

*University of Illinois Chicago*

*School of Public Health*

*The Doctor of Public Health   
in Leadership*

*Graduate Student Handbook*

*2022-2023*

Revised January 2023

**Welcome to the DrPH in Leadership Program!**

We are pleased that you have made the commitment to advanced study in public health leadership. The University of Illinois Chicago (UIC), School of Public Health (SPH/School), Doctor of Public Health (DrPH) in Leadership program is designed to prepare practitioners with the skills they need to address high-level challenges facing public health practice more effectively. The DrPH program will assist students in acquiring these skills through a rigorous curriculum, interaction with colleagues and faculty, and exposure to leaders in the field. The curriculum is structured so that they 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 the DrPH degree.

This 2022 DrPH Graduate Student Handbook (Handbook) will assist you in adopting a plan of study that meets your needs and help you stay on track and contains the most relevant guidelines that you will need. This 2022 DrPH Graduate Student Handbook may be used by all students in the DrPH in Leadership Program, regardless of the year matriculated, as it holds the most recent guidance to the program. It is updated annually. However, the specific degree requirements contained herein are specifically applicable to students who matriculate into the DrPH program in Fall 2022. 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. 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. Handbooks from each academic year are posted on the SPH website and the DrPH Program Blackboard page.

Other policies and guidelines that are more generally applicable to all students of the School of Public Health (SPH) 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 **SPH** [**website**](http://128.248.61.43/sites/default/files/public/documents/student-handbooks/2018-2019/SPHAcademicPoliciesandProceduresHandbook2018-2019.pdf)**.** Specific details regarding the UIC Doctor of Public Health in Leadership degree program (e.g. the curriculum) can be found on the [website](https://publichealth.uic.edu/academics/public-health-degrees/doctor-public-health-leadership/) as well or on the **DrPH Program Blackboard** [**page**](https://uic.blackboard.com/ultra/courses/_92221_1/cl/outline)**,** and in this DrPH Graduate Student Handbook.

Entering DrPH students will work with an advisor who will assist you with planning your program of study and navigating the intellectual challenges of pursuing doctoral work. The DrPH Academic Coordinator can answer questions that arise regarding administrative aspects of UIC and the School of Public Health (e.g. schedules, forms, approvals, etc.). Finally, as the DrPH Program Director, I am here to help pull the pieces together and fill in the gaps. For example, I lead the Student Management Subcommittee and support our school-wide Oversight Committee where students, faculty, and staff of the DrPH work to improve the program on strategic and policy changes.

We have created what we believe to be a challenging and rigorous course of study, and 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.

Christina Welter, DrPH, MPH

Director, DrPH in Leadership Program

TABLE OF CONTENTS

[**PROGRAM OVERVIEW** 3](#_Toc48035749)

[**COMPETENCIES FOR THE DrPH DEGREE** 4](#_Toc48035750)

[**PROGRAM OF STUDY** 7](#_Toc48035751)

[**PROGRAM FACULTY AND STAFF** 14](#_Toc48035752)

[**STUDENT ADVISING** 17](#_Toc48035753)

[**MILESTONES, DEADLINES & ENROLLMENT REQUIREMENTS** 15](#_Toc48035754)

[Table 1: Core Principles and Measures of Success 19](#_Toc48035755)

[Table 2: Learning Objectives and Outcomes Progression Through The Program 20](#_Toc48035756)

[Table 3: Program Structure by Semester 24](#_Toc48035756)

[**THE PORTFOLIO** 25](#_Toc48035757)

[Table 4: DrPH Readiness and Assessment Summary 30](#_Toc48035758)

[Table 5: Reviewer Questions to Assess during the Portfolio Review 32](#_Toc48035759)

[Table 6: DrPH Portfolio Assessment Table 33](#_Toc48035760)

[**THE DISSERTATION** 34](#_Toc48035761)

[Figure 1: Dissertation Steps 35](#_Toc48035762)

[**APPENDICES** 42](#_Toc48035763)

[APPENDIX A IPHS 596 Independent Study 42](#_Toc48035764)

[APPENDIX B General Student and Faculty Responsibilities 43](#_Toc48035765)

[APPENDIX C DrPH Student Forms and Handbook Links 45](#_Toc48035766)

[DrPH Program Proposal 45](#_Toc48035767)

[DrPH Annual Progress Report 49](#_Toc48035768)

[Portfolio Approval Form 50](#_Toc48035769)

[DrPH Committee Recommendation Form 51](#_Toc48035770)

[Dissertation Proposal Defense Form 52](#_Toc48035771)

[Final Oral Examination Form 53](#_Toc48035772)

[APPENDIX D Sample Dissertation Proposal Outline 54](#_Toc48035773)

[APPENDIX E DrPH Advising Plan 55](#_Toc48035774)

**DOCTOR OF PUBLIC HEALTH PROGRAM OVERVIEW**

The UIC Doctor of Public Health (DrPH) in Leadership Program focuses 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 characterized by complexity and for which no technical solution that can be readily employed using conventional technical expertise or traditional management skills.  Adaptive challenges usually require transformational change and leadership in both 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 and practice 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.

The DrPH Program recognizes that many of the adaptive challenges that impact the health and well-being of populations relate to the social and structural determinants of health and health equity. Achieving health equity – the attainment of the highest level of health for all people, requires valuing everyone equally with focused and ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and health care disparities. (Healthy People 2030) The social determinants of health (SDOH) are the non-biological and non-medical factors that influence health outcomes. Addressing SDOH is fundamental for improving health and reducing longstanding inequities in health. (WHO, 2022)

Among the social and structural factors that are at the root of many long-standing inequities in health in our world is racism. *Racism* is defined as a “system of structuring opportunity and assigning value based on the social interpretation of how one looks… that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and undermines realization of the full potential of our whole society through the waste of human resources.”(APHA, 2022)

This understanding informs the DrPH emphasis on addressing equity through anti-racism in public health, encompassing a breadth of ideas, language and theories and deliberate, conscious actions by individuals and organizations to 1) expose structures, policies, and practices that create and sustain racial disparities in health; and 2) confront the underlying root causes of inequities. Our goal for public health centers on dismantling structural racism and transforming system to realize equity for all.

The DrPH Program vision follows from this - to build a cadre of dedicated public health leaders who can set strategic direction, drive transformational change, create responsive systems, and contribute to the evidence base of public health practice, while incorporating anti-racism and equity in what they do. Begun in 2021, much groundwork has been done, but much is still ‘in progress’. The work is emerging, evolving and ongoing. The program has and continues to engage students, faculty, staff and the School at-large in a continuous process to align the curriculum, content, and emphasis with this vision.

**DrPH Learning Model and Competencies**

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.

Students are eligible for conferral of the Doctor of Public Health degree upon demonstrating mastery of the CEPH Foundational Competencies and the UIC DrPH Leadership Concentration 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 their 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.

