

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

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

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

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

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

This revised handbook should be used by all DrPH students in the DrPH Program in Leadership, regardless of the year matriculated. To the extent curricular requirements have changed since a student’s matriculation, the student may opt to proceed under the old rule or proceed under the new one. [Where a student elects to proceed under the older rule in existence at the time of his or her matriculation, this should be noted in the Comments section of the student’s Program Proposal.]

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Program Overview

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

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

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

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

Competencies for the Doctor of Public Health Degree

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

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

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

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

- Obtain, interpret and apply appropriate quantitative, qualitative and economic measures to address public health problems.

- Demonstrate in-depth understanding through use of an applied research methodology of interest (quantitative, qualitative or economic research methods) of a public health problem or issue.

Competency 3: Access and synthesize information from a variety of sources to assess significance, identify relationships and develop strategies for addressing public health problems/issues in an area of interest or specialization in public health practice.

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

Competency 4: Demonstrate leadership in designing and implementing interventions aimed at a public health problem/issue.

- Demonstrate an ability to strategically plan, implement and evaluate agency or organization improvements.
- Demonstrate an understanding of the political, cultural, social and economic factors influencing the development of, and changes in, public health programs, agencies, or interventions as well as strategies to positively affect those factors.
- Apply principles and tools of financial resource management to public health programs.
- Apply principles and tools of human resource management to public health programs.
- Demonstrate an ability to lead and manage individuals or teams in the design, implementation and evaluation of public health programs.
- Access and synthesize information from a variety of sources to make evidenced-based program decisions.
- Apply negotiation, advocacy and other skills to public policy making, demonstrating an understanding of how to influence the process.

Competency 5: Demonstrate the ability to communicate effectively orally and in writing.

- Demonstrate an understanding of the theoretical elements of effective oral and written communication.
- Organize and present qualitative, quantitative and economic data cogently and persuasively at scientific sessions and to lay audiences.

- Design oral and written communications for varied audiences (community and business leaders, the public, policy makers, public health professionals, the media, and other stakeholders).
- Demonstrate ability to develop a social marketing plan for a new or existing intervention.

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

- Demonstrate an understanding of the legal and ethical foundations of public health.
- Apply principles of effective leadership in order to create a shared vision within a public health organization and foster partnerships that maximize achievement of public health goals.

Program of Study

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

Courses [36 sh minimum]

Two Analytic Methods Courses (7 sh)

- BSTT 401 Biostatistics II (4 sh)
- EPID 403 Introduction to Epidemiology: Principles and Methods (3 sh)

Two Leadership Seminars (8 sh)

- IPHS 501 Public Health Leadership Seminar 1
- IPHS 502 Public Health Leadership Seminar 2

One Integrative Methods Seminar (4 sh)

- IPHS 503 Integrative Seminar

A minimum of 17 sh to include 9 sh of courses at the 500 level in an area of emphasis and at least one analysis/methods course relevant to area of emphasis

As noted in the Program Proposal, a student may transfer up to 12 hours of credit for UICSPH courses taken under Credit Non-Degree status, and up to 16 credit hours earned at another academic institution so long as credits were not counted toward another degree granted. Students may also take courses at any campus of the University of Illinois system and at universities participating in the CIC Traveling Scholar Program (see <http://grad.uic.edu/cms/?pid=1000100> for more information).

Field practicum: for students without requisite experience (5 sh)

DrPH Thesis Project (28 sh minimum)

Students are expected to register for research hours during the thesis phase.

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

Students who are deficient in the minimum requirements for admission must make up the deficiencies. Students entering without a prior masters of public health degree must complete the six core MPH courses or their equivalent. Students entering without the requisite work experience must complete a

field practicum experience of 5 semester hours. Although required for completion of the degree, credits earned to complete MPH course deficiencies and/ or the field practicum will not count toward the 96 hour minimum requirement for the DrPH degree.

Independent Study (IPHS 596): Students may use Independent Study (IPHS 596) to satisfy elective hours consistent with Independent Study Guidelines contained in the School of Public Health Student Handbook.

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

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

Field Practicum Experience (IPHS 661): DrPH students with less than 3 years of full-time, paid, professional experience in public health in a leadership position, or in mid- to senior level management positions that demonstrate progressive responsibility and evidence of leadership potential either prior to matriculation or during their academic career, must complete a 5 sh field practicum experience in addition to the thesis project.

