Doctor of Public Health Program Contacts

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Boston University Policy Statement

Boston University and the Boston University School of Public Health reserve the right to change the policies, curricula, or any other matter in this handbook without prior notice. Students will be notified of major changes as soon as practicable after they are decided.
Dear DrPH Students,

Welcome to Boston University School of Public Health (BUSPH). You are joining an accomplished group of 464 current students and 67 graduates who have decided to pursue doctoral studies in order to enhance their leadership, management, research and policy skills to improve the health of populations in need. You were chosen for this practice-oriented doctoral program based on both your academic ability and your diverse experiences in public health. Each of you will bring a unique energy and enthusiasm to the classroom that will enhance the learning experience not only for your fellow classmates but also for your teaching faculty.

You have received a letter welcoming you to the program and informing you of your advisor assignment. Please plan to meet with your advisor in the coming weeks. Your advisor is available and prepared to help you think about how you can make the most of your BUSPH career. I also encourage you to take advantage of your teaching faculty and the practice mentor program described in this guidebook as valuable resources to you over the course of your study.

The DrPH Student Guidebook was developed to help you navigate your program of doctoral studies. Please review the guidebook carefully as it provides key information about the program’s policies, procedures and resources.

The next several semesters will be extremely busy ones, but I encourage you to take advantage of the strong commitment of BUSPH to an activist public health agenda with regular seminars, presentations, and activities. There is also a wide array of cultural, historic and artistic attractions that make Boston a unique and beautiful city. There’s also this baseball team that plays here that people seem somewhat fond of.

I am delighted that you have decided to join our program. The faculty and staff here at BUSPH are committed to making this the best practice-focused DrPH program in the world. A key element in achieving that goal is your successful matriculation and completion of the program. Please do not hesitate to call on us if we can be of help to you.

Sincerely,

Eugene Declercq, Ph.D.
Assistant Dean for DrPH Education
SPH MISSION

To improve the health of local, national and international populations, particularly the disadvantaged, underserved, and vulnerable, through excellence and innovation in education, research and service.

SPH VALUES

Our values drive what we do and how we do it. We are deeply committed to igniting positive change in the world. We seek to create a respectful, collaborative, diverse, and inclusive community within SPH, and to promote justice, human rights, and equity within and across our local and global communities. We are bold in our pursuit of knowledge that matters, creative in our pursuit of solutions, and innovative in our education. In all we do, it is our engagement with people, communities, and institutions in the world beyond our academic walls that leads to success.
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## Quick Reference Guide

Please see the SPH Bulletin ([www.bu.edu/academics/sph/courses/](http://www.bu.edu/academics/sph/courses/)) and the SPH Student Resources webpage ([www.bu.edu/sph/students/student-services/student-resources/](http://www.bu.edu/sph/students/student-services/student-resources/)) for all resources available to SPH students.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Office &amp; Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Materials</strong></td>
<td><strong>Online</strong>: Course information, assignments, and syllabi are often posted on a course webpage at <a href="http://learn.bu.edu">learn.bu.edu</a>. A BU email address and Kerberos password are required to access these websites. <strong>Course Readers and textbooks</strong> are available for purchase through Barnes &amp; Noble bookstore located at 660 Beacon Street, Kenmore Square, Boston University Charles River Campus.</td>
</tr>
</tbody>
</table>
| **Career Services**: resume reviews; networking; job fairs; career workshops | **Office of Career Services**: [www.bu.edu/sph/careers/](http://www.bu.edu/sph/careers/)  
Lisa Toby, ltoby@bu.edu, 617-358-4078  
Maria McCarthy, mamcc@bu.edu, 617-358-4050 |
| **Financial Assistance**        | **Office of Student Financial Services**: [bumc.bu.edu/osfs/](http://bumc.bu.edu/osfs/)  
617-358-6550  
**SPH Admissions, Financing Your Education**: [www.bu.edu/sph/admissions/financing-your-education/](http://www.bu.edu/sph/admissions/financing-your-education/) |
| **Housing**: seeking a roommate | **Office of Housing Resources**: [www.bumc.bu.edu/ohr/](http://www.bumc.bu.edu/ohr/) |
| **Library Resources**: paper and online books and journals; reserve materials; computer labs; research guides | **Alumni Medical Library**: [medlib.bu.edu](http://medlib.bu.edu)  
L Building, 12th Floor  
617-358-4810  
**Boston University Library Network**: [www.bu.edu/library](http://www.bu.edu/library) |
| **Parking and Transportation**: student T passes | **Office of Parking and Transportation Services**: [bumc.bu.edu/parking](http://bumc.bu.edu/parking)  
710 Albany Street; 617-638-4915 |
| **Registration Information**: Graduation Applications; Concentration Change Form; Course Rotation Guide; Academic Policies; Transcripts | **Registrar’s Office**: [www.bu.edu/sph/students/resources/courses-and-academic-resources/registrars-office/](http://www.bu.edu/sph/students/resources/courses-and-academic-resources/registrars-office/)  
Nikki Longe, nlonge@bu.edu, 617-358-3434 or Amelia Williams, awillia@bu.edu, at 617-358-3225  
Degree students [register](http://bu.edu/studentlink) online at [bu.edu/studentlink](http://bu.edu/studentlink);  
[Unofficial transcripts](http://bu.edu/studentlink) available at [bu.edu/reg](http://bu.edu/reg) |
| **Student Health Behavioral Medicine** | **Student Health Services**: [bu.edu/shs](http://bu.edu/shs)  
881 Commonwealth Avenue  
617-353-3575 |
| **Student Services**: Student organizations; Academic accommodations; Orientation; Commencement; Student events | **Office of Student Services**: [www.bu.edu/sph/students/student-services/](http://www.bu.edu/sph/students/student-services/)  
Talbot 209C, 617-358-4542  
Mary Murphy-Phillips, mcmurph@bu.edu  
Ryann Monteiro, sphgsl@bu.edu |
Important Dates throughout the Academic Year

