



**Doctor of Public Health
in Leadership Program**

School of Public Health

*The Doctor of Public Health
in Leadership
Graduate Student Handbook*

2020-2021

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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 in Leadership 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 in the **UIC SPH Academic Policy and Procedure Manual** (e.g. waivers, leaves of absence etc.) on the **School of Public Health [website](#)**. Specific details regarding the UIC Doctor of Public Health in Leadership degree program (e.g. the curriculum) can be found on the [website](#) as well or on the **DrPH Program Blackboard [page](#)**, and in this Handbook.

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 Interim Program Director, I am here to help pull the pieces together and fill in the gaps. I also lead the student management subcommittee of our school-wide Oversight Committee where students, faculty, and staff of the DrPH work to improve the program on strategic and policy changes. All of our contact information is posted in the DrPH Program [website](#).

We have created what we believe to be a challenging and rigorous course of study, and also one that we 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 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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DOCTOR OF PUBLIC HEALTH (DrPH) 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, expand their skills to build the evidence of public health practice, and attain the leadership ability to address today's complex challenges.

The UIC DrPH Program is focused on adaptive leadership as an approach that most resonates with conditions facing the public health field today. Adaptive leadership is fundamentally about using leadership skills to assist a community or organization face an adaptive challenge -- a problem or issue that is characterized by complexity 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. The UIC DrPH Program employs a research approach that emphasizes systems thinking; novel and applied research designs; mixed-methods; and engaged scholarship that seeks to meet the needs of practice challenges and intends to inform or impact an adaptive problem, thereby contributing 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, systems thinking, 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 study and growth. For this process, several tools are available including the Portfolio, 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 the 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. Student members (each from a different cohort) are selected annually by their colleagues to serve as members of the Committee. These students serve as liaisons to the DrPH

student body in communicating information and soliciting feedback, and form the student management subcommittee that helps guide program improvements.

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 & Programs of Public Health (ASPPH) for the Doctor of Public Health degree. Our curriculum has been designed around six competencies that have been: 1) Recognized as essential to successful leadership in the public health field and reflect the perspective on leadership of the UIC DrPH program (see *Core Principles and Measures of Success*, Table 1); and 2) Align with the ASPPH DrPH Competencies. 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

Overview

The DrPH Curriculum is a multi-component, theory and competency driven learning program intended to strengthen students' adaptive leadership and applied research skills to address today's complex challenges and contribute to the evidence-base of public health practice. The Curriculum includes the Summer Institute, coursework, the Portfolio (or Applied Practice Experience as defined by the Council on Education for Public Health (CEPH)), the Dissertation (or Integrated Learning Experience as defined by CEPH), and advising through student application of systematic reflection, systems thinking, and action learning. A minimum of 96 semester hours (SH) is required to earn the DrPH degree, but students may require more than the minimum number of hours to complete the program. [Table 2](#) outlines the DrPH Learning Objectives for each year of a student's trajectory in the DrPH, aligned with curriculum components and expected outcomes. Table 3 outlines the schedule of curriculum components, with the exception of the Informatics track students.

Required Courses (28 SH)

- BSTT 401: Biostatistics II (4 SH) or IPHS 514: Quantitative Methods for Leadership in Public Health Practice (3 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 UIC School of Public Health policies located [here](#).

Electives (minimum 8 SH)

Chosen from special topics and methods courses, independent study and other course offerings, these credit hours allow students to build skills towards completing the dissertation and contribute to the evidence base of public health practice. Courses are selected with the approval of student's Program Advisor. If the student elects to substitute IPHS 514 (3 hrs) for BSTT 401 (4 hrs), then to compensate for the differential in credit hours, the student will need to complete a minimum of 9 hrs of electives.

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. The 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 and the DrPH Program Director.

To be counted toward the elective hours, relevance must be demonstrated in the Portfolio and the student's program plan around their course of study, topic interests, and mostly, identified research skills needed to complete the dissertation. 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 Program Advisor (and DrPH Program Director, if needed) 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 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.

IPHS 699: DrPH Portfolio and Dissertation (*minimum 28 SH*)

IPHS 699: DrPH Portfolio. The DrPH Portfolio is an integrative written document of the student's applied practice, professional and academic experiences that demonstrates the student's knowledge, understanding and application of the core DrPH principles aligned to the six core DrPH Leadership competencies and corresponding sub-competencies. It also prepares students to conduct the DrPH Dissertation project. Students participate in the Portfolio Seminar (3 SH) the Summer of their second year and undertake additional IPHS 699 credit hours with the Third Year Advisor until the Portfolio is approved. This often includes a minimum 1 SH (range: 1 – 3 SH) the semester immediately following the Portfolio Seminar, and often another 1-2 SH (range: 1 – 3 SH) the second semester after the Portfolio Seminar. Often, a minimum of six IPHS 699 hours are needed to complete the portfolio; often additional hours and/or semesters are required to complete the portfolio.

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; but is most often a form of applied research including an evaluation of a complex program or policy; policy formulation and analysis; or a participatory action research initiative. Students participate in the IPHS 699 Dissertation Seminar I (3 SH) and IPHS 699 Dissertation Seminar II (3 SH) to guide them through completing the proposal development process. Hours for these courses count toward the minimum 28 SH of 699 credit, if satisfactorily completed. Students register for additional hours with a Dissertation Chairperson to complete the dissertation project. Most students require more than the minimum 28 hours of public health research (IPHS 699) to complete both the portfolio and the dissertation. Students must be registered for a minimum of 1 SH of IPHS 699 credit hours the semester they defend the dissertation.

Prior master's degree (up to 32 SH)

Credit for up to 32 semester hours may be given for previous masters of public health (MPH) or related degree. Incoming students without an MPH may be required to take additional foundational, core MPH courses. 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. It is the student's responsibility to take and complete MPH-level courses at an accredited school or program of public health and request transfer of those credits to UIC-SPH.

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 multi-day in-person workshop conducted off campus with external and internal UIC faculty that often includes skill building on DrPH competencies, most often in the form of applied research; an overview of program theory, competencies and overall expectations; as well as focused on the student's upcoming year of study (i.e. what to expect for the year); examples and dialogue with student colleagues and faculty regarding the portfolio and dissertation; and opportunities for building the DrPH leadership community. There is a minimal additional fee for the SI attendance.

The SI is an essential part of the DrPH curriculum and the experience of being a distance learning student 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 SI 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. All DrPH students are welcome. Students who have NOT passed their DrPH Dissertation Proposal must attend. 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 (i.e. Deans Office, DrPH Oversight Committee).

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.

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 portfolio and dissertation hours)

IPHS 699 gives credit hours for work on the DrPH portfolio and dissertation; a minimum of 28 SH is required. For the portfolio, and as noted above, students participate in the Portfolio Seminar (3 SH) the Summer of their second year, and undertake additional IPHS 699 credit hours with the Third Year Advisor, until the Portfolio is approved.

Students must accumulate a minimum of 28 SH of 699 credit hours; students often need to register for greater than this amount in order to complete their research. For the dissertation and as noted above, students participate in the IPHS 699 Dissertation Seminar I (3 SH) and IPHS 699 Dissertation Seminar II (3 SH) taught by DrPH faculty to guide them through completing the proposal development process. Hours for these courses count toward the minimum 28 SH of 699 credit, if satisfactorily completed. Students and their Dissertation Chairperson will set credit hour allocations based on the scope, pace and progression of their project and their advising needs. It is generally expected that students register for a minimum of 2 to 3 SH of IPHS 699 credit hours with your Chairperson per semester. Students must be registered the semester they defend their dissertation.

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, and/or 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 sections 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.

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 an example, the field experience would address leadership aspects encountered in needs assessment, program planning, policy analysis, program management, evaluation 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.

ASSESSMENTS AND GRADING

The DrPH Program curriculum aligns with DrPH program theory and competency and as such assessments of student progress (i.e. grading for coursework) aligns with progression of development toward adaptive leadership skills (e.g. systematic reflection, systems thinking). In addition, students are evaluated on completion and/or completeness of assignments or other assessments and progress toward competencies and objectives associated with each course. Each instructor develops grading rubrics based on these principles. For overall DrPH program curriculum

elements, such as the Portfolio and Dissertation, assessments have been developed and are described below. Overall, the DrPH program complies with the SPH Academic Policies and Procedures guidance, such as on incomplete grades and grade deferrals, which can be accessed [here](#).