The DrPH Program recognizes the value of partnership as a tool for assuring stakeholder engagement, effectiveness, and shared vision. As such, the program values the expertise of students, as mid-career professionals and learners, in program improvement, design and evaluation. 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 at-large faculty 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. To ensure inclusion of student voices for the program and the Oversight Committee has a standing Student Management Subcommittee, consisting of student members from each currently active cohort) are selected by their colleagues annually to serve as members. These students serve as active liaisons between the DrPH Program and the student body in communicating information, soliciting cohort feedback, and participating in efforts that helps guide, design and implement 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) and the requirements of the Council on Education in Public Health (CEPH) for the Doctor of Public Health degree. (<https://media.ceph.org/documents/2021.Criteria.pdf> )

Our curriculum is aligned with the 20 foundational competencies (FC) promulgated by the CEPH. In addition, CEPH requires that DrPH degree programs identify at least five concentration specific competencies. For the UIC DrPH Program these concentration-specific competencies (CC) are focused on leadership principles which are central to the program’s mission and vision. 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 their academic and professional background, interests, and leadership goals.

**CEPH Foundational Competencies (FC):**

**Data and Analysis**

FC1.  Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels

FC2.  Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue

FC3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population’s health

**Leadership, Management & Governance**

FC4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners

FC5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies

FC6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems

FC7. Create a strategic plan

FC8. Facilitate shared decision making through negotiation and consensus-building methods

FC9. Create organizational change strategies

FC10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems

FC11. Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency

FC12. Propose human, fiscal, and other resources to achieve a strategic goal

FC13. Cultivate new resources and revenue streams to achieve a strategic goal

**Policy & Programs**

FC14. Design a system-level intervention to address a public health issue

FC15. Integrate knowledge of cultural values and practices in the design of public health policies and programs

FC16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis

FC17. Propose interprofessional team approaches to improving public health

**Education & Workforce Development**

FC18. Assess an audience’s knowledge and learning needs

FC19. Deliver training or educational experiences that promote learning in academic, organizational or community settings

FC20. Use best practice modalities in pedagogical practice

**UIC DrPH Leadership Concentration Competencies (CC):**

CC#1 Recognize complex systems by identifying and characterizing relationships between system components, and describing system behavior, dynamics and control influences that produce inequitable risk and protective factors influencing community health, to identify leverage points for systems change. (Systems Thinking)

CC#2. Employ critical thinking and learning through review, analysis and reflection on empirical and experiential data to inform decision-making and evaluate outcomes (Systematic Reflection)

CC#3. Understand and apply systematic methods using data, theoretical frameworks, and other empirical evidence for assessment and evaluation to inform decision-making, plan interventions, and enhance practice knowledge and scholarship, while fostering dissemination and translation to address complex systems problems. (Building the Evidence Base of Practice)

CC#4. Understand and analyze complex issues to develop a collaborative and adaptive strategic vision of systems change which engages stakeholders, cultivates motivations of individuals, groups and organizations through self- awareness, effective communication, and co-creation. (Adaptive Leadership)

CC#5. Understand and apply conceptual and analytical thinking to objectively utilize and synthesize critical information related to adaptive problems and systems to develop evidence informed, innovative strategies, actions and plans to address public health problems. (Strategic Thinking/Mgt)

**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](#_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, except for the Informatics track students.

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.

**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)

IPHS 520: Foundations of Public Health (3 SH) \*

\* Required for non-MPH students or as determined by the Program.

**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.](http://128.248.61.43/sites/default/files/public/documents/student-handbooks/2018-2019/SPHAcademicPoliciesandProceduresHandbook2018-2019.pdf)

**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 or Chairperson. 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. In general, students must complete electives prior to defending their DrPH Proposal. Minor exceptions may be made with approval of the chairperson and DrPH Program Director.

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. Students participate in the Portfolio Seminar I (3 SH) the Summer of their second year, Portfolio Seminar II in the Fall of their third year and undertake additional IPHS 699 credit hours with the Third Year Advisor after Portfolio Seminar II is completed, until the Portfolio is approved. Often, an additional three (3) to six (6) IPHS 699 hours are needed to complete the Portfolio. Students also typically participate in IPHS 594 Applied Research Design to complete Part IV of their 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 a developmental evaluation of a complex program or policy; policy formulation and analysis; or a participatory action research initiative. Students participate in IPHS 699 Dissertation Seminar (3 SH) to guide them through completing the proposal development process. Hours for this course 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 proposal and dissertation final product.

**Prior master’s degree (up to 32 SH)**   
Credit for up to 32 semester hours may be given for previous Master of Public Health (MPH) or related degree. Incoming students without an MPH may be required to take additional foundational, core MPH courses including IPHS 520. 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; and may work with their Advisor and the DrPH Academic Coordinator to address any questions.

**DrPH Field Experience (0-5 SH)**Required only for students without requisite experience upon matriculation.

**Required Non-Credit Training (recommended before Fall of Year 2)**

Early in the curriculum, students will be required to complete four non-credit trainings. These trainings are provided through the Online Collaborative Initial Training Initiative (CITI) and the University of Illinois Chicago.

Instructions on how to access the CITI site and the steps to complete the trainings are below.

The SPH Academic Integrity Tutorial can be accessed through the SPH website with the link provided below. Students receive an official email from UIC to complete the Title IX training.

Detailed Instructions will be provided through the Program on the specific timing and submission of certificates of completion.

|  |
| --- |
| 1. Training provided through the online Collaborative Initial Training Initiative (CITI):   <https://about.citiprogram.org/en/homepage>   1. Human Subject Research (HSR): Social-Behavioral-Educational (SBE) Comprehensive 2. Health Privacy (HIPAA) 3. SPH Academic Integrity Tutorial (2 modules): (Students receive an email with links to these items.) 4. Definitions module and test 5. Plagiarism module and test 6. Title IX Training (Students receive an official email from UIC to complete Title IX training) |

**DrPH SUMMER INSTITUTE (multi-day program)**The Summer Institute (SI) is a multi-day workshop conducted with external and internal UIC faculty that often includes skill building on CEPH Foundational and UIC DrPH Leadership Concentration competencies, most often related to leadership practice and applied research; an overview of program theory, competencies and overall expectations; as well as focus 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 usually conducted off-campus and in person. Students are responsible for travel, lodging, local transportation, and meals outside of those provided at the SI. In recent years, due to the Covid-19 pandemic, this has been virtual or hybrid format. The program provides sufficient notice of venue and format should this change.

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 to build the DrPH community; share expertise within and outside the DrPH; and 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.

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. Students who have not passed their DrPH Dissertation Proposal must attend. On rare occasions when a student has been unable to attend the SI 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). All other DrPH students are welcome.

Attendance by entering students at the first SI is mandatory and admission to the DrPH Program is contingent on attendance. If a student is unable to attend the first SI, 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. Independent study should be used to develop specific skills or explore an approach or method related to that considered for later dissertation research, such as developing a concept paper, logic model or a synoptic review of the literature with an annotated bibliography; or exploring content areas or alternative methodologies or data analysis methods. **Students should have some specific purpose and project in mind when considering an independent study.** 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 Research Hours)**IPHS 699 gives credit hours for work on the DrPH portfolio and dissertation; a minimum of 28 SH is required. Students often need to register for greater than this amount in order to complete their Portfolio and Dissertation Research.