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

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

Institutional Review Board (IRB) Training: All students are required to complete:

- IRB Investigator Training 101. This is available through two means:
 - attend UIC's Investigator 101 - What Researchers Need to Know Before Research Can Start - [View the training calendar](http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml#calendar) (<http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml#calendar>); or

- complete the CITI "Core" Course Online - [Access this course online](http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/citi.shtml) (<http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/citi.shtml>). Either course will satisfy this requirement.
- HIPAA Research 101 Training. Students may attend either an in-class or online training session. HIPAA research training information may be found at: <http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/hipaa.shtml>

DrPH students who are engaged in human subjects research must make sure their training requirements are up-to-date. Please see <http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/continuing.shtml> for information about the annual continuing education requirements required of all human subjects researchers.

Program Milestones and Deadlines

Deadline for Completing Degree Requirements

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

Leave of Absence

A Leave of Absence may be granted when a student wants to withdraw temporarily from the School because of illness or special circumstances, which are beyond the student's control. A request for leave of absence must be received prior to the beginning of the semester for which the leave is desired. (You may obtain this form from the DrPH Academic Coordinator or online at http://www.uic.edu/sph/students_forms.htm) It must be submitted by the student in writing, and must carry the signature of the faculty advisor and DrPH Program Director. Requests for longer than one term are not automatic and will be evaluated based on medical or extraordinary reasons.

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

Progression through the Program: Important Milestones

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

- Part I of the portfolio is due prior to the end of the first semester after admission.

- Part 2 of the portfolio, including the program proposal, is due prior to the completion of the second semester or 12 semester hours (whichever comes first).
- Part 3 is to be submitted in the beginning of the semester prior to the one in which student intends to begin his/her thesis.
- A part time student should be finished with didactic credit hours (36sh) by the end of year three. If at that time, a student has not made this progress, a comprehensive student progress review will be conducted.
- A student is expected to complete the equivalent of what would average to two courses per term. During the thesis phase, students are expected to register for DrPH research hours.
- At the end of the first year of the thesis phase, the student must have: 1) the committee established, and 2) the proposal approved.
- A current DrPH Annual Progress Report must be filed no later than the beginning of the fall semester for each year after matriculation. This applies to all students regardless of program status or stage of completing the degree.

Program Proposal

The DrPH Program Proposal is both a “snap-shot” summary of student admission information and current status, along with a plan of study and schedule of courses to be completed. As such, it is an important tracking document. The Program Proposal should be started early after admission and kept updated, especially to reflect changes in the plan of study, Portfolio completion points and other progress milestones.

The DrPH Portfolio

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

The DrPH portfolio serves several important functions:

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

The portfolio should be considered an integrated compilation of work products which evolves as the student progresses through the doctoral program. At the end of the student's program, the portfolio should present a complete picture of how the student has mastered the DrPH competencies. The portfolio is reviewed at three points as the student advances through the DrPH program and has been correspondingly divided into three parts, each providing a snap-shot in time of the student's accomplishments and progress toward attaining the DrPH competencies. **Part 1**, completed early in the program, introduces the student to the oversight committee and academic advisor and provides a statement of goals as a context for the student's decision to pursue the DrPH degree. **Part 2**, completed after an initial period of study and reflection, is a self-assessment of strengths and weaknesses along with an action plan that outlines how proposed course work, a practicum (if required), and the thesis will address weaknesses and further the student's mastery of degree competencies. In **Part 3**, the student evaluates in an integrative fashion his/her progress toward mastering the DrPH competencies and readiness to complete a thesis. Students should begin assembling the evidence that will demonstrate their mastery of competencies early in the program and add to the cumulative Part 3 documentation as they progress through the program. For example, strengths identified in Part 2, should be supported by evidence that will be referenced in the Part 3 integrative evaluation. The final integrative evaluation required of Part 3 must be completed prior to entering the thesis stage of the program.