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 and approved by and submitted to the Program Advisor.

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

PROGRAM FACULTY AND STAFF

The nature of the UIC DrPH program emphasizes the practice of public health leadership. As such, the faculty and staff of the DrPH program reflect this foundational element. 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. Adjunct, retired, or emeritus faculty may fit either of these categories, including serving as Dissertation Chairperson, upon approval of the DrPH Director and DrPH Oversight Committee. 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 with expertise in specific content areas
- Serve as Dissertation Committee Chairperson
- Chair or participate on Portfolio Review Committee
- Evaluate student feedback
- Approval student Progress Reports and Annual Program Plan updates
- Provide Portfolio guidance
- Recruit faculty for teaching courses
- Function as Dissertation Committee members

Divisional faculty have 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

DrPH staff supports students and faculty of the program. The Academic Coordinator is a full-time position dedicated to the DrPH and whose activities include but are not limited to:

- Responding to prospective student inquiries
- Maintaining DrPH recruitment materials
- Supporting the DrPH admissions process
- Facilitating student registration
- Addressing administrative needs of the program
- Organizing student approval forms
- Supporting final dissertation approval and graduation forms

The DrPH also has a part-time IT support staff member to assist students with distance-based IT requests. Please visit the DrPH Blackboard site for contact information of all faculty and staff.

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 different Program Advisor is assigned to the first, second and third year in the program. The Program Advisor works with the cohort to hold advising sessions each semester on topics jointly identified regarding the curriculum and students; reviews and approves the Program Proposal and Annual Program Review; and provides any other guidance and support as needed. Students should work with their Program Advisor to discuss details about course selection and the overall program plan. Students transition to a Third Year Advisor(s) who will support the student to undertake the Portfolio process. Students must register for IPHS 699 credit hours with the Third Year Advisor to complete the Portfolio. The Third Year Advisor must endorse the student's Portfolio before it may be submitted for review. Appendix E outlines the roles and responsibilities of the Program Advisor as well as students in working with these individuals.

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. In the Summer of the second year in the program, students will work with their Third Year Advisor to identify their Dissertation Chairperson. The Dissertation Chairperson is selected and matched to the student from DrPH Core Faculty. This assignment process will consider both student preference and Core Faculty expertise, as well as faculty advising capacity. Once the Dissertation Chairperson is selected, the primary advising role will begin a transition to that faculty member, though the Third Year (Portfolio) advisor will remain engaged until the Portfolio is completed and reviewed.

Overall, 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. During the academic year, students will be expected to participate during the Fall and Spring semesters in group web-conferencing advising sessions often held on Saturday mornings. 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 will be facilitated by a Program Advisor who will address questions and schedule individual follow-up contact as needed.

The DrPH Blackboard site is the single most utilized source of information for admitted students. The Blackboard site contains important documents such as the 'DrPH Student Handbook' and examples of forms required to be submitted at various milestones in the program as well as many other resources, such as the Institutional Review Board (IRB) and the Dissertation. As links to Blackboard may change over time, students will be notified of the specific URL, if necessary.

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 or Summer 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 must be posted in the student's UIC Box folder with an email notification to his/her Program Advisor, upon completion as outlined in Appendix E. Students are responsible for monitoring and planning their progress for meeting program requirements. Failure to complete an Annual Progress Report may cause a hold to be placed on registration until the APR has been completed and accepted by the Program Advisor.

MILESTONES, DEADLINES & ENROLLMENT REQUIREMENTS

DEADLINE FOR COMPLETING DEGREE REQUIREMENTS

The maximum time permitted to complete the DrPH 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. 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 (CAP).

When a student approaches 7 years in the program and no later than March of their 7th year, students must work with his/her Program Advisor and the Academic Coordinator to apply for an extension and obtain approval from CAP, demonstrating progress and a reasonable workplan to complete the program. Failure to do so may result in dismissal from the program. Application for readmission to Program may be required and is not guaranteed. The DrPH program will review and approve extensions based on demonstrated student progress.

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 credit hours for two consecutive terms (not including Summer) will terminate a student's active status requiring reapplication to the University. Readmission is not guaranteed.

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 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. (Refer to [Table 2](#)).
- 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 (699) research hours to receive advising.

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

The progress of each DrPH student will be reviewed annually by the Program Advisor and/or Dissertation Chairperson. If it is determined that the student is not making satisfactory progress, then a plan of correction (i.e. 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 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"> 1. Demonstrate competency as adaptive leaders aligned with personal/professional vision: <ol style="list-style-type: none"> a. Student’s mission, approach, vision and strengths applied to adaptive thinking are apparent; b. Examples of student’s philosophy are interwoven in the portfolio as applied to his/her work;
Systematic Reflection	<ol style="list-style-type: none"> 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. 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?)
Systems Thinking	<ol style="list-style-type: none"> 1. Articulate how the student facilitated or explored relationships between all levels of a system; and 2. Articulate how the student was able to define a system and its boundaries.
Strategic Thinking	<ol style="list-style-type: none"> 1. Demonstrate how strategic thinking can be applied as form of organizational learning using action learning to address an adaptive challenge
Contribute to the Evidence Base of Practice	<ol style="list-style-type: none"> 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 2. Examples are provided of how the student has undertaken building the evidence-based for practice-led or practice-based <i>research</i>. 3. Examples present a clear methodological strength in general and one that aligns with student’s proposed dissertation’s methodological approach; and 4. Area of research interest are clearly delineated and are amenable to an adaptive leadership approach.

TABLE 2: LEARNING OBJECTIVES AND OUTCOMES PROGRESSION THROUGH THE PROGRAM**

Cohort Year	Learning Outcomes	Courses	Portfolio Readiness	Dissertation readiness	Advising Deliverables
Year One	<ol style="list-style-type: none"> 1. Explain the relevance and significance of the core principles of the DrPH Leadership Program in addressing complex problems. 2. Describe systematic reflection and distinguish between ad hoc reflection 3. Apply systematic reflection through a variety of approaches and on a range of public health issues 4. Describe and apply strategic management principles to a practice situation 5. Describe quantitative methods for analyzing public health problems 6. Define systems thinking and identify strategies to assess cross-sector perspectives. 7. Describe your initial vision for public health leadership in an area of interest.8. Identify your personal approach to leadership and its relationship to adaptive leadership 8. Define and apply principles of action learning in practice. 9. Describe a public health problem of interest and how it might be explored as an adaptive challenge at a systems level. 	<p>IPHS 501* EPID 403*</p> <p>IPHS 502* BIOST 401* or IPHS514*</p> <p>IPHS 511* Elective #1</p> <p>Summer Institute*</p>	<ol style="list-style-type: none"> 1. Develop a Researcher Identify Memo based on your initial research area and identify how it represents an adaptive challenge. 2. Assess your current and ideal state of competence against the DrPH leadership competencies. 3. Document application of systematic reflection using a variety of approaches, including but not limited to action learning, systematic reflection memos, journaling, group dialogue and discussion, and coaching sessions. 4. Articulating your changing definition of public health leadership. 5. Develop a statement for your vision of public health leadership. 	<ol style="list-style-type: none"> 1. Develop a Researcher Identify Memo based on your initial research area of interest. 2. Knowledge and understanding of DrPH core principles 3. Explore quantitative methods for addressing public health problems. 4. Identify electives to support leadership and scholarship interests 	<ol style="list-style-type: none"> 1. Complete an Annual Progress Report reflecting on your experiences in the first year of the program; 2. Complete a first iteration of your Part 1 of your portfolio 3. Complete a partial first iteration of competency assessment, Part II of the portfolio; 4. Request waivers for courses, as appropriate; 5. Complete a Program Plan; 6. Complete group advising sessions/semester with your DrPH Program Advisor