For the Portfolio, and as noted above, students participate in the Portfolio Seminar I (3 SH) the Summer of their second year, Portfolio Seminar II in the Fall of their third year and undertake additional IPHS 699 credit hours with the Third Year Advisor, until the Portfolio is approved.

For the Dissertation and as noted above, students participate in IPHS 699 Dissertation Seminar I (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 their Chairperson per semester. Students must be registered the semester they defend their proposal and final 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 1to 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,

which can be accessed [here](https://apps.sph.uic.edu/webdocs/pdf/shandbooks/SPH_Academic_Policies_and_Procedures_Handbook_2019-2020_final.pdf). For non-research (i.e., IPHS699) credit hours a grade of A through F is assigned based on criteria in align with the above guidance and those provided in the course syllabus. For grading in IPHS699 hours, see the section above.

*Incomplete Grades*

Students may request an Incomplete (I) grade if they are unable to complete the required coursework for a class by the end of the term. To receive an Incomplete grade, the request must meet the following criteria:

1. The student has been making satisfactory progress in the course, prior to the request.
2. The student is unable to complete all course work due to unusual circumstances that are beyond personal control.
3. The student presents these reasons for an incomplete prior to the time the final grade roster is due.
4. The reasons are acceptable to the instructor.

Students requesting an Incomplete must complete an **Incomplete Grade Assignment Form** ([here](https://uofi.app.box.com/s/q7vdz82e10uh8gi812jxnj0pkdfvt8hq)) in conjunction with the Instructor. This form is a contract for the student to complete the course work with that Instructor or one designated by the department executive officer. This form setting out the agreement to complete an Incomplete, is sent to the student, retained by the Instructor, and forwarded to appropriate college and/or department office. As part of this process, the student will need to provide a detailed workplan to the course instructor (and/or their advisory) of how they will work with their advisor or the course instructor to complete the work in a defined timeframe and with a deadline. The student will place a copy of the complete form in their UIC Box folder.

In general, students who receive an Incomplete (I) grade have one (1) semester to complete the required work. An (I) must be converted to a letter grade (A-F) for non-research semester hours (i.e. IPHS699) or to a satisfactory or unsatisfactory (S/U) by the end of the student’s first term in residence subsequent to that in which the Incomplete was received. In unusual circumstances (e.g. family emergencies or mandated deployment for public health emergencies), the deadline may be extended to the end of the twelve consecutive months subsequent to that in which the (I) was received with permission from the DrPH Program Director.

An (I) that is not removed by the deadline will remain on the records as an (I). NO EXTENSION BEYOND THE DEADLINE WILL BE PERMITTED. A course in which an (I) was received and not removed by the deadline may be repeated for credit only once.

Students with outstanding Incomplete (I) grade(s) may be prohibited from registering for additional courses or credits. Students with outstanding Incomplete (I) grades will not be permitted to defend their Dissertation Proposal until the outstanding Incomplete is resolved or until they have successfully completed the course and received academic.

*Portfolio and Dissertation Research Hours (IPHS699) Grading*

Grades for IPHS 699 are either Satisfactory or Unsatisfactory. A Satisfactory grade must be achieved for at least 28 SH of IPHS 699 to meet the DrPH dissertation requirement. To receive a Satisfactory grade students are required to identify specific progress goals and deliverables for the semester in consultation with their Advisor/Chairperson and substantively achieve these agreed upon benchmarks by the end of the term. The grades for IPHS 699 SH are given at the completion of the term that the hours are taken.

In extremely rare instances, if the student is unable to meet the agreed upon goals or deliverables for a given semester, the student may request a deferred (DFR) grade for the session. However, the request must meet the following criteria:

1. The student has been making satisfactory progress toward session goals.
2. The student is unable to complete all course work due to unusual circumstances that are beyond personal control.
3. The student presents these reasons prior to the time that the final grade roster is due.
4. The reasons are acceptable to the instructor.

Students receiving a DFR grade for IPHS699 hours will have until the end of the next semester to complete the agreed upon work. Failure to complete the work with result in a grade of U (Unsatisfactory) and no academic credit for the semester in which the DFR hours were taken. Students with DFR grades cannot register for additional 699 hours until the grade is resolved as Satisfactory or Unsatisfactory. Deferred grades should only be granted upon approval of the DrPH Program Director.

**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 DrPH Graduate Student 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
* 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 an IT support staff member to assist students with distance-based IT requests. Contact information for all faculty and staff is available on the DrPH Program website. <https://publichealth.uic.edu/academics/public-health-degrees/drph/>

**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. 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 strongly encouraged to participate during the Fall and/or 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.

**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.

**PROGRESSION THROUGH THE PROGRAM: IMPORTANT MILESTONES**  
Several milestones are used to track and evaluate student progress. These are summarized in [Table 2](#_Table_2:_). Two major stages of the program are the completion of didactic courses and Portfolio approval and Dissertation Phase.

* Students should be finished with didactic credit hours by the end of Year Three. Students are expected to complete two (2) courses (6 to 8 semester hours) each during the Fall and Spring term and at least one course (2 may be typical to meet this milestone) (3 to 8 semester hours) during the summer term.
* The curriculum facilitates students to submit their portfolio for review within Year Three (Refer to [Table 2](#_Table_2:_)).
* Following passing the Portfolio review, by the end of the first year of the Dissertation Phase the student should have: 1) a committee established, and 2) the proposal approved. During the Dissertation Phase, students must register for DrPH (699) research hours to receive advising.

The progress of each DrPH student will be reviewed annually by the Program Advisor or Dissertation Chairperson. If it is determined that the student is not making satisfactory progress, then a plan of correction (i.e. learning contract) 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.

**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 their 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.

**CONTINUOUS REGISTRATION REQUIREMENTS**

As the DrPH Program is a year-round program, students are expected to register for credit hours in each academic semester (Fall, Spring, Summer). Students may take one semester off and maintain their “continuing student status”, however the DrPH Program include Summer Term as part of the year-round requirements of the Program. Students failing to register for a single (1) semester will not change their active academic status. (Note: This may delay completion of the program requirement by as much as 1 year or more.) However, failure to register for credit hours for two consecutive terms (including Summer) and/or without a Leave of Absence on file will terminate a student’s active status requiring reapplication to the University. Readmission is not guaranteed.

**EXTENSION REQUEST**

A formal petition is required to extend the maximum time to complete the degree (i.e., 7 years for students matriculating with an MPH degree its equivalent, and requisite background experience; 9 years for all others). This petition is reviewed by the School’s Committee on Academic Progress (CAP). The DrPH program will review and recommend approval to CAP based on demonstrated student progress. In unusual circumstances the maximum time to degree may be extended.

When a student approaches 7 years in the program and no later than March of their 7th year, students must work with their Program Advisor/Chairperson 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 apply for an extension may result in dismissal from the program. Application for readmission to Program may be required and is not guaranteed.

