (or DrPH Program Director or designee). Students are encouraged to keep a practicum journal as a basis for preparing this report.

PROGRAM PROPOSAL

The DrPH Program Proposal captures the student's plan of study and schedule of courses to be completed. As such, it is an important tracking and advising document. The Program Proposal is pre-formatted to reflect the current curriculum and typical DrPH plan of study. It should be first completed early after admission to capture the individual student's initial plans and should be revised at least annually to reflect changes in the plan of study, Portfolio completion points and other progress milestones.

Where a student elects to proceed under the policies of an earlier Handbook in effect at the time of his/her matriculation, this should be noted in the *Comments* section of the student's Program Proposal.

PROGAM FACULTY AND STAFF

The organization and utilization of Program faculty and staff reflect the nature of the DrPH program as a one that is distance-learning program and emphasizes the practice of public health leadership. Faculty affiliated with the Program fall into two general categories: core and divisional.

Core faculty have day-to-day involvement with the program and participate in the overall direction and management of the program, student advising, teaching, and dissertation work. Specifically, core faculty:

- Provide overall management of the DrPH Program
- Communicate with the DrPH Oversight Committee
- Develop and teach DrPH-specific courses
- Help students recruit dissertation committee members who have expertise in specific content areas
- Serve as chairs of Dissertation and Portfolio Review Committees
- Evaluate student feedback
- Provide Portfolio guidance
- Recruit faculty for teaching courses
- Function as Dissertation Committee members

Divisional faculty has an integral role in the program. Activities may include:

- Developing and/or teaching a core course or elective
- Teaching an independent study
- Serving as a disciplinary expert on a student's dissertation committee
- Participating in the Summer Institute
- Providing entry to DrPH students into specific topical or methods courses they are teaching in the School of Public Health

STUDENT ADVISING

The DrPH Program, as a distance learning program for mid-career professionals, has been structured to minimize the need for traditional face-to-face advising. A team approach to advising reflects the leadership philosophy of the program and ensures that multiple perspectives and expertise are brought to bear in furthering student academic achievement and leadership development. A Program Advisor will manage the advising process during the early stages, providing students with individual attention as needed. As students advance through the program, they will have an opportunity to consult with other DrPH core faculty who can advise them in sharpening the focus on their area of emphasis and selecting a dissertation topic. As students move toward the dissertation stage, the Program Advisor will help the student select a core faculty member who will review the Portfolio, chair the final Portfolio review and dissertation committees and assist in recruiting other committee members. Once the Dissertation Advisor is selected, the advising role will transition to that faculty member.

Formal advising opportunities are built into the Program to help students make progress and stay on track. During the SI each student will review the next steps in the program and receive individual advising as needed. During the school year, students will be expected to participate twice during the Fall and Spring semesters in group web-conferencing advising sessions. These sessions can be used for peer support and problem solving to deal with issues that arise such as understanding specific program requirements, the role of electives in the curriculum, managing job pressures, course difficulties, selecting dissertation topics, dissertation progress, etc. Sessions which will be facilitated by a DrPH Program Advisor who will address questions and schedule individual follow-up contact as needed.

The *DrPH Online Program Home* (<https://sites.google.com/a/uic.edu/DrPH-program-online-home/>) is the one-stop source of Program information, including the DrPH Handbook which contains all Program requirements. The site also has a bulletin board for sharing questions and answers on specific issues, and for student comments. Please consult these resources regularly. A summary of the key elements of the advising process is presented in the table below.

ANNUAL PROGRESS REPORT

The DrPH Annual Progress Report (APR) documents the overall progress the student has made during the past academic year and must be completed by the end of each Spring term while in the program. Each student provides a summary of the progress made within the year pertaining to course completion, the program proposal, the Portfolio, and the dissertation product (where applicable). Completed APRs should be posted in the student's Google DrPH Portfolio site upon completion of the Spring term with an email notification to his/her DrPH Advisor (Program or Core Faculty). Failure to complete an Annual Progress Report will cause a hold to be placed on registration until the APR has been completed and accepted by the Advisor.

Year	Advising Point	Progress Milestone
1	1 st Summer Institute	<ul style="list-style-type: none"> • Program Overview • Draft Portfolio Part I • Establish Google site
1	Fall term	<ul style="list-style-type: none"> • 2 group advising sessions • Draft Program Proposal • Course Waivers, if any, submitted • Transfer credit, if any • First draft of Part 1 due • Through group advising, determine schedule of core courses
1	Spring term	<ul style="list-style-type: none"> • 2 group advising sessions • Portfolio Part I completed and approved • Complete Program Proposal • Complete Annual Progress Report (APR) • HIPAA Training and Research Investigator training 101 • Begin drafting of Part II
2	2 nd Summer Institute	<ul style="list-style-type: none"> • Student status review • Revise Portfolio Part II
2	Fall term	<ul style="list-style-type: none"> • 2 group advising sessions • Update Program Proposal • Portfolio Part II due
2	Spring term	<ul style="list-style-type: none"> • Group advising sessions • Part II completed and approved • Update Program Proposal • Complete APR • Begin planning for dissertation topic selection (necessary to address Competency 3 in Portfolio Part II) • Transition to Portfolio Part III when Part II is approved by Program Advisor
3+	3 rd + Summer Institute	<ul style="list-style-type: none"> • Student status review, individual advising • Draft/Revise Portfolio Part III • Draft/revise dissertation proposal

3+	Fall term	<ul style="list-style-type: none"> • Group advising sessions / or IPHS 699 Dissertation Workshops • Update program proposal • Recruit Dissertation committee members with guidance from Program Advisor and core faculty • Develop Workplan for Dissertation Proposal
3+	Spring term	<ul style="list-style-type: none"> • Group advising sessions / or IPHS 699 Dissertation Workshops • Update program proposal • Recruit Dissertation committee members with guidance from Program Advisor and Core Faculty member • Develop Workplan for Dissertation Proposal • Defend Dissertation Proposal

MILESTONES, DEADLINES & ENROLLMENT REQUIREMENTS

DEADLINE FOR COMPLETING DEGREE REQUIREMENTS

The maximum time permitted to complete the degree is seven (7) 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 nine (9) 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 (Please consult the Leave of Absence section of the SPH Academic Policies and Procedures Handbook for general information on leaves of absence). In unusual circumstances the maximum time to degree may be extended.