Cohort Year	Learning Outcomes	Courses	Portfolio Readiness	Dissertation readiness	Advising Deliverables
Year Two	<ol style="list-style-type: none"> 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 Systematically reflect using adaptive leadership and competencies as frameworks for assessing progress in mastering competencies and identifying gaps Apply a process of problem definition in both practice and in an area of research interest. Apply research methods and tools to articulate and research adaptive problems in an area of interest. Integrate systems thinking with the practice of systematic reflection and qualitative research design and analysis Distinguish between an adaptive problem and a researchable problem within an adaptive challenge. Articulate the role of leadership in building the scholarship and undertaking research 	<p>IPHS 512* IPHS 510*</p> <p>IPHS 503* IPHS 505*</p> <p>Elective #2 IPHS 699 (Portfolio Seminar)</p> <p>Summer Institute*</p>	<ol style="list-style-type: none"> 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. 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. Identify methods skills needed to complete dissertation and how these skills will be or have been attained 	<ol style="list-style-type: none"> Apply of Leadership principles to research and scholarship; Begin development of Problem Statement and possible Research Questions; Design and Methods 	<ol style="list-style-type: none"> Update an Annual Progress Report reflecting on your experiences in the 2nd year of the program; Begin Portfolio completion; Update your Program Plan; Complete check-ins with DrPH Program Advisor; and Complete cohort-meetings with faculty support and without faculty support
Year Three	<ol style="list-style-type: none"> Integrate and synthesize student’s work to DrPH principles to student’s practice and academic experiences that aligns with DrPH competencies Demonstrate ability to synthesize and evaluate adaptive problems, i.e. analyze adaptive situations and apply creative integrated methodological research or 	<p>IPHS 699 credit hours with the Third Year Advisor</p> <p>IPHS 699 Dissertation</p>	<ol style="list-style-type: none"> Participate in Semester 1 portfolio readiness class to complete compilation of student practice and experience examples to the DrPH competencies and continue to select 	<ol style="list-style-type: none"> Dissertation ‘pre-proposal’ (Identity Memo, Concept Paper, Sentence Outline) Dissertation: Two-manuscript option OR classic tome 	<ol style="list-style-type: none"> In collaboration with the Third Year Advisor identify a DrPH Core Faculty member to serve as your Dissertation Chairperson Select your Dissertation Committee in collaboration

Cohort Year	Learning Outcomes	Courses	Portfolio Readiness	Dissertation readiness	Advising Deliverables
	practice approaches to addressing them; and the ability to demonstrate the ability to pick the most relevant examples, identify key points relevant to leadership,	Seminar I ! IPHS 699 Dissertation Seminar II ! Elective #3 Summer Institute (if required)	<ul style="list-style-type: none"> examples that reflect adaptive leadership in research and practice 2. Participate in Semester 2 Portfolio Readiness class to evaluate and write about student examples that showcase students strengthened leadership in research and practice 3. Participate in Spring Semester Dissertation Seminar to integrate and apply theories of research focus to develop the DrPH Dissertation Proposal 4. Pass the Portfolio Review 	<ul style="list-style-type: none"> 3. Recruit dissertation committee members 4. Possible Proposal Defense 5. Dissertation project workplan 6. Dissertation under primary guidance of Chairperson 7. Communities of Learning 	<ul style="list-style-type: none"> with your Committee Chairperson 3. Update your Annual Progress Report (APR) and Program Plan 4. Ensure all coursework requirements are met
≥ Year Four	Complete Dissertation Contribute to the evidence base of practice	IPHS 699 (for Portfolio and Dissertation Research hours) *	<ul style="list-style-type: none"> 1. Pass the Portfolio review 	<ul style="list-style-type: none"> 1. Proposal Defense 2. Dissertation draft(s) to Chairperson and Committee 3. Manuscripts - determine co-authors 4. Dissertation Defense 5. Dissertation document completed 	<ul style="list-style-type: none"> 1. Update your Annual Progress Report (APR) and Program Plan 2. Submit Portfolio approval form 3. Submit Dissertation Proposal Defense approval form 4. Submit Dissertation Defense Approval form

Cohort Year	Learning Outcomes	Courses	Portfolio Readiness	Dissertation readiness	Advising Deliverables
					5. Submit final Dissertation approval form 6. Submit <i>iThenticate</i> approval 7. Apply for Graduation

*Required !Strongly recommended **For Non-Informatics students

TABLE 3: Program Structure by Semester**

Program Year	Fall	Spring	Summer
Year 1	(Summer Institute, August) IPHS 501 EPID 403 Advising Sessions	IPHS 502 BSTT 401 <u>OR</u> IPHS 514 Advising Sessions	IPHS 511 Elective Advising Sessions Summer Institute
Year 2	IPHS 510 IPHS 512 Advising Sessions	IPHS 503 IPHS 505 Advising Sessions	IPHS 699 Portfolio Seminar Elective Advising Sessions Summer Institute
Year 3	IPHS 699 Dissertation Seminar I IPHS 699 Portfolio hours as needed	IPHS 699 Dissertation Seminar II IPHS 699 Portfolio hours as needed Portfolio Review	IPHS 699 for portfolio or dissertation Summer Institute (if required) Portfolio Review Proposal Defense
Year 4	IPHS 699 for dissertation hours	IPHS 699 <u>OR</u> Final Oral Presentation*	Final Oral Presentation

**For Non-Informatics students

I. Introduction & what is the DrPH Portfolio?

The DrPH Portfolio is an integrative written document of the student's applied practice, professional and academic experiences that demonstrates the student's knowledge, understanding and application of the core [DrPH principles](#) aligned to the DrPH Leadership competencies. The Portfolio plays a critical role in the student's DrPH program experience as it requires demonstration of the application, adaptation, and synthesis of the student's connection between the curriculum, competencies, and the core principles to a student's academic and professional experiences, framed by the student's personal leadership vision and strengths to illuminate his/her unique contributions and approaches. Further, it is a culminating document that demonstrates the student's (a) readiness to proceed to the Dissertation Phase of the DrPH through evidence of the student's ability conduct practice-based action research and contribute to the scholarship of addressing adaptive challenges; and (b) enhanced capacity and capability to practice adaptive leadership. Finally, the DrPH Portfolio serves also to meet CEPH requirements D6.2, enduring applied practice experience demonstrating leadership competencies. The following is a description of the Portfolio, how students prepare for the Portfolio, and how the Portfolio is reviewed.

II. What are the Portfolio Components?

The Portfolio is developed in a component, iterative fashion using worksheets, reflective questions and journaling, course assessments, and advising and coaching. The final product consists of four integrated elements: I) a Student Personal Vision Statement which is a summary of the student's personal vision and reflection as an adaptive leader; II) a Professional and Academic Competency Assessment Inventory which presents, in a matrix format, detailed evidence and assessment of what the student has done in relation to each competency, including the student's assessment of their level of mastery of each DrPH competency following [Bloom's Taxonomy](#), and what is the best evidence, based on student strengths, vision and the DrPH principles, that might be used to present the student's Case Statement (Part III) as an adaptive leader; III) A Case Statement that succinctly summarizes (i.e. under 20 pages) the evidence and rationale for the student's competency, strengths, and vision to address public health challenges as an adaptive leader; and finally IV) A Dissertation Readiness Assessment, which includes a narrative answering questions that demonstrate a proposed study is ready to move into the stage of developing a formal dissertation proposal. The [Portfolio template](#) is located in the UIC SPH DrPH Blackboard Page.

III. How does a student prepare to complete the Portfolio?

Preparation for the Portfolio occurs throughout the student's tenure in the DrPH program at several levels and a myriad of ways within the DrPH curriculum. [Table 4](#): DrPH Readiness and Assessment Summary crosswalks the Portfolio parts with the readiness preparation activities. The following is a narrative description.

1. *Competency alignment with DrPH courses*: Each DrPH core course is aligned with the DrPH competencies such that if completed successfully, a student should be prepared to complete the Portfolio as an adaptive leader and scholar ready to complete the dissertation. All required core courses must be completed before a student's Portfolio may be reviewed.
2. *Course Assessments*: Assessments in the core courses, such as pre-post reflection exercises, help students to assess what has been learned over the course of the semester. These assessments

may be used to help students select evidence for the Portfolio; build their case statements; and write competency summary reflections.

3. *IPHS 511, Personal Leadership*, is a core, required course taken during the summer after the student's first year of the program. During this course, students revisit their personal leadership vision (part 1); and undertake an assessment and inventory (part 2) of the DrPH competencies to assess evidence related to Bloom's Taxonomy. This process should also help students explore gaps and opportunities for exploration during the remainder of the program.
4. *The DrPH IPHS 699 Portfolio Seminar* is designed to facilitate student completion of the Portfolio overall. This class is a semester-long guided seminar course facilitated by the DrPH Third Year Advisor to promote collaborative learning and faculty feedback to advance portfolio completion. The Dissertation Chairperson is often selected during this seminar.
5. *Additional IPHS 699 credit hours* with Third Year DrPH Advisor may be needed to complete the portfolio, usually 1-2 SH per semester, until the Portfolio is approved. Typically, the student and Third Year DrPH Advisor will collaborate with the Chairperson for at least one overall portfolio review during this time as well as feedback on the Part IV and Competency 2 and 3 sections of the portfolio.
6. *The DrPH IPHS 699 Dissertation Seminar I and II* should assist students completing Competency 2 and 3 as well Part IV of the Portfolio.