**LEAVE OF ABSENCE**

Students may request an official Leave of Absence (LOA) when professional or personal issues prevent continued progress toward their degree. A student must complete at least one term in the DrPH program before being eligible for a leave. Time spent on an official LOA approved by the School is not counted toward the degree time limit.

Students who fail to register for credit hours for a second consecutive semester will be asked to strongly consider requesting an official Leave of Absence to preserve their academic standing in the Program and University.

A request for LOA must be received prior to the beginning of the semester for which the leave is desired. LOAs are meant to assist student who have important personal or professional circumstances that may impact their ability to complete courses in the curriculum at the present time.

More information about LOAs can be found [here](https://grad.uic.edu/academic-support/registration-information/leave-of-absence/) from the UIC Graduate College.

## 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 | 1. Demonstrate competency as adaptive leaders aligned with personal/professional vision:    1. Student’s mission, approach, vision and strengths applied to adaptive thinking are apparent;    2. Examples of student’s philosophy are interwoven in the portfolio as applied to their work; |
| Systematic Reflection | 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 | 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 | 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 | 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 *research.*  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** | 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. | IPHS 501\*  EPID 403\*  IPHS 502\*  BIOST 401\* or IPHS514\*  IPHS 511\*  Elective #1  Summer Institute\*  520 if required | 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 CEPH and 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. | 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 | 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 |
| **Year Two** | 1. Describe the stages of systematic reflection and self- identify what stage the student is at and relationship to adaptive leadership and importance undertaking adaptive problems  2. Systematically reflect using adaptive leadership and competencies as frameworks for assessing progress in mastering competencies and identifying gaps  3. Apply a process of problem definition in both practice and in an area of research interest.  4. Apply research methods and tools to articulate and research adaptive problems in an area of interest.  5. Integrate systems thinking with the practice of systematic reflection and qualitative research design and analysis  6. Distinguish between an adaptive problem and a researchable problem within an adaptive challenge.  7. Articulate the role of leadership in building the scholarship and undertaking research | IPHS 512\*  IPHS 510\*  IPHS 503\*  IPHS 505\*  Elective #2  IPHS 699 (Portfolio  Seminar I)  Summer Institute\*  520 if required | 1. Continue to assess your current and ideal state of competence against the CEPH and DrPH leadership  competencies and begin to explore how program principles have been applied to the examples. 2. Document application of systematic reflection using a variety of approaches, including but not limited to action learning, journaling, group dialogue and discussion, and coaching sessions. 3. Identify methods skills needed to complete dissertation and how these skills will be or have been attained | 1. Apply of Leadership principles to research and scholarship; 2. Begin development of Problem Statement and possible Research Questions; Design and Methods | 1. Update an Annual Progress Report reflecting on your experiences in the 2nd year of the program; 2. Continue Portfolio completion; 3. Update your Program Plan; 4. Complete check-ins with DrPH Program Advisor; and 5. Complete cohort-meetings with faculty support and without faculty support |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Cohort Year** | **Learning Outcomes** | **Courses** | **Portfolio Readiness** | **Dissertation readiness** | **Advising Deliverables** |
| **Year Three** | 1. Integrate and synthesize student’s work to DrPH principles to student’s practice and academic experiences that aligns with DrPH competencies  2. Demonstrate ability to synthesize and evaluate adaptive problems, i.e. analyze adaptive situations and apply creative integrated methodological research or practice approaches to addressing them; and the ability to demonstrate the ability to pick the most relevant examples, identify key points relevant to leadership, | IPHS 699 Portfolio Seminar II !  IPHS 699 Dissertation Seminar !  Elective #3 (Case Study/ Design)  Summer Institute (if required) | 1. Participate in Portfolio Seminar I to complete Part I, Part II competencies 1,4, 5 and 6 2. Participate in Portfolio Seminar II to complete competencies 2 and 3, and Part III. 3. Participate in the Research Design Class to complete Portfolio Part IV. 4. Participate in Spring Semester Dissertation Seminar to integrate and apply theories of research focus to develop the DrPH Dissertation Proposal 5. Pass the Portfolio Review | 1. Dissertation ‘pre- proposal’ (Identity Memo, Concept Paper, Sentence Outline) 2. Dissertation: Two- manuscript option OR   classic tome   1. Recruit dissertation  committee members 2. Possible Proposal Defense 3. Dissertation project workplan 4. Dissertation under primary guidance of Chairperson 5. Communities of Learning | 1. In collaboration with the Third Year Advisor identify a DrPH Core Faculty member to serve as your Dissertation Chairperson 2. Select your Dissertation Committee in collaboration with your Committee Chairperson, when appropriate 3. Update your Annual Progress Report (APR) and Program Plan 4. Ensure all coursework requirements are met |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Cohort Year** | **Learning Outcomes** | **Courses** | **Portfolio Readiness** | **Dissertation readiness** | **Advising Deliverables** |
| **Year Four+** | Complete Dissertation    Contribute to the evidence base of practice | IPHS 699 (for Portfolio and Dissertation Research hours) \* | 1. Pass the Portfolio review | 1. Proposal Defense 2. Dissertation draft(s) to Chairperson and Committee 3. Manuscripts - determine co-authors 4. Dissertation Defense 5. Dissertation document completed | 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 5. Submit final Dissertation approval form 6. Submit *iThenticate* 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** | 520 if required (Summer)  (Summer Institute, August)  IPHS 501  EPID 403  Advising Sessions | IPHS 502  BSTT 401 OR 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 I  Elective  Advising Sessions  Summer Institute |
| **Year 3** | IPHS 699 Portfolio Seminar II  Elective (Applied Research Design)  Advising Sessions | IPHS 699 Dissertation Seminar  Elective  Advising Sessions | IPHS 699 for portfolio or dissertation  Summer Institute (if required)  Portfolio Review  Proposal Defense  Advising Sessions |
| **Year 4** | IPHS 699 for dissertation hours | IPHS 699 OR Final Oral Presentation (Dissertation Defense) | Final Oral Presentation (Dissertation Defense) |

\*\*For Non-Informatics students

**THE PORTFOLIO**

1. **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](#_Table_1:_Core) 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 their 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.

1. **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 three 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](https://en.wikipedia.org/wiki/Bloom%27s_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; and finally III) 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](https://uic.blackboard.com/ultra/courses/_92221_1/cl/outline) page under Student Resources, The Portfolio.