Guidelines for Completing the Portfolio

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

- **Part 1** presents “who” the student is professionally and academically and “why” s/he is in the program. The student's entering academic and professional standing along with leadership aspirations are presented in a curriculum vitae (CV) and narrative statement of his/her academic and professional goals. Students may use an updated personal statement from their DrPH application package. Note that CVs are different from resumes and should be current and updated when key information changes.
- **Part 2** lists “what” the student has achieved professionally and academically, and identifies gaps in the student's professional experience and academic training. Part 2 consists of:(a) an inventory of strengths and weaknesses as related to the DrPH competencies, and(b) an action plan, developed in consultation with the student's advisor, that outlines how weaknesses will be addressed. Strengths and weaknesses should be assessed for all competencies and sub-competencies. This analysis should reflect on the relevance of the sub-competencies to the student's professional career goals, recognizing that not all competencies will be attained at the same level of mastery. This is particularly relevant for competency #3, as a higher level of mastery will be expected for the student's area of emphasis. For areas of strength, students should list what they have done in attaining the sub-competency, and begin to accumulate the evidence that will provide the underlying support for their Part 3 integrative evaluation (that is, students should begin to build their Part 3 documentation as they work on Part 2.) For areas of weakness, student and advisor propose courses that will address identified weaknesses. For a competency that will not be addressed through course work, alternative methods for attaining the competency should be described (such as thesis, research assistantship, peer-reviewed publications, posters, abstracts, etc.)

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

The action plan should be reflected in the Program Proposal, which becomes an individually tailored program of study and includes a schedule of courses to be completed. The relationship of the student's

program of study to the DrPH competencies should be clearly reflected in the Part 2 analysis and encompass all aspects of the DrPH curriculum (required analytic courses, leadership and integrative seminars; emphasis area courses; electives; and thesis).

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

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

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

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

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

Portfolio documentation can take several forms:

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

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

written product, or a written description is not available, the abstract of the experience should be substituted.

As part of this documentation, students should post a current copy of their academic transcript which may be downloaded from UIC Web for Student (<http://www.uic.edu/depts/ims/webstudent/>).

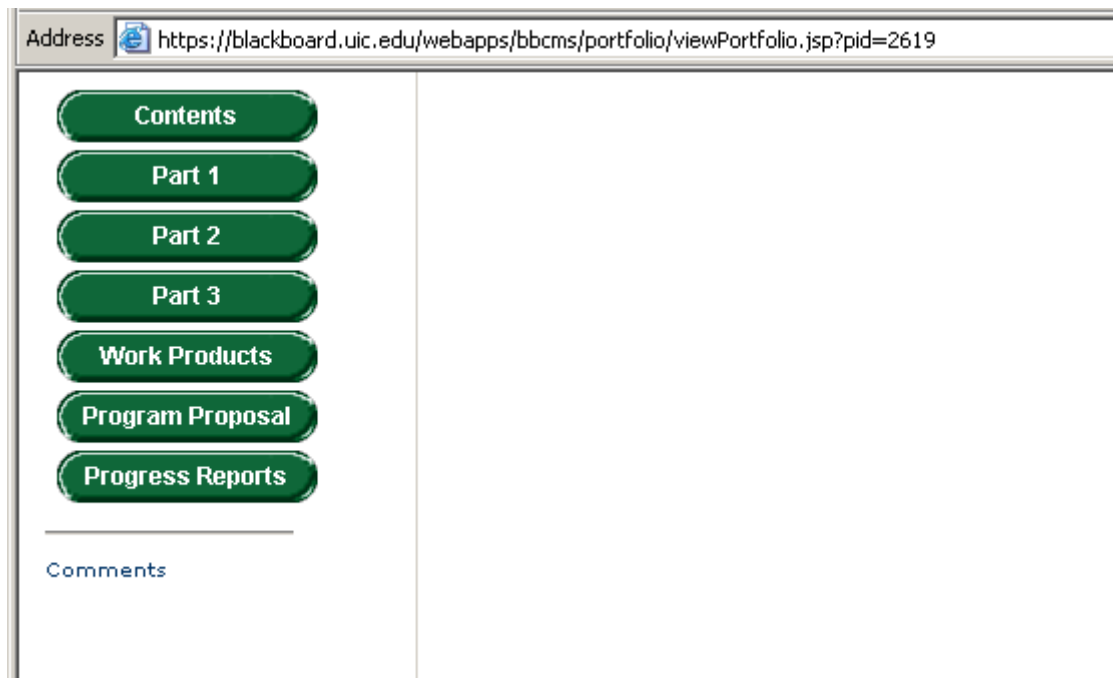
Portfolio Technical Requirements: There is no required standard format for presenting the portfolio and students have adopted several organizational schemes. However, a preferred DrPH Portfolio format for parts 2 and 3 has evolved, a sample of which is posted in Blackboard. Students are encouraged to follow it as it assures a level of uniformity and consistency in both presentation and review.