IV. What is the Portfolio review process?

The Portfolio is considered the primary mechanism for evaluating the student's readiness to graduate as an adaptive leadership; and measure ability to progress to the final and most challenging parts of the DrPH program, the development and subsequent successful defense of a DrPH dissertation. Moreover, it is expected that students have worked diligently over their formative DrPH years to complete the document to present the best, most focused yet comprehensive picture of the student.

- a. *Presentation*: 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 Box folder. The final Portfolio submitted for approval must be a comprehensive, holistic document of all required parts addressing all competencies and DrPH principles.
- b. *Obtaining approval for portfolio review*: It is expected that students work closely with the Third Year DrPH Advisor, and his/her Dissertation Chairperson, in an on-going basis prior to and ideally well before submission of the Portfolio for final review. The student should be in close communication with both the Third Year DrPH Advisor and Chairperson about his/her progress and ideally have a workplan to communicate anticipated requests for review. The following steps **must** occur prior to submission. A student's portfolio will not be reviewed if the Third Year DrPH Advisor has not seen, or endorsed, the final document prior to the due date. In addition, all required core DrPH coursework must be completed to be reviewed.
 - i. The Dissertation Chairperson must endorse Part II, Comp 3 and Part IV.
 - ii. The Dissertation Chairperson also needs to review Part II, Comp 2 to see if the reported methods strengths (i.e. learning, capabilities and experience) align with the proposed methods and research design in Part IV.
 - iii. The Dissertation Chairperson should also have had an opportunity to review the entire draft of the Portfolio at least once.

- iv. The Dissertation Chairperson’s endorsement must occur prior to the student sending his/her final document to the DrPH Third Year Advisor. The Chairperson endorsement should be a written memo via email to the Third Year Advisor.
 - v. The DrPH Third Year Advisor must endorse the portfolio in its entirety prior to a student submitting the document for official DrPH Program review. As such, students must send the completed, comprehensive, portfolio document in full to the DrPH Third Year Advisor for a **final endorsement at least 20 business days (M-F) prior to the portfolio due date for the semester review period.**
 - vi. The DrPH Third Year Advisor will present the endorsed portfolios to the DrPH Portfolio Review Committee by the established due dates.
- c. *Due dates and Review periods:* There are three times a year the Portfolio will be reviewed – one in each UIC semester, in April; August; and November. The DrPH Academic Coordinator will issue the due date of the Portfolio to all eligible students at the beginning of each semester and/or an overall academic calendar year of deadlines will be issued.
- d. *DrPH Portfolio Review Committee:* At least two DrPH faculty members will review portfolios (exclusive of the Third Year Advisor who is not a voting member); and may or may not include the Chairperson.
- e. *Portfolio Review Process and Criteria*
- i. The portfolio is reviewed for three overarching goals of the portfolio to ensure:
 - 1) A minimum level of competency to practice adaptive leadership and undertake dissertation research as defined by the DrPH Competencies (cross-walked and compliant with CEPH competencies) and striving for highlight levels of achievement of [Bloom’s Taxonomy](#);
 - 2) A minimum demonstration of the DrPH Principles for Adaptive Leadership; and
 - 3) Readiness for the DrPH dissertation not only in presenting appropriate examples of competency, but also of integrative thought and critical thinking capability.
 - ii. Each part of the portfolio addresses different aspects of these goals; [Table 4](#) crosswalks the Portfolio readiness process and review criteria for these parts. During the review period, faculty reviewers will each document their assessment of their review of the student’s portfolio using questions in [Table 5](#): Portfolio Reviewer Assessment Questions.
 - iii. Students must demonstrate they have minimally met the overarching goals of the portfolio to receive a score of “Met”.
 - iv. Each student will be assigned a lead reviewer, who will work with the other reviewers to reach consensus on the assessments; and will write a final memo and complete a final scoring sheet to distribute to the student.
- f. *Final decision and resubmission process.*
- i. Students will receive a memo articulating the portfolio review within 6 business weeks of the due date for the Portfolio, along with an assessment for competency, DrPH principles, and dissertation readiness (see [Table 6](#): DrPH Portfolio Assessment Table).

- ii.* There are 2 initial outcomes for the Portfolio review:
 - 1. PASS: If **all** portfolio elements are “Met”, the student will pass the Portfolio. There may be a situation where the committee would like to see a minor changes or additional pieces of information that may strengthen the student’s efforts in the dissertation stage. These will be articulated along with clear instructions for next steps to address these items.
 - 2. DO NOT PASS: If **any** part of the portfolio is “Not Met”, the student will not pass the portfolio.
- iii.* Protocol for a PASS Review:
 - a.* The DrPH Portfolio Review Committee will summarize the review observations including highlights and any opportunities for improvement in a memo sent to the Academic Coordinator, who then sends the memo to the student’s Dissertation Chairperson and subsequently the student. The student is responsible for posting the memo in his/her DrPH Box account.
- iv.* Protocol for a DO NOT PASS review:
 - a.* For any section of the portfolio that a student has not met, the DrPH Portfolio Review Committee will articulate the gap identified and provide details on how the student may address the issue. The committee will summarize the results in a memo sent to the Academic Coordinator, who then sends the memo to the student’s Dissertation Chairperson and subsequently the student. The student is responsible for posting the memo in his/her DrPH Box account.
 - b.* Upon receipt, the student must submit a workplan to the DrPH Third Year Advisor and Dissertation Chairperson with a timeline and actions to remedy the gap or issue, as detailed in the Review Committee’s memo. The revision process includes working with the DrPH Third-Year Advisor and the Dissertation Chairperson, as appropriate, and/or any faculty that may assist the student to address identified gaps.
 - c.* Additional reviews of Portfolio revisions or additional work completed may occur at a timeline and manner up to the discretion of the DrPH Portfolio Review Committee, depending on the degree of changes needed or gaps addressed. This may or may not require delaying a subsequent review until the next portfolio review period in a subsequent semester.
 - d.* If a student is unable to pass the Portfolio after a second review, she/he may have third review using the same process for revisions articulated in items iii and iv in this section.
 - e.* If the student's submission for their third and final Portfolio revision does not fully meet the requirements outlined by the Portfolio Review Committee, the student will be evaluated as not having satisfactorily met the requirements of the DrPH Portfolio. Consequently, the student will not be approved to proceed to the Dissertation Phase and will be dismissed from the program. In this situation, a student may be reviewed by the DrPH Oversight Committee.

TABLE 4: DrPH READINESS AND ASSESSMENT SUMMARY

DrPH Portfolio Components	Preparation	Final review & Assessment
Part 1, Student Personal Vision Statement	<ul style="list-style-type: none"> • DrPH Admission Statement • Reflection and revision in IPHS 511 • Reflection and revision in Portfolio Seminar 	<ul style="list-style-type: none"> • Example of DrPH principles should be present • Students’ personal leadership vision should document progression and lessons learned, presenting an evolution of his/her growth • Part II examples should align with the vision. • Assess as “not met” or “met”
Part 2, Professional and Academic Competency Assessment Inventory	<ul style="list-style-type: none"> • DrPH Core Courses • DrPH Core Course Pre-post competency assessments, e.g. journaling or reflective questions • Assessment and inventory in IPHS 511 • DrPH IPHS 699 Portfolio Class • DrPH IPHA 699 Dissertation Class 	<ul style="list-style-type: none"> • Examples of evidence should align with personal vision. • 2-3 best examples tailored to competency. • All competencies and sub-competencies should be at least at Level 1 in Bloom’s Taxonomy. • Ensure a high level of faculty agreement to student assessment • Ensure the majority of the examples meet levels 2 and 3 of Bloom’s taxonomy • Application of DrPH core principles and coursework. • Demonstrate systematic reflection and systems thinking specifically • Assess as “not met” or “met”
Part 3, Case Statement	<ul style="list-style-type: none"> • DrPH Curriculum • DrPH IPHS 699 Portfolio Class 	<ul style="list-style-type: none"> • The focus should be to represent the best evidence and story of the student’s adaptive leadership journey using DrPH competencies • A personal vision should be present in examples of the case statement • Competencies 1, 2, 4, 5 should be present • Assess competency and adaptive leadership concepts as “not met” or “met”
Part 4, Dissertation Readiness	<ul style="list-style-type: none"> • DrPH Curriculum is built to support student’s research agenda, culminating in a final dissertation proposal • DrPH IPHS 699 Dissertation 1 and 2 Seminar 	<ul style="list-style-type: none"> • Assess as “not met” or “met” • All DrPH proposal elements are met.