1. **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](#_Table_4:_DrPH): 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. Electives do not need to be completed; however, a clear plan for completion must be articulated in the Portfolio.
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 Seminars are* designed to facilitate student completion of the Portfolio overall. These classes are semester-long guided seminar courses to promote collaborative learning and faculty feedback to advance portfolio completion. Portfolio Seminar I is facilitated by the DrPH Third Year Advisor(s). The Dissertation Chairperson is selected during this seminar. Portfolio Seminar II is facilitated by the DrPH Third Year Advisor(s). This seminar continues the work on the Portfolio Part II with peer support and dedicated time writing as well as coaching sessions with the Dissertation Chairperson.
5. *IPHS594 Applied Research Desi*gn This will focus on assisting students in completing the Part III Dissertation Readiness Assessment portion of the Portfolio. It also introduces concepts of research design overall and highlights the three most frequently used designs in the DrPH program including Case Study, Developmental Evaluation, and Action Research approaches.
6. *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(s) will collaborate with the Chairperson for at least one overall Portfolio review during this time as well as feedback on the Part II and Competency 2 and 3 sections of the Portfolio.
7. *The DrPH IPHS 699 Dissertation Seminar* should assist students with becoming familiar with the requirements and components of the Dissertation Proposal – Chapters 1, 2 and 3 of the Dissertation, in preparation for the Dissertation Proposal Defense. Other topics that may be reviewed are the requirements and components of the final chapters of the Dissertation - Chapter 4 and 5 and the IRB process at UIC.
8. **What is the Portfolio review process?**

The Portfolio evaluates the student’s demonstrated learning, growth, and competency as an adaptive leader. The Portfolio is also the primary mechanism for assessing student readiness to proceed to the final and most challenging part of DrPH program – the Dissertation Phase. In this phase, students develop their Dissertation Proposal, and conduct, finalize and defend a DrPH Dissertation.

1. *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 require parts addressing all competencies and DrPH principles.
2. *Obtaining approval for portfolio review:* It is expected that students work closely with the Third Year DrPH Advisor, and their 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 their 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.
   1. The Dissertation Chairperson must demonstrate a review of Part II, Comp 3 and Part III
   2. 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 II.
   3. The Dissertation Chairperson should also have had an opportunity to review all parts of the entire draft of the Portfolio at least once.
   4. The Dissertation Chairperson’s review must occur prior to the student sending their final document to the DrPH Third Year Advisor. The Chairperson confirmation of their review should be a written memo via email to the Third Year Advisor for their final endorsement.
   5. The DrPH Third Year Advisor must recommend the Portfolio submission 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 1 month (20 university business days (M-F)) prior to the designated Portfolio submission due date for a given semester review period.** This recommendation is for readiness for submission alone and not indicative of the outcome of the Portfolio review by the Portfolio Review Committee.
   6. The DrPH Third Year Advisor will present the endorsed portfolios to the DrPH Portfolio Review Committee by the established due dates.
3. *Due dates and Review periods:* There are five times a year the Portfolio can be submitted for review – one each in October, December, March, May and August of each year. 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.
4. *Portfolio Review Process and Criteria*
5. The portfolio is reviewed for three overarching goals to ensure a minimum average of Bloom’s Taxonomy 2 is met within and across the Portfolio. This includes:
   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);
   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.
6. Each part of the portfolio addresses different aspects of these goals; [Table 4](#_Table_4:_DrPH) 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](#_Table_5:_Reviewer): Portfolio Reviewer Assessment Questions.
7. Students must demonstrate they have met the overarching goals as assessed by a minimum average of Bloom’s taxonomy 2 is met within and across the Portfolio to receive a PASS.
8. Review protocol:
   1. *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~~ typically will not include the Chairperson. Each student portfolio 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 as outlined below.
   2. *Review process:* Each reviewer reads the portfolio in its entirety and is encouraged to take notes based on questions outlined in Table 5. Using Table 6, a formal assessment of each principle and competency for Bloom’s Taxonomy Levels 1, 2 or 3 is conducted. Where the reviewers believe the student has not met a minimum of a level 2 for Bloom’s Taxonomy, this will be noted in a memo provided to the students, along with implications for PASS or NOT PASS status and required actions.
   3. The committee will meet to come to consensus on the final assessment and scoring for each principle, competency and portfolio part.
9. *Final decision and resubmission process.* 
   1. Students will receive a memo articulating the portfolio review within 6 business weeks of the due date for the Portfolio.
   2. There are 2 initial outcomes for the Portfolio review: PASS and DO NOT PASS.
   3. Protocol for a PASS Review:
      1. 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 for review and revisions and once finalized. Once finalized, the final memo will be sent to the student by the DrPH academic coordinator, with a cc: to the Chairperson and the Portfolio Review Committee. The student is responsible for posting the memo in their DrPH Box account.
      2. A student may PASS the portfolio but have required actions. The Portfolio Review Committee should clearly articulate actions required in the memo and agreed upon with the Chairperson; and agree what is required for follow-up and who will review and approve the work whether it is the Portfolio Review Committee and/or the Chairperson.
   4. Protocol for a DO NOT PASS review:
      1. Criteria for DO NOT PASS include:
         1. Any Portfolio Part (1, 2, 3, or 4) that a student has not met at an average of Bloom’s Taxonomy of 2 or above; AND/OR
         2. Any DrPH Principle or competency has not met at an average of Bloom’s Taxonomy of 2 or above.
      2. 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 for review and any needed revisions. Clear recommended action to the student should be articulated in the memo. Once finalized, the final memo will be sent to the student by the DrPH academic coordinator, with a cc: to the Chairperson and the Portfolio Review Committee. The student is responsible for posting the memo in their DrPH Box account.
      3. Upon receipt, the student must submit a workplan to the DrPH Third Year Advisor/Portfolio 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.
      4. 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 and Chairperson. This may or may not require delaying a subsequent review until the next portfolio review period.
      5. If a student in unable to pass the Portfolio after a second review, they may have a third review using the same process for revisions articulated in items iii and iv in this section.
      6. 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.

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| --- | --- | --- |
| Table 4: DrPH Readiness and Assessment Summary | | |
| **DrPH Portfolio Components** | **Preparation and proposed benchmark** | **Assessment Criteria** |
| Part 1, Student Personal Vision Statement | *Preparation:*   * DrPH Admission Statement * Reflection and revision in IPHS 511 * Reflection and revision in Portfolio Seminar I * Spring advising preparation   *Proposed Deadline:*   * Summer entering third year in the program | * Example of DrPH principles should be present * Students’ personal leadership vision should document progression and lessons learned, presenting an evolution of their growth * Minimum Average of Bloom’s Taxonomy Level 2 should be met |
| Part 2, Professional and Academic Competency Assessment Inventory | *Preparation:*   * DrPH Core Courses * DrPH Core Course Pre-post competency assessments, e.g., journaling or reflective questions * Assessment and inventory in IPHS 511 * Spring advising preparation * DrPH IPHS 699 Portfolio Seminar I and II * DrPH IPHA 699 Dissertation   Seminar  *Proposed Deadline:*   * Competencies 4, 5, and 6: End of the summer entering third year in the program * Competencies 1, 2 and 3, Fall, third year in the program | * Part II examples should align with the student’s personal vision * One best example should be provided, tailored to subcompetency * Ensure the majority of the examples meet levels 2 and 3 of Bloom’s taxonomy * Part II, Comp 2 and 3 examples should align with the student’s proposed dissertation methods and content, e.g., if the student proposed a mixed methods dissertation, both quantitative and qualitative examples should be provided and/or a plan to achieve this competency * Minimum Average of Bloom’s Taxonomy Level 2 should be met |
| Part 3, Dissertation Readiness | *Preparation:*   * DrPH Curriculum is built to support student’s research agenda, culminating in a final dissertation proposal * IPHS 594 Applied Research Design * DrPH IPHS 699 Dissertation Seminar   *Proposed Deadline:*   * Fall/Early Winter, third year in the program | * All DrPH proposal elements are met * Integration across proposal elements should be evident to show the student’s understanding of alignment between the problem statement, research questions and aims, conceptual framework, design, methods, sampling, and analysis * Evidence of student strength in proposed methods should be demonstrated through their explanation in Comp 2 but also in reasonable methods explanation in Part IV (e.g., how focus groups will be conducted and analyzed and are appropriate for the design and research questions) * Minimum Average of Bloom’s Taxonomy Level 2 should be met |

