



**Doctor of Public Health  
in Leadership Program**

*School of Public Health*

*The Doctor of Public Health Program  
Graduate Student Handbook*

*2016 - 2017*

Revised August 2016

## Welcome to the DrPH in Leadership Program!

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 <http://publichealth.uic.edu/about-sph>. Specifics regarding the UIC Doctor of Public Health degree program may be viewed at <http://publichealth.uic.edu/doctor-of-public-health/degree>.

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 (<http://publichealth.uic.edu/doctor-of-public-health>).

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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## KEYWORDS

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Action Learning  
Adaptive Challenges  
Adaptive Leadership  
Competencies  
Curriculum  
Dissertation  
Portfolio  
Systematic Reflection  
Systems Thinking  
Transformational Change

## 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 UIC DrPH Program is focused on adaptive leadership as an approach to leadership that most resonates with conditions facing the public health field today. Adaptive leadership is centrally about using leadership skills to assist a community or organization face an adaptive challenge -- a problem or issue that is characterized by complexity in its definition and for which there is no technical solution that can be readily found by applying conventional technical expertise or traditional management skills. Adaptive challenges usually require transformational change and leadership both in the definition and resolution.

The UIC DrPH Program curriculum is organized around a collection of leadership skills that are most called upon to generate adaptive leadership. These include specific skills that directly lead to leadership development and other more research oriented skills that are needed to inform an adaptive challenge and thereby contribute to the evidence base of public health practice. 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.

*The SPH Student Handbooks are static documents which are updated each August. The degree requirements contained in the AY 2016-17 Handbooks are applicable to students matriculating into a degree program during this academic year. Students should consult the SPH website if interested in curriculum revisions adopted during the year. Such changes will apply to the next year's entering class.*

## 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 (see *Core Principles and Measures of Success*, Table 1). 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://publichealth.uic.edu/academics/sph-student-handbooks>.

#### 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 agrees 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 master's 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://research.uic.edu/>

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.

Beyond this, the Summer Institute is a required part of the DrPH Degree as approved by the University of Illinois at Chicago and as such it is not possible to simply waive attendance. On rare occasions when a student has been unable to attend the Summer Institute due to extraordinary circumstances, we have substituted other means by which this requirement could be met and have sought approval outside the Program (e.g. Deans Office, DrPH Oversight Committee). As the Program grows and with it the possibility that more students may find themselves in this situation,

we need to both remind students of this firm requirement and offer a more standard way by which to make up a rare inability to attend the summer institute.

Attendance by entering students at the first Summer Institute is mandatory and admission to the DrPH Program is contingent on attendance. If a student is unable to attend the first Summer Institute, admission will be automatically deferred to the following year, under the usual admission deferral policy.

If, due to extraordinary circumstances, attendance at a subsequent Summer Institute is not possible, a student may be required to substitute an additional assignment at the direction of the advisor or program director.

To be eligible to waive attendance at a Summer Institute, the student must submit a formal written request to their advisor and DrPH Program Director, at the earliest time when the student becomes aware that attendance is not possible. The following factors may be considered when reviewing the student's petition to waive Summer Institute attendance:

1. The reason for the inability to attend must clearly be connected to a hardship, unforeseeable circumstance, or serious conflict that would prevent attendance at the Summer Institute, beyond inconvenience and prudent planning.
2. The student must be in good academic standing and up-to-date with all program deliverables including portfolio submissions, progress reports and a current program proposal
3. The student must demonstrate satisfactory progress in the program as judged by completion of courses and credit hours commensurate with the time period lapsed since admission.

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.

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, or dissertation proposal.

### **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. 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.

### **ENROLLING IN IPHS 699 (DrPH dissertation hours)**

IPHS 699 gives credit hours for work on the DrPH dissertation and a minimum of 28 SH is required. Registration in IPHS 699 is intended to foster student preparation for the dissertation from the beginning of the DrPH program, thus students are permitted to register for IPHS 699 each year of their program. Students are minimally expected to register for a total of three IPHS 699 hours for completion of Portfolio deliverables. Students earn 12 IPHS 699 credit hours for the third year (3 each semester for the portfolio class and 3 each semester for the dissertation seminar). *Refer to Table 2: Progression Through the Program.* Registration in and accumulation of IPH 699 hours must generally reflect the degree of progress made in completing the portfolio and the dissertation. Advisors will take this into account when approving IPHS 699 registration .