TABLE 5: REVIEWER QUESTIONS TO ASSESS DURING THE PORTFOLIO REVIEW

PART I: Personal Vision & Leadership Statement

- To what extent did the student address application of the DrPH core principles and coursework in their narrative?
- Does the student present evidence to describe his/her journey (evolution) as a leader?
- To what extent does the student identify their own personal strengths and connect across the rest of the portfolio?

PART II: Professional and Academic Competency Assessment Inventory

- To what extent is their own assessment of their competencies aligned with the evidence they have presented? What is the general level of coherence of their assessments? Are there any places where we disagree with that assessment?
- At a minimum, have they achieved level 1 across all of the sub-competencies?
- Are there at least some clear areas of strength they have identified that align with the student personal vision?
- How are the DrPH principles addressed in competency? Have they applied systematic reflection and systems thinking to assess their own learning and areas for growth?

PART III: Case Statement

- To what extent does the case statement reflect the student’s personal vision?
- To what extent have they demonstrated systematic reflection, systems thinking, and strategic thinking in their case statement(s)?
- To what extent have they demonstrated their skill in competencies 1, 2, 4, and 5 (Part II) across their case statement(s)?

• **PART IV: Dissertation Readiness Assessment**

- To what extent has the student demonstrated either “not met” or “met”? Criteria include:
- Chapter 1: Argument for the problem, problem statement, research questions, and connection to leadership and practice implications
- Chapter 2: Connection and use of scholarly literature to study and measure the questions including a conceptual framework and a summary of sources explaining the framework that connects to the research questions
- Chapter 3: Identification of practice partners; data sources and an appropriate design to gather data and answer the research questions; methods to collect the data; data analysis plan; and study limitations.
- Readiness: Assessment of methodological strengths that align with study focus.
- Plan of action: Description of any gaps in knowledge and/or skill and steps to address these gaps.

Overall assessment

- Is the document comprehensive, complete, and coherent?
- Does the student present a clear leadership vision consistently throughout the document?
- Does the student present a minimum of DrPH competencies?
- Does the student present a minimum of the DrPH principles?
- Does the student meet Dissertation Readiness criteria?

TABLE 6: DRPH PORTFOLIO ASSESSMENT TABLE

DrPH Portfolio Components	DrPH Principles Assessment	DrPH Competency Assessment	DrPH Dissertation Readiness Assessment
Part 1, Student Personal Vision Statement	Score “Met” or “Not met”		
DrPH Core Principles are present in narrative			
Lessons Learned are explicit			
Connects to the rest of the Portfolio in strengths			
Part 2, Professional and Academic Competency Assessment Inventory	Score “Met” or “Not met”	List sub competencies Score “Met” or “Not met”	
Comp 1			
Comp 2			
Comp 3			
Comp 4			
Comp 5			
Comp 6			
Part 3, Case Statement			
Adaptive Leadership Principles are present			
Competency Assessment for 1, 2, 4, and 5			
Part 4, Dissertation Readiness	Score “Met” or “Not met”	Score “Met” or “Not met”	Score “Met” or “Not met”
Comp 2			
Comp 3			
Part 4			
Overall	Score “Met” or “Not met”		
Is the document comprehensive, complete, and coherent?			
Does the student present a clear leadership vision consistently throughout the document?			
Does the student present a minimum of DrPH competencies?			
Does the student present a minimum of the DrPH Principles?			
Does the student meet Dissertation Readiness criteria?			

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 through participation in the DrPH curriculum, 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 and systems-level 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.

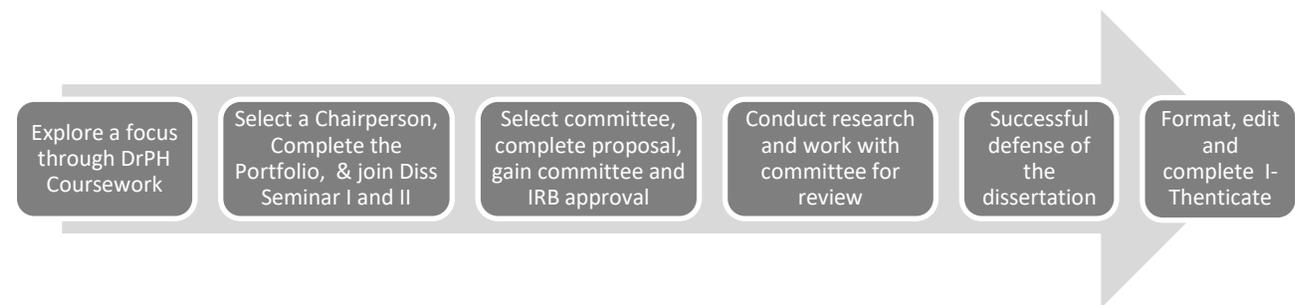
Students must complete IRB training before the Dissertation Proposal can be approved. If the dissertation work involves human subjects, an IRB approval process must occur. Students should work with the Dissertation Chairperson to discuss IRB approval process and visit the UIC IRB website and review its forms: (<http://research.uic.edu/forms>).

DISSERTATION SEMINARS

Two Dissertation Seminars, offered, one each, during the Fall and Spring of the Academic Year are strongly suggested for all students. Dissertation Seminars are intended to facilitate a structured learning community with student colleague and faculty support for students to develop their Dissertation Proposal. Dissertation Seminar I reviews major concepts for the Dissertation Proposal Chapters 1 and 2 and facilitates completions of the Portfolio Part II, Competencies 2 and 3 and Part IV. Dissertation Seminar 2 reviews Chapter 3 and guidance for preparing Chapters 4 and 5. Material covered is a review of the DrPH Curriculum with coaching and feedback on individual student application of the concepts to develop their own research. The DrPH Program envisions students being able to defend their Dissertation Proposal shortly after participation in these seminars.

Completing the dissertation involves the six major activities depicted below.

FIGURE 1: 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, the Dissertation Seminar courses, and discuss their interests among peers and with faculty. As such, topic selection should not be approached as task to be initiated at the beginning of the Dissertation Phase, but rather as a developmental process that is critical to a successful dissertation. It cannot be rushed and should be not be treated as a technical task or assignment (i.e. term paper).

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 Chairperson, in collaboration with student's input and research. Three (3) members must be members of the UIC SPH faculty and must include faculty from at least two different SPH Divisions (i.e. Community Health Sciences, Environmental and Occupational Health Sciences, Epidemiology and Biostatistics, and Health Policy and Administration). 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. One (1) member may hold a position at a nationally or state-based recognized public health, academic or related institution as a content or methods expert; demonstrates research and publication history; and has a terminal degree (i.e. PhD, DSc, etc.) or the highest degree for their discipline and/or substantial practice-based evidence experience. The Dissertation Chairperson and DrPH Director must approve this individual. 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 and/or with substantial practice-based experience. 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 Dissertation Committee Chairperson will supervise the dissertation completion process. However, regular interaction with the rest of the Committee is strongly encouraged both in the research stage (i.e. especially in revising the original proposal due to 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 and for whom it is important.
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 and/or 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 design and 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. Discussion of data analysis plans, approaches and procedures.
7. Preliminary selection of the final dissertation product (i.e. traditional scholarly report or two publishable manuscripts), 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. Appendix D outlines the proposed Table of Contents for the Dissertation Proposal.

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.