|  |
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| 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 their 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: 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Principle/**  **Competency** | **Part 1: Vision statement** | **Part 2: Professional and Academic Competency Assessment** | | **Part 3: Dissertation Readiness** | **Principle/Competency Average Score must be at 2 or above** |
|  |  | **Student score** | **Faculty score** |  |  |
| Personal Vision |  | Not reviewed |  | Not reviewed |  |
| Adaptive Leadership |  | Not reviewed |  |  |  |
| Systematic Reflection |  | Not reviewed |  |  |  |
| Systems Thinking |  | Not reviewed |  |  |  |
| Strategic Thinking (combine with ST) | Recommended;  not required | Not reviewed |  |  |  |
| Evidence-based public health | Recommended;  not required | Not reviewed |  |  |  |
| Equity (new to test) | Recommended;  not required | Not reviewed |  |  |  |
| Comp 1 | Not reviewed |  |  |  |  |
| Comp 2 | Not reviewed |  |  |  |  |
| Comp 3 | Not reviewed |  |  |  |  |
| Comp 4 | Not reviewed |  |  |  |  |
| Comp 5 | Not reviewed |  |  |  |  |
| Comp 6 | Not reviewed |  |  |  |  |
| **Section score (must be an average score at a 2 or above)** |  |  |  |  |  |

**THE DISSERTATION**

The DrPH Dissertation is the final challenge of the DrPH Program and is an opportunity for students to demonstrate mastery of the CEPH and DrPH Leadership Competencies at the highest level. The dissertation topic will be carefully chosen by the student through participation in the DrPH curriculum, working with their 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 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. All dissertation work must be submitted to the UIC IRB for assessment of human subject risk and approval. Students should work with their Chairperson in this process. Information and materials are available on the UIC IRB website: <https://research.uic.edu/compliance/human-subjects-irbs/>

**DISSERTATION SEMINAR**

IPHS699 The Dissertation Seminar, offered, during the Spring of the Academic Year is strongly suggested for all students. Dissertation Seminar is intended to facilitate a structured learning community with student colleague and faculty support for students to develop their Dissertation Proposal. Dissertation Seminar reviews major concepts for the Dissertation Proposal Chapters 1, 2 and 3 and guidance for preparing Chapters 4 and 5. This seminar course is structured to provided focused time for writing, peer discussion, faculty review and feedback including scheduled coaching time with the student’s Dissertation Chair. 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 completion of the seminar.

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 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 Program 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 and evidence for the specific problem, opportunity or issue being investigated. This culminate in 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. It should also include a preliminary outline of the completed dissertation. Appendix D outlines the proposed Table of Contents for the Dissertation Proposal. (A Proposal Template is available on the DrPH Program Blackboard page under Student Resources, The Dissertation.) Students must create a **work plan** for completing the Dissertation. The work plan should outline major tasks, timeframes 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) university 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, they 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. As the Dissertation Defense is traditionally a public forum, 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, open discussion with audience participants, followed by a closed session for further discussion and examination by the Committee. This is followed by an Executive Session consisting of Committee members only, to deliberate and decide on a final status for the Dissertation.   
  
A complete draft of the Dissertation must be presented in advance for the defense. Students must present the written dissertation to the Committee at least ten (10) university business days prior to the scheduled defense. This document need not be presented in the final approval-ready format, but it must contain all text, graphics, 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. A Dissertation Template is available on the DrPH Blackboard site under Student Resources, The Dissertation.

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 able 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, they 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 their 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 *iThenticate* 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 *iTheniticate* 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 they 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 I 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](file:///C:\Downloads\DrPH%20Dissertation%20Manual%209-28-2015%20Ver%203.0.pdf) .

The second option, s 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. Students should work with their committee to determine the most appropriate journal to which the manuscripts will be submitted. Manuscripts must actually be submitted for publication following the Dissertation Defense, if this option is selected.

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 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.

***iThenticate* 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 *iThenticate*. The student will be responsible for submitting the final document through the *iThenticate* 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 (0) in the *iThenticate* 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 *iThenticate* review must be shared with the Chairperson and Academic Coordinator. The *iThenticate* Report Form will be used to report the results of your *iThenticate* 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 *iThenticate*. 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** | 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).  Discuss the general goals of the Independent Study and how it will assist the student to:   * 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.)   Submits completed IPHS 596 registration form to the instructor. | An identified faculty instructor approves IPHS 596 registration form and forwards to the DrPH Academic Coordinator for processing.  Student registers after “hold” is removed. |
| **Workplan** | Week One (or before), develop and submit for approval a Workplan/Schedule for the semester; the Workplan includes specifics about deliverables and milestones. | Faculty instructor approves Workplan and communicates this to student. |
| **Deliverables** | Reports, Summaries, Bibliographies etc.;  Midterm: Progress Report/Summary of Activities (<= 5 pages)  Final: Formal paper (or as another format pre-approved by instructor), ~20-25 pages (or as determined by instructor)  Conference Calls: TBA | Conference calls are used to discuss progress and/or assist with resolving problems, obstacles, or other barriers. |

# APPENDIX B: General Student, Faculty and StafF Roles and REsponsibilities

|  |  |  |
| --- | --- | --- |
| **Role** | **Primary Responsibility** | **Secondary Responsibility** |
| **Student** | * Submits Portfolio (drafts) to Program Advisor; * Follows timeline and submits workplan to Advisor(s); * Maintains integrity of their 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; | * Revises Portfolio based on Advisor(s) input; * Prepares and submits Annual Progress Report (each year in the program); * Participates in Dissertation Workshops; * Begins mental preparation for the dissertation process early-on, e.g., brainstorming alone or with colleagues about potential dissertation topics; * Attends the Summer Institute; * Provides mutual support for other students in the program |
| **Academic Coordinator** | * Assists faculty and students throughout the administrative processes of UIC, SPH and DrPH; | * Requests removal of registration holds; * Coordinates meetings between students and advisors; * Provides administrative support for the admissions process; |
| **First and Second Year Program Advisor** | * 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; | * Monitors student progress; * Provides guidance to student regarding their Program Plan, particularly regarding strategies for selecting electives and developing Independent Studies; |
| **Third Year Program Advisor(s)** | * 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; | * Monitors student progress; * Assists student in developing a workplan for completing the final Portfolio; * Provides guidance on completing any outstanding coursework; |
| **Core  Faculty Advisor (Dissertation Chair)** | * 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; | * 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; |
| **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

<https://publichealth.uic.edu/current-students/student-handbooks/>

<https://publichealth.uic.edu/current-students/academic-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

1. **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

1. **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:**

1. **DrPH CORE COURSES (28 semester hours)**

Course# Title Term/Year Semester Hours

|  |  |  |  |
| --- | --- | --- | --- |
| 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.