CONTINUOUS REGISTRATION REQUIREMENTS

Failure to register for two consecutive terms (not including summer) will terminate a student's active status requiring reapplication to the University. Readmission is not guaranteed. Students who have completed the maximum number of dissertation research hours in addition to the coursework but have not yet completed the dissertation are required to register for zero hours of IPHS 699 each term until the dissertation is completed and pay a non-refundable dissertation fee. Failure to do so will lead to the termination of student status, requiring the student to reapply to the program. Registration for zero credit hours (Option B) requires approval of the School of Public Health Dean's Office. Students must re-file a petition each academic year for Option B. Students registered under Option B 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 are not

eligible for Option B and must register each semester for the number of hours required by their award, even if they have completed all degree requirements except the dissertation.)

PROGRESSION THROUGH THE PROGRAM: IMPORTANT MILESTONES

Several milestones are used to track and evaluate student progress. These are summarized in the table below.

Milestone	Due	Reviewed by	Approved by	If late?
Portfolio Part I	By end of Spring Term Year 1	Student	Program Advisor	
Program Proposal	1 SH IPHS 699 End of Fall Term, revise as needed but at least by end of each Spring Term	1. Student 2. Program Advisor	Program Director or Designee	Registration hold
Portfolio Part II	1 SH IPHS 699 End of Spring Term Year 2	1. Student 2. Program Advisor	Program Director or Designee	1. Reg. hold 2. SI advising
Annual Progress Report (APR)	End of Spring Term each year	Student	Program Advisor	1. Reg. hold 2. SI advising
Portfolio Part III	Before >4 SH of IPHS 699 (dissertation hours) including 1 IPHS 699 Year 2 before or after the SI	1. Student 2. Program Advisor	1. Handbook 2. Portfolio Review Comm.	Hold on IPHS 699
Dissertation Proposal	1. Within 1 year of Part III approval 2. up to 12 total SH of IPHS 699 (including 6 SH from previous years)	1. Student 2. Handbook	Dissertation Comm.	No more than 12 SH of IPHS 699
Dissertation Product	1. after approved proposal 2. min. 28 hrs of IPHS 699	1. Handbook 2. Dissertation Comm.	1. Dissertation Comm. 2. Dean's Office 3. Oversight Comm.	7-year limit (from matriculation)
Overall Progress	1. 4 courses per academic year	1. Program Director or		1. Progress review

	2. Complete 34 sh by Year 3 end	designee 2. Dean's Office		2. Learning contract
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Two major stages of the program are the completion of didactic courses and working on the dissertation. In reviewing the Milestone Table note that:

- A student should be finished with didactic credit hours (34 SH) by the end of year three. Students are expected to complete on average two courses each during the fall and spring term and one required course during the summer term.
- By the end of the first year of the dissertation phase, the student must have: 1) the committee established, and 2) the proposal approved. During the dissertation phase, students must register for DrPH research hours (IPHS 699).

If the student anticipates that an extension of time is needed to meet any of these milestones, then the student must request and justify the extension in the Annual Progress Report, which will be reviewed by the Advisor or DrPH Program Director or designee.

A formal petition is required to extend the maximum time to complete the degree which is reviewed by the School's Committee on Academic Progress.

The progress of each DrPH student will be reviewed annually. If it is determined that the student is not making satisfactory progress, then a plan of correction (learning contract action plan) may be required with specific timelines and deliverables. Failure to meet this commitment will cause the student's record to be formally reviewed and a recommendation may be made to the Dean for dismissal from the program.

THE PORTFOLIO

The DrPH Portfolio is a comprehensive and integrative document of a student's academic and professional accomplishments that demonstrates a level of mastery of the six competencies upon which the UIC DrPH program is designed. The Portfolio plays a critical role in the DrPH program as it links the curriculum and program design to the competencies. The Portfolio replaces the usual doctoral preliminary and qualifying exams which are the traditional means of assessing competency in doctoral education and its preparation is not approached like an examination, e.g. a short period of intense study followed by an even shorter time frame used to address a set of exam questions. Instead, the Portfolio is compiled, refined, and focused over a longer time frame to allow for reflection, critical thinking, synthesis, and discovery.

The DrPH Portfolio serves several important functions:

- It serves as the principal advising document, helping the student and advisors structure an academic program, as presented in the program proposal, tailored to the student's professional aspirations and goals.
- It provides the framework for the ongoing review of academic progress presented annual progress reports.
- It demonstrates the student's ability to engage in systematic reflection, self-assessment, and integrative thinking required to apply adaptive leadership principles to complex problems.
- It is used to determine the student's readiness to begin work on the DrPH dissertation following completion of program requirements.

The Portfolio should be considered an integrated compilation of work representing the student's mastery of the DrPH competencies and personal leadership trajectory that has been gained in professional practice and focused, developed, refined throughout the DrPH Program. It will also allow for documentation of the learning and professional development, completed in stages through the program, thereby demonstrating the student's ability to apply adaptive leadership principles and ability to engage in systematic reflection and apply action learning. At the end of the student's program, the Portfolio should present a complete picture of how the student addresses the DrPH competencies through a written synthesis of the student's knowledge, skills and abilities. 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 snapshot of the student's accomplishments and progress toward attaining the DrPH competencies:

- Part I, completed during the first year of the program, introduces the student to the program, faculty and advisors through a current curriculum vitae and statement of goals as a context for the student's decision to pursue the DrPH degree. Also included will be early identification of practice-based research interests. After completing the first year, students will revise the statement to include a reflection on what the student has learned from the program and the resulting work after the first year.
- Part II, 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 dissertation will address weaknesses and further the student's mastery of degree competencies. Part II must be completed by the end of the second year. At the same time, the student must submit a summary of potential dissertation topics, emphasizing leadership implications; the purpose is to assist the student when reflecting on Portfolio Part Two – Competency #3. The deliverable's length, depth etc., determined by Program Advisor.
- Part III, the final Portfolio, combines the first two parts into an integrative evaluation which documents the student's progress mastering the DrPH competencies and readiness to complete a dissertation. It includes a focused narrative for each of the 6 competencies that demonstrates a student's knowledge, skill and ability for the associated competency; demonstration of action learning toward mastery of the competency and thus reflection and

growth; and should reflect the overall student's leadership philosophy in some way. Work products may demonstrate the mastery of competency in reference form only in an appendix and be referenced in the overall narrative. Competency 3 should include not only a narrative as described above but also a concept paper that outlines core elements of a dissertation proposal.

GUIDELINES FOR COMPLETING THE PORTFOLIO

In assembling the Portfolio, students should follow the guidelines below, which reflect the expectations of reviewers.

Part I presents "*who*" the student is professionally and academically and "*why*" s/he is in the program and is an early reflection of the student's research and personal growth after the first year of the program. The student's entering academic and professional standing along with leadership aspirations are presented in (a) a curriculum vitae (CV) and (b) a narrative statement of his/her academic and professional goals. Note that CVs are different from resumes and should focus on leadership-relevant academic accomplishments and professional experiences. They should not simply be a chronology of education and professional positions held. The CV should document a history of professional development toward leadership

In drafting the professional statement of goals, a logical starting point is the personal statement from the DrPH application package. This should be expanded upon based on further reflection to explain more fully why s/he is in the DrPH program. This would include:

- What the student wants to do when finished,
- What changes the student is interested in making,
- What challenges the student wants to address, and
- How this program will provide skills to help effect change and reach goals.

The statement should reveal the rationale or path that led the student to leadership and the DrPH program, in addition to explaining the student's perspective on leadership. The reflection gained during the first year of the program should allow the student to move beyond narrow career advancement motivations (common in application narratives) to an understanding of how leadership can be a vehicle to improve the public's health through systems improvement and change, or how the student can contribute to the evidence base of public health practice (as opposed to conducting research into narrower interventions or disease processes). It can therefore be anticipated that the personal statement will include answers to questions such as: What are your goals for entering and completing the program? What professional leadership trajectory has led you here? What is your perspective on leadership? How has your first year in the program changed your thinking on your goals and leadership? What are your interests that may lead to your dissertation topic? (this last question will frame your completion of competency #3).

Part I must be completed by the end of the first year in the program; this should give the student an opportunity to revise the initial statement based on the experience of the first two terms of classes. The CV should be current and updated when key information changes. The professional statement, as a framing piece, should be revised as the student progresses through the program and specific goals are clarified as it becomes the introduction with Part 3.

Part II presents “*what*” the student has achieved professionally and academically, and identifies gaps in the student’s professional experience and academic training. Part III consists of:

- a. an inventory of specific academic and professional accomplishments related to each DrPH competency;
- b. an assessment of strengths and weaknesses in reviewing the inventory against the competencies and;
- c. an action plan that outlines how weaknesses will be addressed through additional course work, professional experience, and the dissertation.

Strengths and weaknesses should be assessed for all competencies and sub-competencies. This analysis should first reflect on how each competency and sub-competency is relevant to the student’s professional career goals. While it is recognized that not all competencies will be mastered at the same level, it should be noted that a higher level of mastery will be expected for competency #3, the student’s area of emphasis in preparation for dissertation development.

Competencies are by necessity broad and should be used as a lens through which to assess how accumulated experiences are relevant to your overall preparation. When including a particular professional or educational experience, an explanation should be given as to its relevance and contribution to a competency/sub-competency. As strengths are identified, the evidence that will provide the underlying support for the integrative evaluation in the next stage of the Portfolio is compiled. While one piece of evidence can cover multiple competencies (e.g., a single course might touch on several competencies), the contribution to each should be individually explained.

The materials for the inventory in Part II will come primarily from three sources:

1. Prior academic achievement, especially related graduate studies;
2. Past and current professional experience, both voluntary and job related;
3. Coursework (or practicum experience) completed in the DrPH program. Note that the DrPH program represents only part of the Portfolio. As part of the curriculum, the overall relevance of DrPH courses to the competencies does not have to be explained beyond how the student used (or will use) the course to meet the competency.

For areas of weakness, courses should be proposed that will address identified deficiencies. For a competency that will not be addressed through course work, alternative methods for mastering the competency should be described. These might include a research assistantship,

published articles in professional journals, posters, abstracts, work experience, and finally, the dissertation.

An area of emphasis or specialization should be specified for competency #3, which includes 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 lead to a potential dissertation topic. The articulation of the practice-based research interest should be outlined in Part II, Competency 3 and should demonstrate clearer thinking from Part 1.

The resulting 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, including the electives.

Part III, the final Portfolio, provides DrPH students with a platform to make a clear and comprehensive presentation demonstrating their mastery of the six DrPH competencies. Active work on Part III may commence in earnest and with the Program Advisor in consultation. It should provide faculty reviewers with the information and context necessary to render an accurate evaluation of a student's accomplishments and readiness to progress to the dissertation stage of the program. However, as the dissertation is likely to play a role in demonstrating attainment of the competencies, students should anticipate the dissertation proposal in completing Part III (especially for competency #3).

The final Portfolio (Part III) consists of a case statement that provides an integrative narrative of how each of the DrPH competencies has been mastered, with appropriate references to linked documentation provided in the Appendix. The narrative should stand on its own and the student bears the responsibility to adequately explain mastery of each competency and to demonstrate that the student has applied capabilities in an iterative and integrated way, demonstrating the ability to solve problems beyond a merely technical approach. The narrative should tell the story of the student's knowledge, skills and abilities; the student's reflection and action learning capability; and ideally demonstrate a personal leadership philosophy related to the competency. The 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 manner that presents a cohesive picture of how competencies are met, as opposed to a fragmented listing of competencies/sub-competencies and evidence. One key distinction between Parts II and III is that Part III is more prospective and analytical, examining each strength and weakness in detail. The focus here is on each academic or professional experience to document its contribution.