DISSERTATION PROPOSAL DEFENSE

The Dissertation Proposal is examined by the Dissertation Committee at a closed oral hearing to determine whether the proposed research project and plan 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 ten (10) business days in advance of the meeting. It is expected that at least some of the Committee has been consulted in advance of the proposal defense. During the hearing, the Committee may pose questions about the proposal, make comments, and offer suggestions for revision. There are three possible outcomes to the dissertation proposal defense:

- *PASS*: All major content, conceptual, theoretical and methodological aspects of the proposal are met to the satisfaction of the Dissertation Committee and the student is able to address the Committee's questions. Changes may be requested but may not be substantial.
- *PASS WITH CONDITIONS*: Most content, conceptual, theoretical and methodological aspects of the proposal are met to the satisfaction of the Dissertation Committee and the student is able to address the Committee's questions; however there are some revisions required that are significant and may include changes in design, additional literature or theory, creation of new instruments, etc..
- *DO NOT PASS*: Most content, conceptual, theoretical and methodological aspects of the proposal are *not* met to the satisfaction of the Dissertation Committee and the student is not unable to address the Committee's questions.

For *PASS* and *PASS WITH CONDITIONS*, the Dissertation Chairperson will summarize the comments and any proposed revisions to be circulated to committee members for their concurrence.

Depending upon the extent of required revisions and committee expectations, the Chairperson and the Committee will decide if there is a need for the Committee to formally review the revised proposal or if a status memo will suffice. Clear instructions to the student about next steps on what will constitute a *PASS* should be explicit in the memo. Once a student passes the Dissertation Proposal, she/he must complete and submit the DrPH Dissertation Proposal Defense Form found on Blackboard and work with the Academic Coordinator to obtain signatures and post in her/his UIC Box account.

For *DO NOT PASS*, the Chairperson and the Committee will draft a consensus, formal memo and clear instructions to the student about next steps. Another formal hearing by the student with the entire Committee must be repeated.

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 the SPH community. The final Dissertation Defense must occur well in advance of the end of the semester. Specific deadlines for each semester for submitting the Dissertation and holding the Dissertation Defense will be issued on an annual basis. The student must email the Academic Coordinator, and cc: their Chairperson, with the date, time, access information, and title of the dissertation at least 2 weeks before the final defense date. The Academic Coordinator will publish the announcement of the date, time and title of the Dissertation. The defense will be made public to the SPH listserv at least 48 business hours prior to the scheduled meeting.

The dissertation defense format includes an open seminar with a 30-45 min presentation by the students followed by a closed session for further examination by the Committee. A complete draft of the Dissertation must be presented in advance for the defense. It need not be presented in the final finished format, but it must contain all text, data, footnotes, bibliography, and appendices that will appear in the finished version. It is expected that the Dissertation Chairperson will work with the student and other committee members for earlier review and feedback during the analysis and writing process. Students must present the written dissertation to the Committee at least ten (10) working days prior to the scheduled defense.

At the completion of the defense, the Committee will vote on the work and determine the student's status as: PASS, PASS with Conditions, or DO NOT PASS.

- *PASS*: All major content, conceptual, theoretical and methodological, analytic, interpretation, leadership implications and recommendation aspects of the proposal are met to the satisfaction of the Dissertation Committee and the student is able to address the Committee's questions. Changes may be requested but may not be substantial.
- *PASS with Conditions*: Most content, conceptual, theoretical and methodological, analytic, interpretation, leadership implications and recommendation aspects of the proposal are met to the satisfaction of the Dissertation Committee and the student is able to address the Committee's questions; however there are some revisions required that are significant and may include changes in design, additional literature or theory, creation of new instruments, etc..
- *DO NOT PASS*: Most content, conceptual, theoretical and methodological analytic, interpretation, leadership implications and recommendation aspects of the proposal are *not* met to the satisfaction of the Dissertation Committee and the student is unable to address the Committee's questions.

For PASS and PASS with Conditions, the Dissertation Chairperson will summarize the comments and any proposed revisions to be circulated to committee members for their concurrence. Depending upon the extent of required revisions and committee expectations, the Chairperson and Committee will decide if there is a need for the Committee to formally review the revised dissertation or if a status memo will suffice; clear instructions to the student about next steps on what will constitute a PASS should be explicit in the memo.

For DO NOT PASS, the Committee and Chairperson will draft a consensus, formal memo and clear instructions to the student about next steps. A formal hearing must be repeated. 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 following a repeated hearing 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.

Once a student passes the Dissertation, she/he must complete and submit the DrPH Leadership Final Oral Examination form on Blackboard and work with the Academic Coordinator to obtain signatures and posted in his/her Box account. The final finished Dissertation document must comply with DrPH formatting guidelines. The student will be responsible for submitting the final document through the *I-Thenticate* review software to check for evidence of plagiarism, prior to obtaining signatures on the DrPH Leadership Final Oral Examination form. The student must submit proof that the document was scanned and achieved a zero in the *I-Thenticate* review. (Note: Scores near zero may be accepted with a written justification by the student and review and approval by the Dissertation Chairperson and Program Director). The DrPH Academic Coordinator can assist with the final approval and review of the document.

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 Dissertation Chairperson.

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 she/he can demonstrate her/his independent contribution at a doctoral level of analysis. In this instance, 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. It is recognized 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 final dissertation product format; examples of both types are in the DrPH Blackboard Site and specific outlines depending on the design and format are shared in Dissertation Seminar II and the Saturday Workshops.

The 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

Beyond format and substantive concerns, the Dissertation under the first option should be well written using a style that effectively communicates its content. It must be without spelling, punctuation, grammatical or mechanical errors. Students are strongly urged to use the services of a proofreader (i.e. either a professional editor or colleague who has these skills) before submitting the final finished version. 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.

I-Thenticate Review (adapted from UIC Graduate College Thesis Manual)

In an effort to help graduate students from inadvertently including previously published work in their dissertations without proper citation, paraphrasing, or quoting, the DrPH program requires all students to screen their dissertation documents using *I-Thenticate*. The student will be responsible for submitting the final document through the *I-Thenticate* review software to check for evidence of plagiarism. This must be done prior to obtaining signatures on the DrPH Leadership Final Oral Examination form, following the dissertation defense meeting. The student must submit proof that the document was scanned and achieved a zero in the *I-Thenticate* review. (Note: Scores near zero may be accepted with a written justification by the student and review and approval by the Dissertation Chairperson and Program Director). Results of the *I-Thenticate* review must be shared with the Third Year Advisor and Academic Coordinator. The *I-Thenticate* Report Form will be used to report the results of your *I-Thenticate* scan results to the Dissertation Committee and the Program.

If there is a "Pass with Conditions" listed on the DrPH Leadership Final Oral Examination form, the person charged with verifying the Conditions have been met will also verify that the changes have been properly reviewed with *I-Thenticate*. This form must be submitted to the program before your Dissertation is approved.

The DrPH Academic Coordinator can assist with the obtaining final approval signatures and review of the document. Complete information and tutorials are at <https://grad.uic.edu/ithenticate-review-procedures>

Students are expected to post their final dissertation products in their UIC Box folder

APPENDICES

APPENDIX A: IPHS 596 INDEPENDENT STUDY

Component	Student Responsibility	Comment
Registration	<p>Consult and identify a faculty instructor for the Independent Study. It should be a focused project developing skills or experience needed or exploring an area related to the a potential dissertation topic. The work should be limited and defined in scope, as it is graded using the letter grade. (In general, this work is separate from IPHS699 work conducted in year 3 and does not count toward the minimum 28 699 SH required).</p> <p>Discuss the general goals of the Independent Study and how it will assist the student to:</p> <ul style="list-style-type: none"> • Enhance the ability or to gain skills that will be necessary to complete the Dissertation (i.e. environmental scanning, methods experience, data analysis, etc.) OR • Develop skills and ability toward developing a significant component of the Dissertation (i.e detailed literature review, logic or conceptual model, research design, etc.) <p>Submits completed IPHS 596 registration form to the instructor.</p>	<p>An identified 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>
Workplan	<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>
Deliverables	<p>Reports, Summaries, Bibliographies etc.;</p> <p>Midterm: Progress Report/Summary of Activities (<= 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>