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

Course # Title Term/Year Semester Hours

|  |  |  |  |
| --- | --- | --- | --- |
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|  |  |  |  |

1. **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** |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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1. **Field Practicum – IPHS 661 Required:  Yes  No If yes, # of semester hours**

Practicum Description:

1. **PORTFOLIO: enter completion date (or anticipated date of completion)**

**Portfolio (Parts I, II, III) Date \_\_\_\_\_\_\_\_\_\_\_**

1. **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.

1. **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. | Investigator 101- What Researchers Need to Know Before Research Can Start  CITI “Core” Course Online  Other: |  |
| HIPAA in Research | HIPAA Research 101 |  |

**Student’s Name:**

**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) |  |  |
|  |  |  |

1. **COMMENTS**
2. **SIGNATURES**

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

Student: Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor: Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DrPH Committee Chair: Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Associate Dean for Academic Affairs: Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

8/20

## 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 (Part I, II, III) submitted [\_\_] approved [\_\_]

Dissertation committee selected [\_\_] approved [\_\_]

Dissertation proposal submitted [\_\_] approved [\_\_]

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 |
|  |  |  |  |
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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 (Dissertation Defense)

**General Information**

Student’s Name:

Program Area:

Semester/Year Matriculated:

Dissertation Chair:

Academic Advisor:

|  |
| --- |
| Dissertation Title: |

**Approvals**

|  |  |  |  |
| --- | --- | --- | --- |
| Print/Type Name | Signature | Pass | Fail |
|  |  |  |  |
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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**

1. Study Objectives: a high-level description of the broad issue the dissertation will address and the study purpose and scope.
2. 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.
3. 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.
4. 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.
5. **Conceptual and Analytical Framework**
6. 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.
7. 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?
8. Logic Model: a preliminary logic model that graphically connects key elements of the study.
9. **Study Design, Data, and Methods**
10. 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.
11. 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.
12. Analysis Plan: how will the data be analyzed? What analytical or statistical procedures will be employed? Anticipate and include data table examples where possible.
13. Validity Considerations: describe study limitation and threats to validity and how they will be addressed.
14. **Dissertation Products and Work Plan**
15. What dissertation products will be produced? A traditional polished report? Several publishable papers? If so, what journals will be targeted?
16. Outline of the dissertation product (or working draft report if published papers are the final product.
17. Work Plan: Major study activities, milestones, anticipated due dates, and committee review points, preferably in Gantt chart format.
18. 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. of July 2022, the UIC DrPH in Leadership Program lists 81 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: Alina Flores (Sophie Naji, Academic Coordinator (AC), support*)

1. Summer
   1. Send a welcome email to students mid-June.
   2. Advise students who need assistance with course waivers and transfers.
   3. Set up a program orientation webinar in July prior to attending Summer Institute (SI)
      1. Orientation to DrPH program; Prep for Fall semester; Prep for SI.
2. Summer Institute
   1. Meet students- DrPH AC and First Year advisor answer any questions related to courses, registration, waivers etc.
   2. Key discussions include “Leading Change” and the relationship to leadership of the DrPH program.
   3. Setting expectations- Friday afternoon session on program and advising expectations
      1. What to expect from your First Year Advisor.
      2. Communication protocols- possible development of a student charter.
      3. Changes in students’ thinking that will be necessary as 501 and 502 unfold.
      4. Reminders that students are not “learning facts” but understanding on how to use the Core Principles to eventually lead change.
3. Fall
   1. Check-in email in early Fall (mid-September)
      1. Individual advising is available, if necessary; Students may set up individual calls with the First Year Advisor.
   2. Group advising session - Reach out to students in late October to set up a group advising session (usually sometime in November)
   3. Students are asked to identify the best time for the fall advising session.
      1. AC will share FAQ document – compilation of questions that have been raised by students over the years.
      2. Self-select one to two student representatives to choose date and submit a list of questions 1 week prior to call.
      3. First year advisor and DrPH Academic Coordinator (AC) coordinate to respond to questions and provide feedback during the session.
      4. Fall discussion includes journey through the DrPH program (timeline for significant milestones), setting expectations for Spring coursework, and competency reflections for Fall courses.
      5. 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
   1. Check-in email in early Spring (late January)
      1. Individual advising is available, if necessary; Students may set up individual calls with the First Year Advisor.
   2. Group advising session - Reach out to students in late March to set up a group advising session (usually sometime in April)
   3. Students are asked to identify the best time for the spring advising session
      1. AC will share FAQ document – compilation of questions that have been raised by students over the years.
      2. Self-select one to two student representatives to choose date and submit a list of questions 1 week prior to call.
      3. First year advisor and DrPH AC will coordinate to respond to questions and provide feedback during the session.
      4. 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.
      5. Group discussion may include DrPH principles, systematic reflection, and journaling.
      6. PPT presentation is prepared and reviewed prior to the call by the First Year Advisor and DrPH Academic Coordinator.
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
   1. 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: Dr. Alina Flores (Dr. Mike Petros support)*

1. Summer (IPHS 511): Students transfer to the second year advisor during IPHS 511 in Summer; Complete APR and PP
   1. Overview of Portfolio Timeline/Journey during Spring call and reinforced during IPHS 511.
   2. Overview of APR and PP; completion of APR and PP during IPHS 511
      1. APRs and PPs for Year 1 are due the lastday of IPHS 511
   3. Completion of one draft competency/sub-competency including Bloom’s Taxonomy assessment; This is an assignment for IPHS 511.
   4. Completion of a draft problem statement/observation of the problem; This is an assignment for IPHS 511.
   5. Completion of Research Identity Memo; This is an assignment for IPHS 511.
   6. Coaching calls
      1. IPHS 511 includes individualized 30-minute coaching calls per student for May, June, July.
2. General information provided at SI
   1. Year 2 discussion includes:
      1. “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
   1. Same process as Year 1 Fall advising
      1. 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
   1. 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: Dr. Mike Petros and Dr. Michele McCay (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 I include:
   1. Portfolio Part I and three competencies from Portfolio Part II are completed during this semester and will be reviewed by Portfolio Seminar faculty.
   2. Key roles of competencies 4, 5 and 6 .
   3. Discuss the portfolio development process.
   4. Describe the role of systematic reflection and specific tools (individual, learning. community, action learning teams, etc.) in public health leadership.
   5. Discuss the role of systematic reflection and application of specific tools in the portfolio development process.
   6. Identify evidence of systematic reflection in successfully defended portfolios.
   7. Student’s Dissertation Chair will be identified during the Portfolio Seminar.
   8. Chair serves as point person (what are expectations for students; what are expectations for chair) for dissertation development.
   9. Dr. Petros will continue to serve as point person for the Portfolio until submission.
3. Attend SI
   1. Year 3 discussion includes:
      1. Portfolio Development I: Intro and Overview of Portfolio.
      2. Discussion of Systematic Reflection and role it plays in the Portfolio.
      3. Role of dialogue in the portfolio, the “Template” approach.
4. Complete Annual Progress Report (APR) and Program Plan (PP)
   1. Submit in Box to the Third Year Advisor.
   2. Third Year Advisor will review, discuss with the student, as needed, and approve.
5. Fall and Spring semester – set up definite deliverables for Portfolio with the Third Year Advisor.
6. Fall Semester, 3rd year
   1. Participate in Portfolio Seminar II – Completion of Part II, Comp 1, 2 and 3.
      1. Relationship of competencies 2 and 3 to the dissertation, strengths, .and gaps assessment.
   2. Identify amount of time to devote to completion of all of Part 2; synthesis with Part I.
   3. Prepare Workplan with milestones and timelines
   4. Consider how to process feedback from Third Year Advisor, faculty/Chairperson.