Part III is more summative, looking across experiences and accomplishments to evaluate how the competencies have been satisfied.

The competencies are broad and too expansive for a student to fully master all at the same level of depth. So, each Portfolio must define how mastery of each competency should be interpreted within the context of a student's professional leadership trajectory and academic development. In demonstrating mastery of competency #3 (area of emphasis), the Portfolio should demonstrate an ability to understand, apply and synthesize relevant concepts, frameworks and practices within the area of emphasis from both a substantive and methodological/problem solving perspective in order to make an original contribution to the evidence base of public health practice. A fuller explanation of Portfolio review criteria is presented below.

A balanced treatment of evidence in the Portfolio is key to an effective presentation. Too little detail and summary assertions can strain credibility. Too much detail can weaken a case because the strengths of the case can get lost in a fragmented presentation. Students should be comprehensive, but focused, providing material that clearly relates to the competencies.

PORTFOLIO DOCUMENTATION

As noted above, demonstration of mastery for a competency may be made through a narrative that integrates a student's academic and professional experiences to demonstrate his or her knowledge, skill and ability. Documentation should be used as citations or references to the narrative. As such, 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;
- Abstracts summarizing the student's contribution to special projects, response to public health emergencies, community outreach etc.
- Certifications or professional credentials obtained;
- Awards given for professional or academic accomplishments;
- Papers published or manuscripts submitted for publication in professional or scholarly journals, and;

In the appendix of the Portfolio Part III, each piece of evidence (or document) in the Portfolio should include an abstract that summarizes the item's purpose, scope, and focus; the circumstances under which it was developed, and the role of the student in its preparation; and its relevance to the DrPH degree.

Supporting evidence must be provided as a web link; however, courses in the DrPH curriculum need only to be listed by name without further elaboration. Additionally, where a professional

or academic experience does not result in a written product, or a written description is not available, a more complete abstract of the experience should be submitted.

PORTFOLIO PRESENTATION REQUIREMENTS

All materials related to a student's Portfolio including the Program Proposal, Annual Progress Report, waiver requests, approval forms, dissertation proposal, etc. must be posted in the student's UIC DrPH Google® Sites Portfolio. Advisors, the program academic coordinator and others who review a student's status will assist in creating, editing and finalizing these documents. Deliverables should be posted on the student's Google® site.

A preferred DrPH UIC Google® Sites Portfolio format has evolved and a template is posted in the DrPH Program Online Home Google® Site. Students are encouraged to follow the template as it assures a level of uniformity and consistency in both presentation and review. While students can customize their UIC Google® Site Portfolios, for ease of navigation by reviewers the site should generally follow the format of the Portfolio site template. Avoid adding too many items to the sidebar or having too many layers under each item to ease navigation. Portfolios must be posted in your UIC Google® Sites Portfolio.

It is recommended that a "*Works in Progress*" sub-page be created for items that are under development and review, and that this area be shared with all reviewers to provide comments. Once finalized, the files will be posted by the student on his/her UIC Google® Site Portfolio for archival purposes. Microsoft Word is used to complete DrPH program forms and original documentation such as the Portfolio. PDF files are the preferred format for attached documentation. Students will be instructed in creating an electronic signature via Adobe Acrobat which should be used on forms requiring the student's signature.

PORTFOLIO REVIEW PROCESS

The Portfolio is considered the primary mechanism for evaluating the student's readiness to progress to the final and most challenging parts of the DrPH program, the development and subsequent successful defense of a DrPH dissertation. To that end, it is critical that the student begin working on the Portfolio soon after entering the program. Specific timelines for the review of the Portfolio are delineated elsewhere in this Handbook. As a general guide, the Program Advisor will review and approve Parts I and II of the Portfolio, generally in conjunction with the group advising workshops before the end of the first semester year for Part I, and before the start of the fall semester in the third year for Part II.

As the student moves into Part III, they will develop and refine a statement on an area of interest and dissertation topic which will be used by the Program Advisor to identify a core faculty member who will serve as their dissertation chair and assist them in the development of their dissertation topic and completion. The Program Advisor and Core Faculty member may work collaboratively with the student on competency 3 to achieve a smooth transition to dissertation work.

For the final Portfolio (Part III), the student first notifies the Program Advisor, who will review overall readiness for presentation to a Portfolio Review Committee (PRC). The Program Advisor's review will assure that the document conforms to the technical requirements for Part III. The Program Advisor will use as a guide the student's Competency 3 section (potential dissertation topic) to assist in the identification of a core faculty member who will serve as the student's Dissertation Advisor and chair of the PRC. The Program Advisor assists students in recruiting other PRC members (who generally will become members of the Dissertation Committee). The PRC members should be recruited prior to final presentation of the Portfolio and consist of three UIC SPH faculty members who are familiar with the student's academic and practice work as well as his/her career goals. Part III will be reviewed in-depth by the chair, in conjunction with other members of the PRC. As part of the review, the student's goals, background, experiences, and accomplishments will serve as the context for Part III, and in particular, but not exclusively, when reviewing Competency 3.

Once the PRC is formed and the student posts the final Portfolio and supporting documents on the Google Docs Portfolio site, the time to review the Portfolio and provide comment, approval/disapproval to the student should not exceed thirty days. If a longer timeframe is required, this should be agreed-upon by all parties. Once the Portfolio is submitted for review by the PRC, the Program Advisor will no longer function as the student's advisor; the selected Core Faculty Advisor, who will serve as chair of the PRC and dissertation committees, at this point will serve in this role.