With the consent of the Core Faculty Advisor (who will serve as dissertation chair) and after the Portfolio is approved, a student may enroll in 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.

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.

## PROGRAM 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 facilitate 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 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* (<http://publichealth.uic.edu/doctor-of-public-health>) 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.

### **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 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.

## **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 master's 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 Table 2.

Two major stages of the program are the completion of didactic courses and working on the dissertation.

- 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 at least one 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.

**TABLE 1: CORE PRINCIPLES AND MEASURES OF SUCCESS**

DrPH Core Principle	Example success measures expected
Adaptive leadership	Provide examples of how the student assessed an opportunity or complex problem and diagnosed and addressed in a multi-disciplinary, multi-sectoral way integrating multiple sources for information and systems thinking
Personal Leadership	<ol style="list-style-type: none"> <li>1. Demonstrate competency as adaptive leaders aligned with personal/professional vision:               <ol style="list-style-type: none"> <li>a. Student’s mission, approach, vision and strengths applied to adaptive thinking are apparent;</li> <li>b. Examples of student’s philosophy are interwoven in the portfolio as applied to his/her work;</li> </ol> </li> </ol>
Systematic Reflection	<ol style="list-style-type: none"> <li>1. Provide examples that outline what the student knows about the competency, how the student knows the information and what lessons were learned in reflecting on the application of the competency assessment, DrPH core principle and experience.</li> <li>2. Explain how the student reevaluated a situation in an adaptive way. (How did I work through a process of defining the problem with others, going beyond technical knowledge or distinguishing technical knowledge?)</li> </ol>
Systems Thinking	<ol style="list-style-type: none"> <li>1. Articulate how the student facilitated or explored relationships between all levels of a system; and</li> <li>2. Articulate how the student was able to define a system and its boundaries.</li> </ol>
Strategic Management	<ol style="list-style-type: none"> <li>1. Demonstrate how strategic management can be applied as form of organizational learning using action learning to address an adaptive challenge</li> </ol>
Contribute to the Evidence Base of Practice	<ol style="list-style-type: none"> <li>1. Examples are provided of how the student can articulate how evidence influences and is integrated into the student’s practice and/or how the student undertakes evidence-based practice</li> <li>2. Examples are provided of how the student has undertaken building the evidence-based for practice-led or practice-based <i>research</i>.</li> <li>3. Examples present a clear methodological strength in general and one that aligns with student’s proposed dissertation’s methodological approach; and</li> <li>4. Area of research interest are clearly delineated and are amenable to an adaptive leadership approach.</li> </ol>

**TABLE 2: PROGRESSION THROUGH THE PROGRAM**

Cohort year	Learning Outcomes	Course work required (including SI)	Portfolio Readiness	Dissertation readiness	Advising Deliverables
Year One	<ol style="list-style-type: none"> <li>1. Explain the relevance and significance of the core principles of the DrPH Leadership program in addressing complex problems.</li> <li>2. Describe systematic reflection and distinguish between ad hoc reflection</li> <li>3. Apply systematic reflection through a variety of approaches and on a range of public health issues</li> <li>4. Describe and apply strategic management principles to a practice situation</li> <li>5. Describe quantitative methods for analyzing public health problems</li> <li>6. Define systems thinking and identify strategies to assess cross-sector perspectives.</li> <li>7. Describe your initial vision for public health leadership in an area of interest.</li> <li>8. Identify your personal approach to leadership and its relationship to adaptive leadership</li> <li>9. Define and apply principles</li> </ol>	<p>IPHS 501 IPHS 502 IPHS 511 EPID BIOST Elective #1</p>	<ol style="list-style-type: none"> <li>1. Develop a Researcher Identify Memo based on your initial research area and identify how it represents an adaptive challenge.</li> <li>2. Assess your current and ideal state of competence against the DrPH leadership competencies.</li> <li>3. Document application of systematic reflection using a variety of approaches, including but not limited to action learning, journaling, group dialogue and discussion, and coaching sessions.</li> <li>4. Articulating your changing definition of public health leadership.</li> <li>5. Develop a statement for your vision of public health leadership.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a Researcher Identify Memo based on your initial research area of interest.</li> <li>2. Knowledge and understanding of DrPH core principles</li> <li>3. Explore quantitative methods for addressing public health problems</li> <li>4. Identify electives to support leadership and scholarship interests</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete an annual progress report reflecting on your experiences in the first year of the program;</li> <li>2. Complete a first iteration of competency assessment;</li> <li>3. Request Waivers for classes as appropriate;</li> <li>4. Complete a program plan; and</li> <li>5. Complete 2 group advising sessions/semester with your your DrPH Advisor</li> </ol>