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

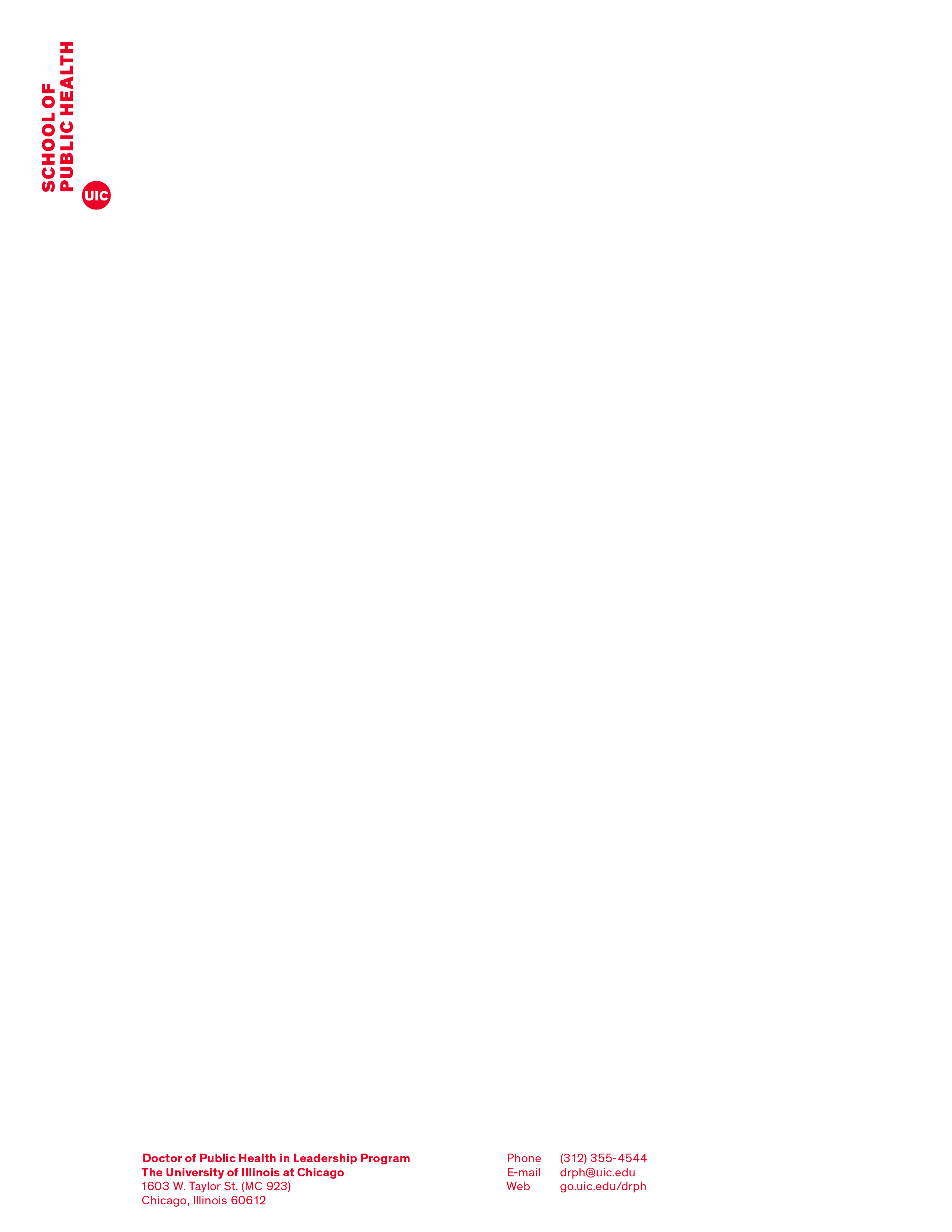
|  |  |  |  |
| --- | --- | --- | --- |
| **Advising Activity** | **Student Responsibility** | **Advisor**  **Responsibility** | **Chair**  **Responsibility** |
| Advising calls (during fall and spring registration periods)  \*see notes below, re: registration for IPHS 699 | Request call to discuss fall 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 |

* 1. Submit a Workplan covering the third academic year (September – August).
     1. Courses, including electives
     2. Dissertation Seminar(s) will be very helpful
     3. Portfolio development
     4. Ask yourself: “What can I get reasonably done by November? By February? By April?
  2. Students will work with the Third Year Advisor and then transition to their Chairperson
     1. Timing will depend-upon progress and presumed research topic
     2. *Helpful Hint: The Third Year Advisor and Chairperson cannot write the student’s Portfolio; Faculty advisors provide input and direction, but the work is the student’s!*
  3. Final Portfolio Submission for Review and Next Steps
     1. The Third Year Advisor(s) will provide overall guidance.
     2. The Chairperson will provide specific guidance on Part II-Competency 2, Competency 3 and Part III.
     3. The Third Year Advisor reviews the entire assembled Portfolio and determines that it is ready for Portfolio Committee Review.
        1. NB: This is an endorsement of readiness, not an approval.
     4. Following the established due dates per annual DrPH Program memo, the faculty reviewers will be notified that the Portfolio is posted for their review.
     5. The Portfolio reviewers complete the review and make a determination of approval.
     6. Within six weeks of the submission due date and following the review, the student will receive a memo articulating the results of the Portfolio review.

**Fourth Year and Beyond Advising**

*Dissertation Chairperson/Advisor*

1. Complete Annual Progress Report (APR) and Program Plan (PP)
   1. Submit in Box to your Chairperson/Advisor
   2. Share with DrPH Program Academic Coordinator (Sophie Naji)
2. Chairperson/Advisor will review, discuss with the student, as needed and approve.
3. Plan regular meetings with Chairperson to review progress on Dissertation Proposal and final Dissertation Thesis products.

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