PORTFOLIO REVIEW CRITERIA

The Portfolio is reviewed against the competencies at three levels: understanding, application, and synthesis, based generally on Bloom's taxonomy for competency based learning.

- Knowledge and understanding gained through: (a) successful completion of course work or formal trainings, and (b) exposure through active participation in work related activities, conferences, or volunteer work.
- Application demonstrated through: (a) direct application of concepts/tools in a practice setting. e.g. conducting an HIV needs assessment for a grant application; (b) use of concepts or tools in analysis or evaluation of a practice example, e.g. serving as a reviewer on a grant proposal review committee, and; (c) making a presentation at a professional conference.
- Synthesis demonstrated through the integrated use of concepts to: (a) create an original application model, tool or approach; (b) contribute to the evidence base of public health practice, (e.g. develop a decision process for evaluating the selection of genetic screening tests; conducting a study to determine the role of leadership in LHD accreditation efforts; or (c) appraise or critically review methods, practices, or paradigms in the field (e.g. serve as a lead instructor for a graduate level course on the subject matter).

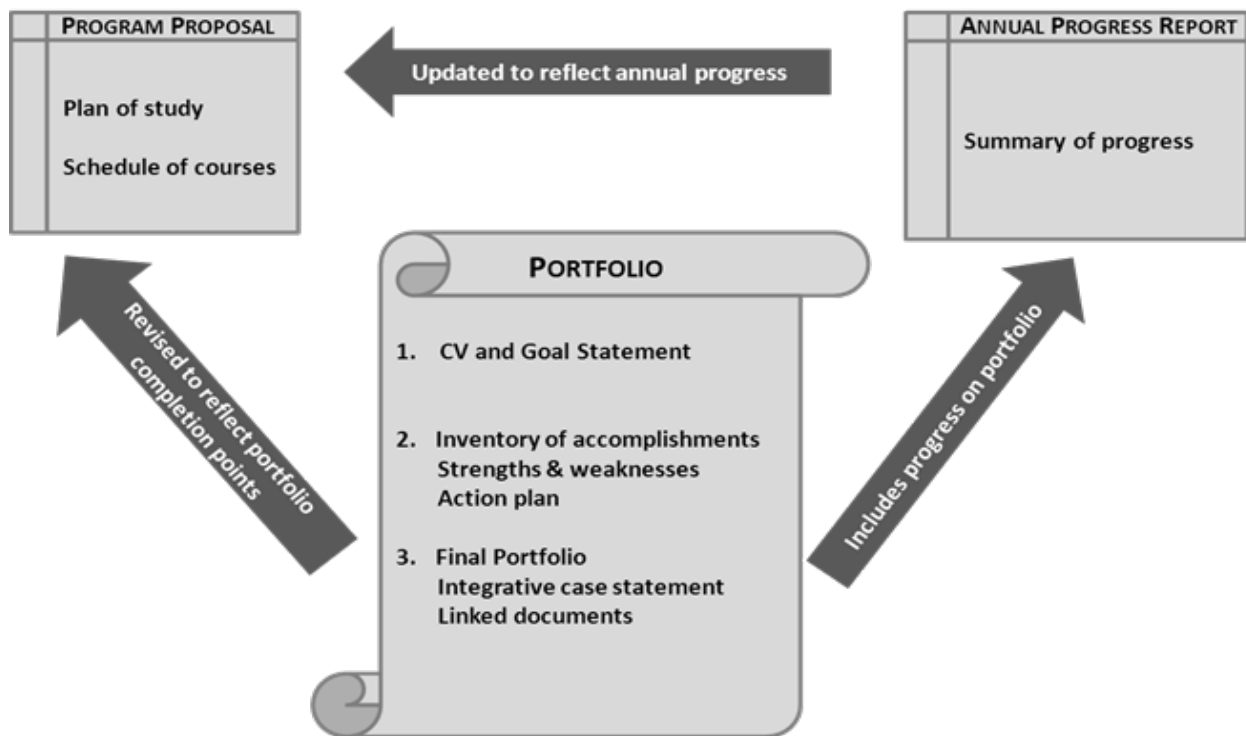
Students are expected to articulate that they have:

- gained a working knowledge across all six competencies, recognizing that the depth of knowledge may not be uniform.
- achieved a selective level of understanding within each competency that, across all competencies, contributes to an area of emphasis.
- demonstrated mastery of competency 3 primarily through the dissertation proposal or other original work (e.g. journal articles, practice reports, conference presentations) that reveal the ability to conduct a critical evaluation (evidence appraisal) or to creatively contribute to the evidence base of public health practice.

Evaluated collectively, 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 Portfolio Review Committee will look more critically at whether the mastery of those competencies most directly related to the area of emphasis has been attained.

INTER-RELATIONSHIP OF ESSENTIAL PROGRAM COMPONENTS

Students are expected to develop (and at times revise) a Program Proposal, Annual Progress Reports, and their Portfolio of work. While described discretely in this document, it is important to recognize that each of these deliverables has a relationship to the other. The graphic below is intended to help illustrate this connectedness.



THE DISSERTATION

The DrPH dissertation is the final challenge of the DrPH Program and is an opportunity for students to demonstrate mastery of the DrPH competencies at the highest level. The dissertation topic will be carefully chosen by the student working with his/her advisor(s) based on the student's interests and competencies. As a demonstration of doctoral-level scholarship, the dissertation must go beyond the scope of efforts that normally would be expected in a professional work assignment and deal with higher level leadership, policy, and methodological and evidence based aspects of the selected topic.

Reflecting the nature of the DrPH degree, the dissertation will in most cases be 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 dissertation 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 opportunity);
- advance or contribute to the evidence base of public health practice (e.g., application of an existing methodology to a new problem, a new technique to address an old problem, or a novel approach for dealing with an emerging issue);
- utilize an explicit methodology and study design that is clearly specified and specifically designed to address the problem selected for investigation. Effectively addressing complex problems often requires an integration of analytic methods;
- draw upon and be grounded in both the scholarly and practice literature in an effort to establish a conceptual framework for the dissertation, and;
- have clear public health leadership implications.