	<p>of action learning in practice.</p> <p>10. Describe a public health problem of interest and how it might be explored as an adaptive challenge at a systems level.</p>				
<b>Year Two</b>	<p>1. Describe the stages of systematic reflection and self-identify what stage the student is at and relationship to adaptive leadership and importance undertaking adaptive problems</p> <p>2. Systematically reflect using adaptive leadership and competencies as frameworks for assessing progress in mastering competencies and identifying gaps</p> <p>3. Apply a process of problem definition in both practice and in an area of research interest.</p> <p>4. Apply research methods and tools to articulate and research adaptive problems in an area of interest.</p> <p>5. Integrate systems thinking with the practice of systematic reflection and qualitative research design and analysis</p> <p>6. Distinguish between an adaptive problem and a researchable problem within an adaptive challenge.</p>	<p>IPHS 503 IPHS 512 IPHS 505 IPHS 510 Elective #2</p>	<p>1. Continue to assess your current and ideal state of competence against the DrPH leadership competencies and begin to explore how program principles have been applied to the examples.</p> <p>2. Document application of systematic reflection using a variety of approaches, including but not limited to action learning, journaling, group dialogue and discussion, and coaching sessions.</p> <p>3. Identify methods skills needed to complete dissertation and how these skills will be or have been attained</p>	<p>1. Application of Leadership to research and scholarship;</p> <p>2. Begin development of Problem Statement and possible Research Questions</p>	<p>1. Update an annual progress report reflecting on your experiences in the 2nd year of the program;</p> <p>2. Update your competency assessment;</p> <p>3. Update your program plan; and</p> <p>4. Complete 2 check-ins with DrPH Advisor</p> <p>5. Complete 2 cohort-meetings without faculty support.</p>

	7. Articulate the role of leadership in building the scholarship and undertaking research				
<b>Year Three</b>	<p>1. Integrate and synthesize student's work to DrPH principles to student's practice and academic experiences that aligns with DrPH competencies</p> <p>2. Demonstrate ability to synthesize and evaluate adaptive problems, i.e. analyze adaptive situations and apply creative integrated methodological research or practice approaches to addressing them; and the ability to demonstrate the ability to pick the most relevant examples, identify key points relevant to leadership,</p>	6 Credit Hours for IPHS 699 for the Portfolio 3+ credit hours for the Dissertation Seminar Elective #3	<ol style="list-style-type: none"> <li>1. Participate in Semester 1 portfolio readiness class to complete compilation of student practice and experience examples to the DrPH competencies and continue to select examples that reflect adaptive leadership in research and practice</li> <li>2. Participate in Semester 2 Portfolio Readiness class to evaluate and write about student examples that showcase students strengthened leadership in research and practice</li> <li>3. Participate in Spring Semester Dissertation Seminar to integrate and apply theories of research focus to develop the DrPH Dissertation Proposal</li> </ol>	<p>Dissertation 'pre-proposal' (Identity Memo, Concept Paper, Sentence Outline)</p> <p>Dissertation: Two-Manuscript option OR classic tome</p> <p>Recruit dissertation committee members</p> <p>Possible Proposal Defense</p> <p>Dissertation project workplan</p> <p>Dissertation under primary guidance of chair</p> <p>Communities of learning</p>	<ol style="list-style-type: none"> <li>1. Select a core faculty member to serve as your portfolio and dissertation chair</li> <li>2. Select your dissertation committee</li> <li>3. Update your Annual Progress Report (APR) and program plan</li> <li>4. Ensure all coursework requirements are met</li> </ol>
<b>≥ Year Four</b>	<p>Complete dissertation</p> <p>Contribute to the evidence base of practice</p>	IPHS 699	Pass portfolio review.	<p>Proposal Defense</p> <p>Dissertation draft(s) to chair and committee</p> <p>Manuscripts: determine co-authors</p> <p>Dissertation Defense</p>	<ol style="list-style-type: none"> <li>1. Annual Progress Report (APR)</li> <li>2. Submit portfolio approval form</li> <li>3. Submit DrPH proposal defense approval form</li> <li>4. Submit DrPH dissertation defense approval form</li> <li>5. Submit final dissertation</li> </ol>