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

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

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

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



Portfolio Review Process

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

Part 1 and 2 Review Process: Advisors are to work with their students on an ongoing basis to complete Parts 1 and 2 of the portfolio, which includes assisting the student in selecting the courses needed to build his/her program of study. Once the student and the advisor agree that Parts 1 and 2 are complete, the portfolio will be reviewed by the DrPH Program Director who will provide comments to the advisor. Upon agreement of the advisor and the DrPH Program Director that the proposal is complete, the student's status will be reported to the Oversight Committee, whose members may review the proposal. As all SPH divisions are represented on the Committee, the Committee may be asked to provide input regarding course selection, which would assist a student in remedying deficiencies and to otherwise offer comments toward improving the portfolio.

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

Upon agreement of the advisor that Part 3 is complete, students are to work with their advisors to form a portfolio review committee. The four-member review committee will be comprised of: the student's advisor (committee chair), a faculty member selected by the student representing the student's area of emphasis, one

member from the DrPH Oversight Committee selected by the Dean's Office, and the DrPH Program Director. The review committee will review the portfolio and report, through the advisor, to the Dean's Office their recommendations regarding the student's readiness to proceed to the thesis stage. In reviewing the portfolio, the committee may at its option, invite the student to attend committee meetings to hear or respond to concerns, or the committee may communicate its findings to the student through the advisor. It is the responsibility of the advisor to clarify and summarize committee recommendations for revising the portfolio.

Upon acceptance of Part 3 by the review committee, the DrPH Program Director will report the recommendation back to the DrPH Oversight Committee. The DrPH Oversight Committee may review the portfolio and offer comments and recommendations regarding the student's readiness, which will be considered by the review committee for modification of Part 3. Upon final acceptance of the review committee, the recommendation will be submitted to the Dean's Office for approval of the portfolio and notification of the advisor.

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

Portfolio Review Criteria

Competencies will be evaluated at three levels:

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

Evaluated together, achievement at all three levels will constitute mastery, recognizing that the role that each level plays will vary across competencies and from student to student. Portfolio evaluations strive to balance consistency across students while maintaining the flexibility needed to take into account an individual student's path in professional development. Flexible application of common standards is the goal. The review committee will look more critically at whether the mastery of those competencies directly related to the area of emphasis has been attained.

The DrPH Annual Progress Report

Students and their advisors must complete the DrPH Annual Progress Report documenting the overall progress the student has made within the past academic year. The student provides a summary of the progress made within the year pertaining to course achievement, the program proposal, the portfolio, and the thesis product (where applicable). Upon completion, the student forwards the document to the advisor who adds comments and indicates approval by his/her signature. **It is expected that a meeting will take place between the student and the advisor (face to face or via telephone) to discuss the student's overall progress, questions, concerns, changes to the program proposal, etc in completing the Progress Report.** Completed reports should be turned in to Alyson Lofthouse, the DrPH Academic Coordinator, upon the completion of the Spring term but no later than the end of the summer term. Not having a current Annual Report on file will cause a hold to be placed on registration for subsequent terms.

The progress report is closely linked to the Program Proposal, which should be updated and submitted annually with the progress report if significant changes have been made. Students are encouraged to post updated Program Proposals and Annual Progress Reports with their portfolio materials in Blackboard.

DrPH Thesis (Draft 10/19/07)

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

- Deal with a complex public health problem of strategic importance to public health rather than a more routine issue of narrower programmatic concern. (e.g., a strategic plan for a large city health department public health nursing service that reflects the evolving role of public health nursing and shifting demands on the public health department to assure personal and population health services, rather than a program plan for delivery of home nursing services in response to a federal agency grant RFP);
- Advance, contribute to, or demonstrate innovation in public health practice (e.g., application of an existing methodology to a new problem, a new technique in addressing an old problem, or a novel approach for dealing with an emerging issue);
- Have an explicit methodology and study design that is clearly specified and specially designed to deal with the problem selected for investigation. Complex problems often require an integration of analytic methods to effectively address;
- Draw upon and be grounded in the literature, both the theoretical literature, where relevant, and most importantly the practice literature in an effort to establish a solid evidence base for the thesis; and
- Have clear public health leadership implications.