While a dissertation must be the original work of the student, 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 studies are conducted using the same methodological frameworks as the prior work. Others develop from the application of new or innovative methodologies or conceptual frameworks.

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

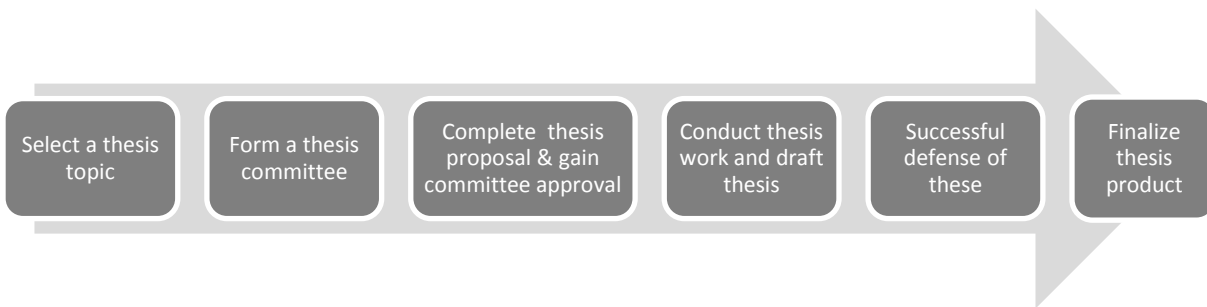
(<http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/citi.shtml>).

DISSERTATION WORKSHOPS

It is strongly suggested that students attend the DrPH dissertation workshops prior to and while developing the dissertation proposal (e.g. first 12 hours of IPHS 699). These workshops provide students with an opportunity to discuss and obtain details about the Portfolio, Dissertation Proposal, Problem Statement, Method Selection, Defenses, Dissertation formatting etc. Attendance also helps students maintain critical momentum and faculty contact after they complete coursework and transition to the Dissertation Process.

After the dissertation proposal is accepted and formally approved by the Dissertation Committee, as previously noted, the student must: (a) register continuously for IPHS 699 while the dissertation work is carried out; and (b) have registered for a minimum cumulative total of 28 hours of IPHS 699 at the time of graduation.

Completing the dissertation involves the six major activities depicted below.



SELECTING A DISSERTATION TOPIC

While the dissertation is the final challenge to completing the DrPH Program, selecting a dissertation topic should begin very early after entering the program, recognizing that, in most cases, topic selection requires much reflection and refinement to move from a broad area of interest, to a focused set of study questions that can be investigated empirically and meet the criteria listed above. Students will have the opportunity to engage in this reflection and refinement as they complete coursework, develop their Portfolio, attend the SI, participate in advising sessions and dissertation workshops, and discuss their interests among peers and with faculty. As such, topic selection should not be approached as task to be completed at the beginning of the dissertation stage, but rather as a developmental process that is critical to a successful dissertation. It cannot be rushed and should not be treated as an assignment (e.g. drafting the proposal).

DISSERTATION COMMITTEE

Responsibility for approving the dissertation lies with a five-member Dissertation Committee. The Dissertation Committee is assembled by the Core Faculty Advisor who will serve as Dissertation Committee Chair, in collaboration with student's input and research. Three (3) members must be members of the UIC SPH faculty. 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. Within the above guidelines, students are encouraged to consider committee members who are familiar with the student's interests and abilities, knowledgeable about the dissertation topic and analytic methods employed, and who have the interest and time to serve on the committee. Upon selection of Dissertation Committee members, the student must complete and submit the DrPH Committee Recommendation Form to the Dean's office so that the appointments can be formally made (See here for form: <http://publichealth.uic.edu/currentstudents/studentforms/#d.en.3955>).

The Committee Chair will supervise the dissertation completion process but regular interaction with the rest of the committee is strongly encouraged both in the research stage (especially in revising the original proposal due to data problems, etc.), and during the writing stage (obtaining early reviews of sections or chapters). Formal approval of the dissertation, in part as well as whole, is reserved for the dissertation defense. A summary of the type of review and advising arrangements decided by the committee should be included in the proposed dissertation work plan.

DISSERTATION PROPOSAL

The dissertation proposal reflects the results of the topic selection and development process described above and should contain the following elements:

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 dissertation 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 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.
6. Preliminary selection of the final dissertation product (traditional scholarly report or two publishable papers option), with a justification for this choice.

Additionally, the proposal should identify potential obstacles or other issues pertinent to the

investigation and how they will be resolved, and should also include a preliminary outline of the completed dissertation.

Students must create a **work plan** for completing the dissertation. The work plan should outline major tasks, time frames and milestones, including 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 dissertation proposal is examined by the Dissertation 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 guide the student, where necessary, toward a concrete and attainable plan; it therefore will 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 hearing, the committee may pose questions about the proposal, make comments, and offer suggestions for revision. The committee may accept the proposal as is, accept it with specific required changes, or reject the proposal. Following the hearing, the student must summarize the committee's 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 members for their concurrence. Depending upon the extent of 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 a status memo will suffice. The dissertation committee, through its chair, must notify the Oversight Committee in writing of its action. The final approved proposal will be circulated to the Dissertation Committee. Upon approval, students must complete and submit the DrPH Dissertation Proposal Defense Form (located at: <http://publichealth.uic.edu/currentstudents/studentforms/#d.en.3955>).

While a dissertation proposal can be organized in several effective ways, an appended example reflects expectations that cover a broad range of DrPH dissertation topics.

DISSERTATION DEFENSE

The Dissertation Committee will approve the products associated with the student's dissertation. Once the project has been completed, the Dissertation Committee will administer a final oral examination (dissertation defense) consisting of a seminar open to faculty and students. A closed session for further examination will follow the open seminar. A complete draft of the dissertation 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 written dissertation to the committee at least ten days prior to the scheduled defense.