				Dissertation document completed	approval form 6. File for Graduation
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## THE PORTFOLIO

The DrPH Portfolio is an integrative document of the student's professional and academic experiences that demonstrates the student's knowledge, understanding and application of Adaptive Leadership and the core DrPH principles (Table 1) applied to the six core DrPH Leadership competencies. The Portfolio plays a critical role in the student's DrPH program experience as it requires application of the connection between the curriculum, competencies, and the core principles to a student's academic and professional experiences. Further, it is a culminating document that demonstrates the student's (a) readiness to proceed to the dissertation stage of the DrPH through evidence of the student's ability conduct practice-based research and contribute to the scholarship of addressing Adaptive challenges; and (b) enhanced capacity and capability to practice adaptive leadership.

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 systematic reflection, critical thinking, synthesis, and discovery.

The Portfolio is built through completion of the DrPH Curriculum including participation in DrPH courses, the Summer Institute, and Student Advising and is designed to facilitate a progressive learning process of building the student's knowledge, understanding, and application of Adaptive Leadership concepts to enhance his/her practice and contribute to the evidence base of public health practice. The student builds his/her readiness through the program.

### PORTFOLIO PRESENTATION REQUIREMENTS

The Portfolio document and all materials supporting and 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 shared-sites. 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 shared-sites.

A preferred DrPH UIC shared-site format has evolved and a template is available. 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 shared-sites, 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. It is recommended that a "*Works in Progress*" sub-page be created for items that are under development and review, and that this area is shared with all reviewers to provide comments. Once finalized, the files will be posted by the student on his/her shared-site 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 are encouraged to create an electronic signature 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 the student moves into final portfolio coursework they will develop and refine a statement on an area of interest and dissertation topic which will be used by the Program Advisor and student 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 a Core Faculty member will work collaboratively with the student on Competency 3 to achieve a smooth transition to dissertation work.

For the Portfolio, 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 the Portfolio. 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. The Final Portfolio 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 the Final Portfolio, 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 shared-site, the time to review the Portfolio and provide comment, approval/disapproval to the student should not exceed thirty-five business 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, a selected Core Faculty Advisor, will serve as chair of the PRC and Dissertation Committees and the student's principal advisor.

The final document should present a focused, integrated picture of the student's knowledge, understanding and/or application of Adaptive Leadership and the DrPH Core Principles through the competencies. Throughout the competencies, students should be able to address examples that articulate sample evaluation measures used to review the portfolio.