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

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

Completing the thesis involves five major activities:

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

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

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

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

Thesis Committee

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

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

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

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

The Thesis Proposal

A thesis proposal should contain at least:

1. A discussion of the specific problem or issue being investigated. This should include a clear statement of the problem, why it is important, and to whom.
2. Discussion of a conceptual framework and the relevant research and practice literature, and how that literature will be used within the conceptual framework to investigate the problem. Also, describe how the proposed work fits in with the existing literature. Does it fill a gap, resolve a discrepancy, advance prior work, or open a new line of inquiry or area of practice?
3. Identification of the public policy/practice leadership issues associated with the subject and a preliminary assessment of how the work may contribute to resolving such issues.
4. Discussion of the methodology to be used. Students proposing the application of new analytical frameworks or methodologies to previously defined problems should identify major alternative ways of approaching their topic and justify the approach they intend to use.
5. Identification of data or information needs, their sources, and methods of collection

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

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

The thesis proposal is examined by the Thesis Committee at an oral hearing to determine whether the proposal is feasible given time and resource availability as well as to assure the student is prepared to pursue the project. The purpose of the examination is to direct the student, where necessary, toward a concrete and attainable plan and therefore shall not be graded. The student must present copies of the proposal to the committee at least one week in advance of the hearing. During the examination hearing, the committee may pose questions about the proposal, make comments, and offer suggestions for revision. The committee may accept as is, accept with specific required changes, or reject the proposal. The student must summarize these comments in a memo to the chair and specify plans for incorporating them into a revised proposal. The purpose of this memo is to clarify what revisions are required (if any) to make the proposal acceptable. The chair will sign-off on this memo and circulate it to the committee for their concurrence. Based on extensiveness of the required revisions and committee expectations, the chair will decide if there is a need for the committee to formally review the revised proposal or if the memo will suffice. The thesis committee, through its chair, must notify the Oversight Committee in writing of its action. The final approved proposal will be circulated to the Thesis Committee.

The Thesis Defense

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

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

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

If the thesis is rejected but with recommendations on how it might be improved, the student must again defend the thesis, focusing on those reasons for rejection. A second rejection will be considered final.

Based on the results of the examination, the Thesis Committee will advise the DrPH Oversight Committee in writing and the Dean's Office of their recommendation. The Dean's Office will then report the results to the SPH Executive Committee, recommending whether the degree of Doctor of Public Health should be awarded.

Thesis as part of a larger work

The thesis as an integral part of the DrPH curriculum must represent original work of the student, for both the analysis and the final report itself. For students who elect to produce two publishable manuscripts, the issue of authorship may arise if the student's thesis is based on a larger body of research work done under the leadership of a principal investigator (PI). In this situation, while the PI may direct the larger work and be first author on published papers arising out of this larger work, it is incumbent on the student to segregate a portion of that larger work so that he/she can demonstrate their independent contribution at a doctoral level of analysis. The student should also be the first author of the papers that result from this portion of the larger work that will be counted toward the thesis requirement, recognizing that this paper may be folded into or

become part of a final paper that will be ultimately submitted for publication and for which the student may not be the first author. The student will be expected to demonstrate to the satisfaction of the thesis committee that the student's work and thesis product are that of the student. The thesis committee will be the sole judge of how this requirement is to be met, recognizing that each student's situation in working on a larger project may be unique.

The Thesis Product

Students have two options for the format of the final thesis product. The more traditional option is for the final draft of the thesis to conform *generally* to the relevant Graduate College format requirements. The student should obtain a copy of the "Graduate College Thesis Manual" at www.cs.uic.edu/~grad/ThesisManual.pdf.

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

Beyond format and substantive concerns, the thesis should be well written using a style that effectively communicates its content and without spelling, punctuation, grammatical or mechanical errors. Students are strongly urged to use the services of a proofreader (either a professional or colleague who has these skills) before submitting the final draft.

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

DrPH Handbook Addendum

An addendum to the DrPH handbook will be added from time to time to address issues or questions that have arisen since the publication of the current handbook. The addendum is to be considered part of the handbook and will be integrated when the handbook is updated. The addendum will be posted with the current version of the handbook on the SPH website.