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

When a dissertation is approved but with specific 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 dissertation is rejected but with recommendations on how it might be improved, the student must again defend the dissertation, focusing on those reasons for rejection. A second rejection will be considered final. Based on the results of the examination, the Dissertation 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.

THE DISSERTATION AS PART OF A LARGER WORK

The dissertation, as an integral part of the DrPH curriculum, must represent original work of the student, in both the analysis and the final report itself. For students who elect to produce two publishable manuscripts (discussed below) the issue of authorship may arise if the dissertation 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 his/her 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 dissertation 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 Dissertation Committee that the student's work and dissertation product are that of the student. The Dissertation 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 DISSERTATION PRODUCT

Students have two options for the format of the final dissertation product. The more traditional first option is for the final draft of the dissertation to conform to the Doctor of Public Health Dissertation Manual.

The second option is two publishable manuscripts that will be submitted for publication in a public health related journal. The student's manuscripts will conform to the format required by the journal to which they will be submitted. Manuscripts must actually be submitted for publication if this option is selected. Students should work with their committee to determine the most appropriate journal to which the manuscripts will be submitted. If the student chooses the manuscript option, the dissertation report must follow the following format:

- I. Abstract of 600 words or less single sided, double-spaced on a separate sheet(s) to include the title and authorship
- II. Introductory chapter to include:

- a) Over-arching theme, study questions, or hypotheses which tie the papers together
 - b) Leadership issues and practice significance
 - c) Literature review
- III. Methods chapter
 - IV. Paper #1 - formatted for journal submission
 - V. Paper #2 - formatted for journal submission
 - VI. Conclusion - to include a discussion of the impact of the research on practice
 - VII. 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 dissertation document)

Beyond format and substantive concerns, the dissertation 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 but in a less exacting manner to the dissertation 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 chair of the dissertation committee is to approve the format of the dissertation and inform the SPH Dean's Office that final format approval has been given. For students selecting the manuscript option, the notice must also indicate submission of the two manuscripts for publication. The Dean's Office will inform the Chair of the Committee on Academic Progress of the final oral exam and completion of all dissertation requirements, using a form provided by the Dean's Office and/or DrPH Program which is to be used in place of the Graduate College approval forms. This form requires the signature of all DrPH Committee members and must be submitted to the Dean's Office. The Dean will signify approval, certifying the student for graduation.

Students are expected to post their final dissertation products in their Portfolio sites. Note that if the manuscript option is selected, sufficient lead time must be taken into consideration for submission to the journal(s).

APPENDICES

DrPH Program Flow Diagrams
 DrPH Program Proposal
 DrPH Annual Progress Report
 Portfolio Approval Form
 Dissertation Committee Recommendation Form
 Dissertation Proposal Defense
 Final Oral Examination
 Sample Dissertation Proposal Outline

Appendix A - IPHS 596 Independent Study

Component	Student Responsibility	Comment
Registration	Consult with instructor about general goals of the Ind. Study and how it will assist the student in either: 1). Developing a literature review, logic model or other significant part of the dissertation <i>OR</i> 2). Enhancing a student's ability to gain skills, such as methods, that will be necessary to complete the dissertation. Submits completed IPHS 596 registration form to instructor	Faculty instructor approves IPHS 596 registration form and forwards to Gwen Murphy (DrPH Academic Coordinator) for processing. Student registers after "hold" is removed.
Workplan	Week One (or before), develop and submit for approval a Workplan/Schedule for the semester; The Workplan includes specifics about deliverables and milestones.	Faculty instructor approves Workplan and communicates this to student.
Deliverables	Reports, Summaries, Bibliographies etc.; Midterm: Progress Report/Summary of Activities (<= 5 pages) Final: Formal paper (or as another format pre-approved by instructor), ~20-25 pages Conference Calls: TBA	Conference calls are used to discuss progress and/or assist with resolving problems, obstacles or other barriers.
Literature Review	Exploratory in nature (depending upon the student's position in the program) and would help identify gaps, describe state-of-art etc.; May also identify databases or other sources of information, including those outside of the public health arena.	Faculty instructor provides guidance and suggestions; This is a good opportunity to learn about the various techniques of organizing lit. reviews etc., such as the development of a lit. review matrix etc.

Logic Model	Develop an initial Logic Model based on preliminary investigation of a problem, research question or SWOT analysis.	Faculty instructor provides guidance.
Mentor(s)/Practitioner(s)	If the Ind. Study is used to develop the student's advancement toward identifying the research question or problem statement, then the opportunity is present for the student to identify potential members of the Dissertation Committee who have interest in the project.	DrPH Program Advisor(s) in consultation with Faculty Instructor, provide guidance for the student regarding areas of interest, research interests or grant awards of SPH faculty; Referrals to PH Practitioners may be included.

Appendix B - Portfolio Approval Process (and beyond) to Dissertation

Role	Primary Responsibility	Secondary Responsibility
Student	Submits PP1 & PP2 to Program Advisor #1; Follows time line and submits workplan to Advisor(s); Maintains integrity of his/her Google Docs site; Develops Program Plan and revises each year (or more often) as time progresses; Applies academic and practice knowledge throughout their doctoral student experience, culminating in the development of a publishable dissertation;	Revises Portfolio based on Advisor(s) input; Prepares and submits Annual Progress Report (each year in the program); Participates in Dissertation Workshops; Begins mental preparation for the dissertation process early-on, e.g., brainstorming alone or with colleagues about potential dissertation topics; Attends the Summer Institute; Provides mutual support for other students in the program;
Academic Coordinator	Assists faculty and students throughout the administrative processes of UIC, SPH and DrPH;	Requests removal of registration holds; Coordinates meetings between students and advisors; Provides administrative support for the admissions process;
Program Advisor #1 (early)	Provides input and guidance to student regarding course scheduling, PP1 and PP2; Critiques postings on Google Docs, particularly, "works in progress"; Approves milestone documents such as PP2, Program Plan and Annual Progress Reports;	Monitors student progress (STT); Provides guidance to student regarding their Program Proposal, particularly regarding strategies for selecting electives and developing Ind. Studies; Determines readiness to transition to Program Advisor #2