APPENDIX B: GENERAL STUDENT, FACULTY AND STAFF ROLES AND RESPONSIBILITIES

Role	Primary Responsibility	Secondary Responsibility
Student	<p>Submits Portfolio (drafts) to Program Advisor; Follows time line and submits workplan to Advisor(s); Maintains integrity of his/her UIC Box folder; 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>
Academic Coordinator	<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>
First and Second Year Program Advisor	<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 Plan, particularly regarding strategies for selecting electives and developing Independent Studies;</p>
Third Year Program Advisor	<p>Provides guidance to student regarding the Final Portfolio; Endorses the student’s readiness to transition to the Dissertation Proposal after the final Portfolio is posted; Gathers student input on potential Dissertation Committee Chairperson Provide guidance on 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 Portfolio; Provides guidance on completing any outstanding coursework;</p>
Core Faculty Advisor (Dissertation Chair)	<p>Reviews and endorses the final Portfolio. Chairs the Dissertation Committee; Supervises the dissertation process including the Dissertation Proposal, Dissertation Proposal Defense, Dissertation development and Dissertation Defense;</p>	<p>Member of core faculty Assists in recruiting other Dissertation Committee members; Provides guidance on an overall strategy to complete the Dissertation; Provides general oversight of publications;</p>

Dissertation Committee	Reviews and approves the Dissertation Proposal; Assists student in Dissertation development; Reviews the final Dissertation Document Participates in Proposal Defense and Dissertation Defense meetings Recommends student for graduation (in consultation with Dissertation Chair);	Approves the products associated with the student's dissertation: Dissertation Proposal, Dissertation Provides consultation for publications;
DrPH Core Faculty (Program Director, Assoc. Program Director, et al)	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 Assist students through their Dissertation projects	Conduct the admissions process; Recruit well qualified students; Recruit faculty to participate in the DrPH program; Assess the needs and direction of the DrPH Program; Monitor student progress; Evaluate distance-learning technology; Evaluate and clarify the overall philosophy of the DrPH Program; Recommend revisions to the DrPH Student Handbook; Determine focus, 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.
IT/Distance Learning Coordinator	Assists (by posting instructions and templates) students in constructing the DrPH Blackboard folder;	Provides troubleshooting for IT issues specific to the DrPH Program; Provides referral to ACCC for general IT issues.

APPENDIX C – DrPH STUDENT FORMS AND HANDBOOK LINKS

<http://publichealth.uic.edu/academics/sph-student-handbooks>

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

DrPH PROGRAM PROPOSAL

UIC SCHOOL OF PUBLIC HEALTH DOCTOR OF PUBLIC HEALTH (DrPH)

PROGRAM PROPOSAL 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). 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.

Student's Name:

III. DrPH CORE COURSES (28 semester hours)

Course#	Title	Term/Year	Semester Hours
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BSTT 401	Biostatistics II		4
IPHS 514	Quantitative Methods for Public Health Leadership		3
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

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
IPHS 699			IPHS 699		

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

Practicum Description:

VII. PORTFOLIO: enter completion date (or anticipated date of completion)

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
Total Semester hours proposed for graduation	(min 96sh)		

X. COMMENTS

XI. SIGNATURES

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

Student: _____

Date: _____

Advisor: _____

Date: _____

DrPH Committee Chair: _____

Date: _____

Associate Dean for Academic Affairs: _____

Date: _____

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

DrPH ANNUAL PROGRESS REPORT

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.

PORTFOLIO APPROVAL FORM

Doctor of Public Health (DrPH) in Leadership
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 COMMITTEE RECOMMENDATION FORM

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.)

REGULATORY ISSUES

Does the student's research involve human subjects? Yes Or No
 If yes, has the Institutional Review Board approved the proposal? Yes Or No Approval #:

Does the student's research involve animals in any way? Yes Or No
 If yes, has the Animal Care Committee approved the proposal? Yes Or No Approval #:

Does the student's research involve recombinant DNA? Yes Or No
 If yes, has the Institutional Biosafety Committee approved the proposal? Yes Or No Approval #:

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

	NUMBER	OUTSIDE MEMBER(S)
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:

Name	Department
-------------	-------------------

Chairperson

Member outside of UIC	Name of institution, agency, etc.
-----------------------	-----------------------------------

Member outside of UIC	Name of institution, agency, etc.
-----------------------	-----------------------------------

Advisor	Date
---------	------

Office of the Dean	Date
--------------------	------

DISSERTATION PROPOSAL DEFENSE APPROVAL

Doctor of Public Health (DrPH) in 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

DISSERTATION DEFENSE APPROVAL

Doctor of Public Health (DrPH) in 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
-------------------------	------

APPENDIX D: 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.

APPENDIX E – DrPH IN LEADERSHIP ADVISING PLAN

DrPH in Leadership Advising Plan

The UIC DrPH degree has achieved national recognition and a number of our graduates have accepted high-level positions at state and local health departments, the CDC, NIH, the US Military and in the pharmaceutical industry. As of May 2020, the UIC DrPH in Leadership Program lists 56 graduates.

Several core faculty members have cumulative experience of more than 120 years at the Assistant Commissioner, Deputy Director and Operations Chief level at public health agencies. Three core faculty members are graduates of the UIC DrPH Program. The DrPH in Leadership program faculty and staff are committed to the success of our students. Since its inception, the UIC DrPH in Leadership program has focused on continuously improving the quality, content and delivery of our program. Feedback provided by students, instructors, and staff are thoughtfully (and systematically) incorporated to improve course materials, portfolio/dissertation processes, and the overall program.

The advising process is central to the DrPH model. Formal advising opportunities are built into the Program and help ensure that students progress successfully through the program. Advising sessions provide students with the opportunity to connect as a cohort, provide and receive peer support, make progress, and stay on track. These sessions also provide students the opportunity to discuss and resolve any problems or issues that arise including understanding program requirements, electives, school-work-personal life balance, and course and dissertation topic selection and progress. The DrPH model minimizes the need for traditional in-person advising, strengthens the leadership philosophy of the program, and ensures the positive impact that diverse perspectives and expertise can have on student academic achievement and leadership development.

Advising model: The DrPH in Leadership program uses a cohort-based advising model for the first two years of the program. This works well as a cohort progresses together through the same courses for at least the first two years. Students are focused on completing core courses and any questions or concerns are often around registration, course waivers, and course expectations. Students are encouraged to arrange individual sessions with their first or second year advisor, as appropriate, to discuss any specific personal needs such as taking time off from course work due to personal issues, work-related conflicts, conflicts with instructors, or any other extenuating circumstances

First Year Advising

First year Advisor: Preethi Pratap (Sophie Naji, Academic Coordinator (AC), support)

1. Summer
 - a. Send a welcome email to students mid-June.
 - b. Advise students who need assistance with course waivers and transfers.
 - c. Set up a program orientation webinar in July prior to attending Summer Institute (SI)
 - i. Orientation to DrPH program; Prep for Fall semester; Prep for SI.
2. Summer Institute
 - a. Meet students- DrPH AC and First Year advisor answer any questions related to courses, registration, waivers etc.

- b. Key discussions include “Leading Change” and the relationship to leadership of the DrPH program.
 - c. Setting expectations- Friday afternoon session on program and advising expectations
 - i. What to expect from your first year advisor
 - ii. Communication protocols- possible development of a student charter
 - iii. Changes in students’ thinking that will be necessary as 501 and 502 unfold
 - iv. Reminders that students are not “learning facts” but understanding on how to use the Core Principles to eventually lead change
3. Fall
- a. Check-in email in early Fall (mid-September)
 - i. Individual advising is available, if necessary; Students may set up individual calls with the first year advisor
 - b. Group advising session - Reach out to students in late October to set up a group advising session (usually sometime in November)
 - c. Students are asked to identify the best time for the fall advising session
 - i. AC will share FAQ document – compilation of questions that have been raised by students over the years
 - ii. Self-select one to two student representatives to choose date and submit a list of questions 1 week prior to call
 - iii. First year advisor and DrPH Academic Coordinator (AC) coordinate to respond to questions and provide feedback during the session
 - iv. Fall discussion includes journey through the DrPH program (timeline for significant milestones), setting expectations for Spring coursework, and competency reflections for Fall courses
 - v. Group discussion may include DrPH principles, systematic reflection and journaling. PPT presentation is prepared and reviewed prior to the call by the first year advisor and DrPH Academic Coordinator
4. Spring
- a. Check-in email in early Spring (late January)
 - i. Individual advising is available, if necessary; Students may set up individual calls with the first year advisor
 - b. Group advising session - Reach out to students in late March to set up a group advising session (usually sometime in April)
 - c. Students are asked to identify the best time for the spring advising session
 - i. AC will share FAQ document – compilation of questions that have been raised by students over the years
 - ii. Self-select one to two student representatives to choose date and submit a list of questions 1 week prior to call
 - iii. First year advisor and DrPH AC will coordinate to respond to questions and provide feedback during the session.
 - iv. Spring discussion includes setting expectations for IPHS 511 (summer course), completing Annual Progress Report (APR) and Program Proposal (PP), and competency reflections for Spring courses
 - v. Group discussion may include DrPH principles, systematic reflection and journaling