Boston University School of Public Health (BUSPH), like other schools & programs on the Medical Campus, maintains its own academic calendar distinct from the Charles River Campus. It is important that students always refer to the BUSPH registration packets, academic calendar, and websites for SPH-specific information. That said, SPH endeavors to align its schedule with the Charles River Campus schedule while still allowing for 14 class meetings for our four-credit courses.

<table>
<thead>
<tr>
<th>Fall Semester 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Payment Settlement Deadline for Continuing Students</strong></td>
</tr>
<tr>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Last day to add classes online</td>
</tr>
<tr>
<td>Instruction begins</td>
</tr>
<tr>
<td>Last Day to ADD Standard Classes, assuming student has instructor signature on paper add/drop form</td>
</tr>
<tr>
<td><strong>Payment Settlement Deadline for New Students</strong></td>
</tr>
<tr>
<td>Official Summer II 2017 Graduation Date</td>
</tr>
<tr>
<td>Medical Insurance Waiver deadline</td>
</tr>
<tr>
<td>Columbus Day Holiday, Classes Suspended</td>
</tr>
<tr>
<td>Substitute Monday Schedule of Classes</td>
</tr>
<tr>
<td>Last Day to DROP Standard Classes without a W grade</td>
</tr>
<tr>
<td><strong>Spring 2019 Registration begins</strong></td>
</tr>
<tr>
<td><strong>Veterans Day: Classes Held at SPH and CRC</strong></td>
</tr>
<tr>
<td>Last Day to DROP Standard Classes with a W grade</td>
</tr>
<tr>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>Last Day to Officially Withdraw or take a Leave of Absence from Boston University for Fall 2018</td>
</tr>
<tr>
<td>Last Day of Classes/Final Exams Begin</td>
</tr>
<tr>
<td>Final Exams End</td>
</tr>
</tbody>
</table>

Make up days for emergency closings will be announced.

<table>
<thead>
<tr>
<th>Fall 2018 Withdrawal* and Tuition Refund Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of class</td>
</tr>
<tr>
<td>During the first two weeks of the semester</td>
</tr>
<tr>
<td>During the third week of the semester</td>
</tr>
<tr>
<td>During the fourth week of the semester</td>
</tr>
<tr>
<td>During the fifth week of the semester</td>
</tr>
<tr>
<td>After the fifth week of the semester</td>
</tr>
</tbody>
</table>