## **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 how 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.

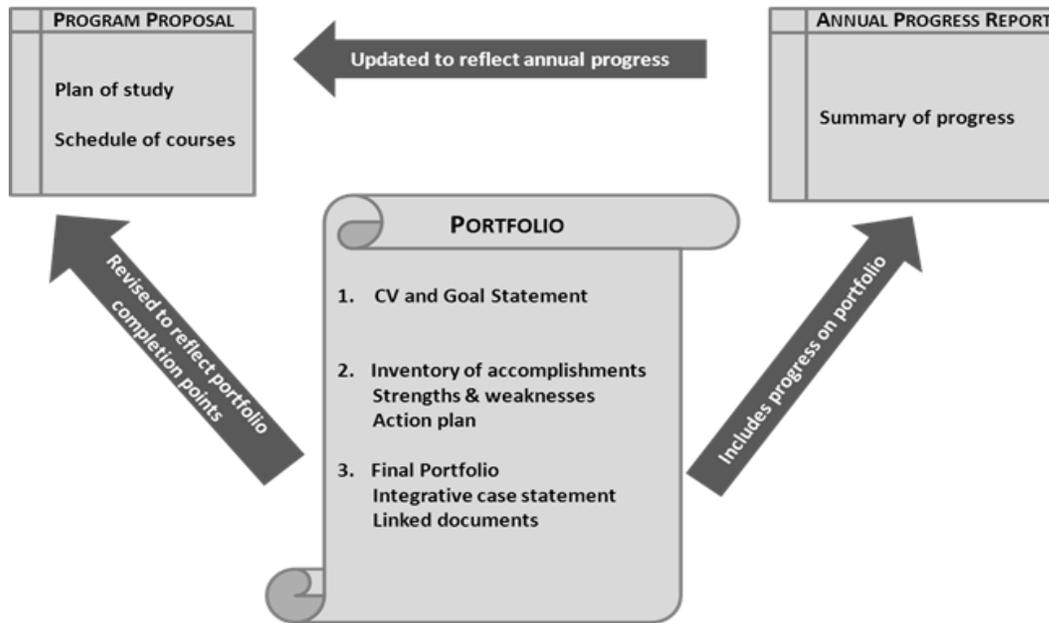
Evaluated collectively, achievement at all three levels will constitute mastery, recognizing that the role that each level plays will vary across competencies and from student to student. Portfolio evaluations strive to balance consistency across students while maintaining the flexibility needed to take 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**

The core principles guiding the DrPH Program are interconnected within the curriculum, portfolio and dissertation.

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.

**FIGURE 1: ADVISING DOCUMENTS**



## 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) and 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, as 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;
- Contain clear public health leadership implications.

While a dissertation must be the original work of the student, dissertations 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://research.uic.edu/forms>).

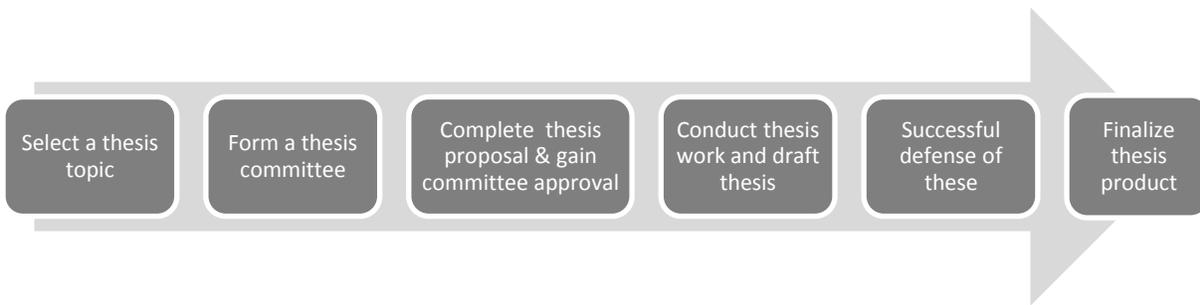
### **DISSERTATION WORKSHOPS**

It is strongly suggested that students attend the DrPH dissertation workshops prior to and while developing the dissertation proposal. 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.

**FIGURE 2: DISSERTATION STEPS**



### **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 Summer Institute, 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. It is expected that the Practitioner would be a content specialist at the doctoral level. 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.

The Committee Chair will supervise the dissertation completion process; however 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 (e.g., 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. Students should 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 committee's comments for revisions will be summarized in a memo which will be circulated to 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.

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 'as is' but with comments, a memo will be written documenting the revisions that will be made and how they will be addressed in the dissertation. When a dissertation is approved but subject to formal conditions, within one week of the defense, these conditions will be summarized in a memo which will be circulated to committee members for their concurrence prior to being shared with the student by the chair, who will supervise their completion and acceptance (if required by the committee) by the committee.