- vi. PPT presentation is prepared and reviewed prior to the call by the first year advisor and DrPH AC
- 5. Ongoing: provide feedback on courses; registration; course waivers and transfers (must be completed within first year of program); provide guidance to students who do not have an MPH
 - a. Reminders: 1) Maintaining documentation of waivers and transfers, 2) Waivers do not absolve the student from the number of required hours, but rather allow a more tailored approach to additional electives

Students transfer to the second year advisor during IPHS 511 in Summer; Complete APR and PP

Table 1: Snapshot of Roles and Responsibilities, Year 1

Student Responsibility	Advisor Responsibility
Ensure registration for courses is complete; focus on core courses	Provide information about registration, course waivers and transfers; this must be completed within first year of program
Ensure knowledge of additional requisite courses	Provide guidance to students who do not have an MPH, or students in the informatics track
Keep first-year advisor and the program Academic Coordinator (AC) in the loop about any conversations about waivers, transfers, prolonged absences, etc.	Assist students with specific concerns - personal, academic, or professional
Participate in individual and group advising sessions	Check-in on the cohort during the semester; Conduct one group advising session per semester; Provide updates about the DrPH program and course schedules for each semester

Second Year Advising

Second year Advisor: Alina Flores (Mike Petros support)

1. Summer (IPHS 511): Students transfer to the second year advisor during IPHS 511 in Summer; Complete APR and PP
 - a. Overview of Portfolio Timeline/Journey during Spring call and reinforced during IPHS 511
 - b. Overview of APR and PP; completion of APR and PP during IPHS 511
 - i. APRs and PPs for Year 1 are due the last day of IPHS 511
 - c. Completion of one draft competency/sub-competency including Bloom's Taxonomy assessment; This is an assignment for IPHS 511
 - d. Completion of a draft problem statement/observation of the problem; This is an assignment for IPHS 511
 - e. Completion of Research Identity Memo; This is an assignment for IPHS 511
 - f. Coaching calls
 - i. IPHS 511 includes individualized 30-minute coaching calls per student for May, June, July

2. General information provided at SI
 - a. Year 2 discussion includes:
 - i. “Frameworks and Methods for Engaging in Practice-Based Research”
 1. Will help prepare students for courses and the eventual selection of methods electives to strengthen research toolbox
3. Fall
 - a. Same process as Year 1 Fall advising
 - i. In addition, an individual coaching call will be set up to provide feedback on APR, PP and competency 1 of the portfolio (assignment from IPHS 511)
4. Spring
 - a. Same process as Year 1 Spring advising

Table 2: Snapshot of Roles and Responsibilities, Year 2

Advising Activity	Student Responsibility	Advisor Responsibility
30-minute individual coaching call	Submit an updated version of competency 1, and any additional competencies you have worked on; Submit most recent APR, PP, and portfolio assignment from IPHS 511	Provide feedback on your APR and competency 1 of the portfolio
Saturday Workshops (Optional but highly recommended)	Attend the Saturday workshops, or review recordings from the workshops	Answer any questions related to the workshops
Group advising session in the Fall semester	Cohort will prepare and submit a list of questions for the advisors 2 weeks prior to the session	Provide responses to cohort questions and discuss Spring registrations and other program-related matters
Group advising in Spring semester	Cohort will prepare and submit a list of questions for the advisors 2 weeks prior to the session	Provide responses to cohort questions and discuss Spring registrations and other program-related matters

Third Year Advising

Third year advisor: Mike Petros (for portfolio) and Dissertation Chairperson

1. Portfolio seminar, IPHS 699 (summer semester between 2nd and 3rd years). Students transfer from second year advisor to third year advisor.
2. Expectations for Portfolio seminar include:
 - a. Portfolio Part I and two competencies (from Portfolio Part II) are completed during this semester, and will be reviewed by Portfolio seminar faculty
 - i. Students will participate in one 30-minute coaching call to receive feedback on portfolio assignments during the seminar course.
 - b. Key roles of competencies 2 and 3, relationship of competencies 2 and 3 to the dissertation, strengths and gaps assessment
 - c. Discuss the portfolio development process

- d. Describe the role of systematic reflection and specific tools (individual, learning community, action learning teams, etc.) in public health leadership
 - e. Discuss the role of systematic reflection and application of specific tools in the portfolio development process
 - f. Identify evidence of systematic reflection in successfully defended portfolios
 - g. Students will be assigned their dissertation chairs during the portfolio seminar
 - h. Chair serves as point person (what are expectations for students; what are expectations for chair) for dissertation development
 - i. Dr. Petros will continue to serve as point person for the portfolio until submission
3. Attend SI
- a. Year 3 discussion includes:
 - i. Portfolio Development I: Intro and Overview of Portfolio
 - ii. Discussion of Systematic Reflection and role it plays in portfolio
 - iii. Role of dialogue in the portfolio, the “Template” approach
4. Fall and Spring semester – set up definite deliverables for portfolio with Dr. Petros
- a. Amount of time to devote to Part 2 (Part 1 is complete; need to make connections)
 - b. Workplan with timelines
 - c. How to process feedback; deliverables and reviews across summer

Table 3: Snapshot of Roles and Responsibilities, Year 3 (Portfolio advising only with Dr. Petros)

Advising Activity	Student Responsibility	Advisor Responsibility	Chair Responsibility
Advising calls (during fall and spring registration periods) *see notes below, re: registration for IPHS 699	Request call to discuss fall IPHS 699 hours for Portfolio development; ^Submit Workplan for fall and spring semesters; Discuss electives; Register for Dissertation Seminar I (fall) and Dissertation II (spring)	Consult on IPHS 699 hours, fall and spring Workplan; Electives; Shares (“cc”) with the chair	Provides comment (optional)
Advising Call(s) during each semester (fall and spring)	Revise APR and PP; Discuss Portfolio progress	Provide feedback shares (“cc”) with the chair	Provides comment (optional)
Portfolio drafts	Submit drafts to advisor, adhering to Workplan	Provide feedback on the portfolio (based on the progress you have made)	Provide feedback on the portfolio (based on progress made) for Part IV and Comps 2 and 3
Saturday workshops (Optional but highly recommended)	Attend the Saturday workshops, or review recordings from the workshops	Answer any questions related to the workshops	All DrPH faculty and staff are welcome to attend

Fall Semester, 3rd year

- I. *Register with Dr. Mike Petros, IPHS 699 CRN 38873 for 1, 2 or 3 hours;
 - a. For every one hour of registration credit, a doctoral student is expected to dedicate three hours per week, outside of formal class instruction
 - a. For example, one hour of IPHS 699 for the Portfolio => set-aside three hours of time per week; two hours IPHS 699 => set-aside six hours of time per week
 - b. Important not to overload with registration/work in order to gain hours
 - a. Have more than sufficient opportunity for IPHS 699 hours between now and submission of your Dissertation
- II. ^Submit a Workplan covering the third academic year (September – August).
 - i. Courses, including electives
 - ii. Dissertation Seminar(s) will be very helpful
 - iii. Portfolio development
 - iv. Ask yourself: “What can I get reasonably done by November? By February? By April?”
- III. Students will work with Dr. Petros and then transition to their chair
 - i. Timing will depend-upon progress and presumed research topic
 - ii. *Helpful Hint: Dr. Petros and your Chair cannot write the student’s Portfolio; Faculty advisors provide input and direction, but the work is the student’s!*
- IV. “Are we there yet?”
 - i. The advisor (Dr. Petros) will provide overall guidance
 - ii. The chair will provide specific guidance on Part II-Competency 2, Competency 3 and Part IV (may also comment on Part III)
 - iii. The advisor reviews the entire assembled Portfolio and determines that it is ready for committee review
 - i. NB: This is an endorsement of readiness, not an approval.
 - iv. Following the established due dates (e.g., DrPH Program memo), the faculty reviewers will be notified that the Portfolio is posted for their review
 - v. The Portfolio reviewers make the determination
 - vi. The committee completes the review
 - i. The student will receive a memo within six weeks articulating the results of the Portfolio review

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