<p>Program Advisor #2 (later)</p>	<p>Provides guidance to student regarding PP3; Approves PP3 and endorses the student's readiness to transition to the Dissertation Proposal (to the committee); Assists student in selecting Portfolio Review Committee and Dissertation Chair/Committee (including members of the core faculty); Provides an overall strategy as student transitions to the Dissertation Proposal;</p>	<p>Monitors student progress (STT); Assists student in developing a workplan for completing PP3; Provides guidance on completing any outstanding coursework;</p>
<p>Core Faculty Advisor (Dissertation Chair)</p>	<p>Reviews the Portfolio, chairs the final Portfolio Review and Dissertation committees; Supervises the dissertation process including the Dissertation Proposal, Dissertation Proposal Defense, Dissertation and Dissertation Defense;</p>	<p>Member of core faculty Assists in recruiting other committee members; Provides guidance on an overall strategy to complete the Dissertation; Provides general oversight of publications;</p>
<p>Dissertation Committee</p>	<p>Reviews and approves the Portfolio; Assists student in Dissertation development; Recommends student for graduation (in consultation with Dissertation Chair);</p>	<p>Approves the products associated with the student's dissertation: Portfolio Part 3-Competency 3, Dissertation Proposal/Defense, Dissertation, Dissertation Defense. Provides consultation for publications;</p>

<p>DrPH Core Faculty (Program Director, Assoc. Program Director, <i>et al</i>)</p>	<p>Guide, assess, evaluate and direct the overall operation of the program; Liaison with the Oversight and Program Mgt Committees, etc. Help students recruit dissertation committee members Supervise students through their dissertation projects</p>	<p>Conduct the admissions process; Recruit “star” students; Recruit faculty to participate in the DrPH program; Assess the needs and direction of the DrPH Program; Monitor student progress (STT); Evaluate distance-learning technology; Evaluate and clarify the overall philosophy of the DrPH Program; Recommend revisions to the DrPH Student Handbook; Determine milestones (and related outcomes) for the annual Summer Institute; Provide direct guidance to students as they move through the dissertation process, including: Dissertation Proposal, Dissertation Proposal Defense, Dissertation and Dissertation defense.</p>
<p>IT/Distance Learning Coordinator</p>	<p>Assists (by posting instructions and templates) student in constructing Google Docs Portfolio site;</p>	<p>Provides troubleshooting for IT issues specific to the DrPH Program; Provides referral to ACCC for general IT issues.</p>

Appendix C – DrPH Student Forms and Handbook Links

<http://publichealth.uic.edu/currentstudents/studentforms/#d.en.3955>

<http://publichealth.uic.edu/sphstudenthandbooks/>

**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/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
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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 RESEARCH 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.	<input type="checkbox"/> Investigator 101- What Researchers Need to Know Before Research Can Start <input type="checkbox"/> CITI "Core" Course Online Other:	
HIPAA in Research	HIPAA Research 101	

Student's Name:

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 current status in the DrPH Program:

Portfolio Part I	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Portfolio Part II	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Portfolio Part III	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Thesis committee	selected <input type="checkbox"/>	approved <input type="checkbox"/>
Thesis proposal	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
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.

Results of the
DrPH PORTFOLIO PART II & III
APPROVAL

General Information

Date:
Student's Name:
Email:
Semester/Year Matriculated:
Academic Advisor:

Part II Approval

Part II has been reviewed and is approved.

Print/Type Name	Signature

Part III Approval

The Portfolio Review Committee listed below has reviewed all three parts of the DrPH Portfolio and hereby indicates by their signatures that the portfolio is complete and approved in final form.

Print/Type Name	Signature

The DrPH candidate is is not recommended to progress to the thesis stage.

Comments

Please return this form to Gwen Murphy, Academic Coordinator, gem214@uic.edu

Dean's Office Use Only

Dean's Office Signature

Date

DrPH LEADERSHIP COMMITTEE RECOMMENDATION FORM

Name of Student: _____ Date: _____
 (Show name as it will appear on thesis title page)
 UIN #: _____

Thesis Title (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 Biosafety Committee approved the proposal? Yes Or No Approval #:

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

	NUMBER	OUTSIDE MEMBER(S)
Thesis Committee	Three must be UIC SPH faculty from at least two divisions.	Up to two faculty members in other UIC colleges. One member may be faculty at another university. It is strongly encouraged that one member is a public health practitioner.

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

Name **Department**

Chairperson

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

Results of the
DrPH Leadership 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
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

The DrPH candidate may may not proceed with research.

Does the committee require conditions to be met before the passing is effective?
 Yes No

Name of person who will certify that the conditions have been met:

Comments

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

Dean's Office Signature

Date

Results of the
**DrPH LEADERSHIP FINAL ORAL
EXAMINATION**

General Information

Student's Name:

Program Area:

Semester/Year Matriculated:

Thesis Advisor:

Academic Advisor:

Thesis Title:

Approvals

Print/Type Name	Signature	Pass	Fail
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

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

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

Yes No

Name of person who will certify that the conditions have been met:

Comments

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

Dean's Office Use Only

Dean's Office Signature

Date

SAMPLE DISSERTATION PROPOSAL OUTLINE

I. Background and Problem Statement

- a. Study Objectives: a high-level description of the broad issue the thesis will address and the study purpose and scope.
- b. Background and Context: 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. Problem Statement and Study Questions: 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. Leadership Implications and Relevance: 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. Literature Review: 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. Conceptual Framework: 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. Logic Model: a preliminary logic model that graphically connects key elements of the study.

III. Study Design, Data, and Methods

- a. Analytical Approach: 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. Data Sources, Data collection and Management: 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. Analysis Plan: how will the data be analyzed? What analytical or statistical procedures will be employed? Anticipate and include data table examples where possible.
- d. Validity Considerations: 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. Work Plan: 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.