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.

### **AUTHORSHIP**

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), conventions of authorship should be followed which reflect the contributions of those who played a major role in the conceptualization, analysis and writing of the publishable manuscripts, including faculty advisors. Students should discuss authorship with the Committee Chair.

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, preferred 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 DrPH shared-sites. Note that if the manuscript option is selected, sufficient lead time must be taken into consideration for submission to the journal(s).

## APPENDICES

IPHS 596 Independent Study

Portfolio Approval Process (and beyond) to Dissertation

DrPH Student Forms and Handbook Links

- 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**

<b>Component</b>	<b>Student Responsibility</b>	<b>Comment</b>
<b>Registration</b>	<p>Consult with instructor about general goals of the Ind. Study and how it will assist the student in either:</p> <p>1). Develop a literature review, logic model or other significant part of the dissertation <u>OR</u></p> <p>2). Enhance a student's ability to gain skills, such as methods, that will be necessary to complete the dissertation.</p> <p>Submits completed IPHS 596 registration form to instructor</p>	<p>Faculty instructor approves IPHS 596 registration form and forwards to the DrPH Academic Coordinator for processing.</p> <p>Student registers after "hold" is removed.</p>
<b>Workplan</b>	<p>Week One (or before), develop and submit for approval a Workplan/Schedule for the semester; the Workplan includes specifics about deliverables and milestones.</p>	<p>Faculty instructor approves Workplan and communicates this to student.</p>
<b>Deliverables</b>	<p>Reports, Summaries, Bibliographies etc.;</p> <p>Midterm: Progress Report/Summary of Activities (&lt;= 5 pages)</p> <p>Final: Formal paper (or as another format pre-approved by instructor), ~20-25 pages</p> <p>Conference Calls: TBA</p>	<p>Conference calls are used to discuss progress and/or assist with resolving problems, obstacles or other barriers.</p>
<b>Literature Review</b>	<p>Exploratory in nature (depending upon the student's position in the program) identify gaps, describe state-of-art etc.; may also identify databases or other sources of information, including those outside of the public health arena.</p>	<p>Faculty instructor provides guidance and suggestions;</p> <p>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.</p>
<b>Logic Model</b>	<p>Develop an initial Logic Model based on preliminary investigation of a problem, research question or SWOT analysis.</p>	<p>Faculty instructor provides guidance.</p>
<b>Mentor(s)/Practitioner(s)</b>	<p>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.</p>	<p>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.</p>

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

Role	Primary Responsibility	Secondary Responsibility
<b>Student</b>	<p>Submits Portfolio (drafts) to Program Advisor;            Follows time line and submits workplan to Advisor(s);            Maintains integrity of his/her shared-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;</p>	<p>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;</p>
<b>Academic Coordinator</b>	<p>Assists faculty and students throughout the administrative processes of UIC, SPH and DrPH;</p>	<p>Requests removal of registration holds;            Coordinates meetings between students and advisors;            Provides administrative support for the admissions process;</p>
<b>Program Advisor</b>	<p>Provides input and guidance to student regarding course scheduling, Portfolio drafts;            Critiques postings on shared sites, particularly, “works in progress”;            Approves milestone documents such as Program Plan and Annual Progress Reports;</p>	<p>Monitors student progress;            Provides guidance to student regarding their Program Proposal, particularly regarding strategies for selecting electives and developing Ind. Studies;</p>
<b>Program Advisor</b>	<p>Provides guidance to student regarding the Final Portfolio;            Endorses the student’s readiness to transition to the Dissertation Proposal after the final <b>Portfolio</b> is posted;            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;            Assists student in developing a workplan for completing the final <b>Portfolio</b>;            Provides guidance on completing any outstanding coursework;</p>