Appendices

1. DrPH Program Proposal
 2. DrPH Annual Progress Report
 3. Thesis Committee Recommendation Form
 4. Thesis Proposal Defense
 5. Final Oral Examination
- DrPH Portfolio Format (posted on Blackboard under DrPH Documents) <http://blackboard.uic.edu>



**UIC SCHOOL OF PUBLIC HEALTH
DOCTOR OF PUBLIC HEALTH (DrPH)
PROGRAM PROPOSAL Curriculum as of Fall 08***

Check one: Initial Revision Date

UIN#

Name: Last:

First:

Advisor:

Year & Term Matriculated:

Complete the appropriate items below:

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

I. CREDIT FOR MASTER'S

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

2. Type of Master's earned/discipline

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

II. TRANSFER OF CREDIT

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

Course # SH Course # SH Course # SH

Course # SH Course # SH Course # SH

Name of Institution:

Course # SH Course # SH Course # SH

Course # SH Course # SH Course # SH

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

III. DrPH CORE COURSES (19 semester hours)

Course#	Title	Term/Year	Semester Hours
BSTT 401	Biostatistics II		4
EPID 403	Introduction to Epidemiology: Principles and Methods		3
IPHS 501	Public Health Leadership Seminar I		4
IPHS 502	Public Health Leadership Seminar II		4
IPHS 503	DrPH Integrative Seminar		4

Student's Name:

2. Thesis Proposal Approval Date _____

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

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

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

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

Practicum Description:

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

Part I complete Date _____

Part II complete Date _____

Part III complete Date _____

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

IX. TRAINING IN HUMAN RESEARCH SUBJECT PROTECTION (required of all students matriculating Fall 2004 or later)

Students using human subjects in any research must have approval from the Institutional Review Board or one of its approved committees before they begin collection. See SPH *Student Handbook* for details

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

Student's Name:

SUMMARY – Credit hours total required for graduation:

	Required	Completed	Transfer
Credit For Master's (I)	(max 32sh)		XXX
SPH Core Courses (III)	(19sh)		
Area of Emphasis (IV)	(min 17sh)		
DrPH Thesis-IPHS 699 (V)	(min 28sh)		XXX
Field Practicum (VI)	(0-5sh)		XXX
Total Semester hours proposed for graduation	(min 96sh)		

X. COMMENTS

XI. SIGNATURES

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

Student: _____

Date: _____

Advisor: _____

Date: _____

DrPH Committee Chair: _____

Date: _____

Associate Dean for Academic Affairs: _____

Date: _____

*This Program Proposal format applies to all students entering the DrPH Program in Fall 2007 or later. DrPH students admitted prior to Fall 2007 are encouraged to adopt this format when revising their Program Proposals but will not be held to new requirements reflected in this Program Proposal format, e.g. additional analysis/methods courses relevant to the area of emphasis. Courses listed as "electives" in a prior format of the Program Proposal should be listed under Area of Emphasis.

DrPH Annual Progress Report

Student Name: _____ Advisor: _____
Email Address: _____ Email Address: _____
Date entered program: _____

Current Status

Indicate your most current status in the DrPH Program:

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

Thesis defense expected date _____
Thesis product completion expected date _____

Academic Progress

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

Academic Plans

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

Advisor Comments

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

Student signature: _____ Advisor signature: _____

Date: _____ Date: _____

Note: Program Proposals should be updated at this time.

DrPH COMMITTEE RECOMMENDATION FORM

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

UIN #:

Doctoral Thesis Defense*

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

REGULATORY ISSUES

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

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

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

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

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

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

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

Results of the
DrPH THESIS PROPOSAL DEFENSE

General Information

Student's Name:

Date:

Program Area:

Semester/Year Matriculated:

Thesis Advisor:

Academic Advisor:

Thesis Title:

Committee Approval

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

The DrPH candidate may may not proceed with research.

Comments

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

Dean's Office Use Only

Dean's Office Signature _____

Date _____

Results of the
DrPH FINAL ORAL DEFENSE

General Information

Student's Name:

Program Area:

Semester/Year Matriculated:

Thesis Advisor:

Academic Advisor:

Thesis Title:

Approvals

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

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

Comments

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

Dean's Office Use Only

Dean's Office Signature

Date