<p><b>Core Faculty Advisor (Dissertation Chair)</b></p>	<p>Reviews the final <b>Portfolio</b>, 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><b>Dissertation Committee</b></p>	<p>Reviews and approves the Proposal; 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: Dissertation Proposal/Defense, Dissertation, Dissertation Defense. Provides consultation for publications;</p>
<p><b>DrPH Core Faculty (Program Director, Assoc. Program Director, et al)</b></p>	<p>Guide, assess, evaluate and direct the overall operation of the program; Liaison with the Oversight and Program Management 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><b>IT/Distance Learning Coordinator</b></p>	<p>Assists (by posting instructions and templates) student in constructing the DrPH shared-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/academics/sph-student-handbooks>

<http://publichealth.uic.edu/current-students/student-forms>

**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 masters?  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](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
----------	--------------------------------	--	---

**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 8 sh - Include transfer hours listed from section III)**

Course #	Title	Term/Year	Semester Hours

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

1. Dissertation Committee:

Committee member	Affiliation

**Student's Name:**

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

Course #	Term/Year	Semester Hours	Course #	Term/Year	Semester Hours
<b>IPHS 699</b>			<b>IPHS 699</b>		


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)**  
 Year One complete                      Date \_\_\_\_\_  
 Year Two complete                      Date \_\_\_\_\_  
 Year Three (final) 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
<b>Total Semester hours proposed for graduation</b>	(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, Year One	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Portfolio Year Two	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Portfolio Year Three (final)	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Dissertation committee	selected <input type="checkbox"/>	approved <input type="checkbox"/>
Dissertation proposal	submitted <input type="checkbox"/>	approved <input type="checkbox"/>
Dissertation defense expected date		
Dissertation 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 APPROVAL**



**General Information**

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

**Final Portfolio Approval**

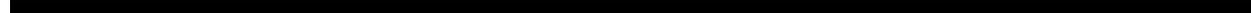
The Portfolio Review Committee listed below has reviewed all three parts of the DrPH Portfolio and hereby indicates by their signatures that the portfolio is complete and approved in final form.

Print/Type Name	Signature

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

**Comments**

*Please return this form to DrPH Academic Coordinator*



**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 dissertation title page)

UIN #: \_\_\_\_\_

Dissertation Title (The dissertation title must not exceed 105 characters in length including spaces.)

<b>REGULATORY ISSUES</b>			
Does the student's research involved human subjects?	Yes <input type="checkbox"/>	Or No <input type="checkbox"/>	
If yes, has the Institutional Review Board approved the proposal?	Yes <input type="checkbox"/>	Or No <input type="checkbox"/>	Approval #:
Does the student's research involve animals in any way?	Yes <input type="checkbox"/>	Or No <input type="checkbox"/>	
If yes, has the Animal Care Committee approved the proposal?	Yes <input type="checkbox"/>	Or No <input type="checkbox"/>	Approval #:
Does the student's research involve recombinant DNA?	Yes <input type="checkbox"/>	Or No <input type="checkbox"/>	
If yes, has the Institutional Biosafety Committee approved the proposal?	Yes <input type="checkbox"/>	Or No <input type="checkbox"/>	Approval #:

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

	<b>NUMBER</b>	<b>OUTSIDE MEMBER(S)</b>
Dissertation 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:

<b>Name</b>	<b>Department</b>
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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 Dissertation  
 Proposal Defense**

**General Information**

Student's Name:

Date:

Program Area:

Semester/Year Matriculated:

Dissertation Chair:

Academic Advisor:

Dissertation 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:

Dissertation Chair:

Academic Advisor:

Dissertation 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 dissertation 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 dissertation 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 'measurement table' that includes constructs, factors, measures and data sources should be included within the body of the Proposal or as an appendix (consult committee chair). 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. Dissertation Products and Work Plan

- a. What dissertation products will be produced? A traditional polished report? Several publishable papers? If so, what journals will be targeted?
- b. Outline of the dissertation 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.

**Doctor of Public Health in Leadership Program**  
**The University of Illinois at Chicago**  
1603 W. Taylor St. (MC 923)  
Chicago, Illinois 60612

Phone (312) 355-4544  
E-mail [drph@uic.edu](mailto:drph@uic.edu)  
Web [go.uic.edu/drph](http://go.uic.edu/drph)

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