*A withdrawal means dropping ALL classes at the University. Students must complete a withdrawal form (forms are available in the SPH Registrar’s Office).*
Spring Semester 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for Degree Candidates</td>
<td>TBA</td>
</tr>
<tr>
<td>Instruction Begins at BUSPH</td>
<td>Tuesday, January 22</td>
</tr>
<tr>
<td>Official Fall 2017 Graduation Date</td>
<td>Friday, January 25</td>
</tr>
<tr>
<td>Presidents’ Day Holiday, Classes Suspended</td>
<td>Monday, February 18</td>
</tr>
<tr>
<td>Substitute Monday Schedule of Classes</td>
<td>Tuesday, February 19</td>
</tr>
<tr>
<td>Last day to drop a standard class without a “W” grade</td>
<td>TBA</td>
</tr>
<tr>
<td>Summer 2019 Registration begins</td>
<td>TBA</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Saturday, March 9 – Sunday, March 17</td>
</tr>
<tr>
<td>Patriots’ Day Holiday, Classes Suspended</td>
<td>Monday, April 15</td>
</tr>
<tr>
<td>Substitute Monday Schedule of Classes</td>
<td>Wednesday, April 17</td>
</tr>
<tr>
<td>Last day to drop a standard class with a “W” grade</td>
<td>TBA</td>
</tr>
<tr>
<td>Last day to withdraw or take a leave of absence</td>
<td>TBA</td>
</tr>
<tr>
<td>Fall 2019 Registration begins</td>
<td>TBA</td>
</tr>
<tr>
<td>Commencement Weekend</td>
<td>May 17 – 19</td>
</tr>
</tbody>
</table>

Boston University Policy on Religious Holidays

The BU School of Public Health, in scheduling classes on religious or government holidays, intends that students observing these holidays be given ample opportunity to make up work. Faculty members who wish to observe such holidays will arrange for another faculty member to meet with their classes or for canceled classes to be rescheduled.

Emergency Cancellation Information

In the event of an emergency or class cancellation, notices will be posted to the BUSPH Student Insider (http://sph.bu.edu/si) and the BUSPH website (http://sph.bu.edu). Email messages will also be sent to faculty, staff and students in the event of closings. A message will be posted to the BUSPH main telephone number: 617-638-4640.

PLEASE NOTE: Do not rely on information about the Charles River Campus or Boston University; the Boston University Medical Campus has different closing policies from the Charles River Campus. Obtain information specific to SPH from the above resources.

Instructors are required to reschedule cancelled classes; students will be notified by the instructor of make-up dates for any cancelled classes.

Doctoral Graduation Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>September 25, 2018 Award</th>
<th>January 25, 2019 Award</th>
<th>May 19, 2018 Award</th>
<th>September 25, 2019 Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director approves graduation date</td>
<td>June 1, 2018</td>
<td>October 1, 2018</td>
<td>January 1, 2019</td>
<td>June 1, 2019</td>
</tr>
<tr>
<td>Graduation Application submitted online to SPH Registrar’s Office</td>
<td>June 23, 2018</td>
<td>October 22, 2018</td>
<td>February 11, 2019</td>
<td>June 24, 2018</td>
</tr>
<tr>
<td>Dissertation Abstract submitted to SPH Registrar’s Office and DrPH Program Manager</td>
<td>No later than 30 days prior to defense.</td>
<td>No later than 30 days prior to defense.</td>
<td>No later than 30 days prior to defense.</td>
<td>No later than 30 days prior to defense.</td>
</tr>
<tr>
<td>Dissertation Defense Held By</td>
<td>August 24, 2018</td>
<td>November 23, 2018</td>
<td>April 5, 2019</td>
<td>August 23, 2018</td>
</tr>
<tr>
<td>Copy of signature page emailed to SPH Registrar’s Office on or before this date</td>
<td>September 14, 2018</td>
<td>December 14, 2018</td>
<td>April 26, 2019</td>
<td>September 13, 2018</td>
</tr>
</tbody>
</table>

* An approved Dissertation Abstract must be accompanied by a completed and signed Dissertation Abstract Submission Form.
SECTION 1: INTRODUCTION AND PROGRAM OVERVIEW

Each student must read this handbook carefully and is responsible for understanding all of the policy guidelines and requirements contained in it.

Introduction

This handbook is designed to assist students to navigate through their Doctor of Public Health studies at the Boston University School of Public Health (BUSPH). It comprehensively discusses the DrPH requirements, such as coursework, the comprehensive exams, and the doctoral dissertation. It also addresses the processes that need to be followed to meet the requirements, such as the formation of a doctoral dissertation committee, and the documents students are responsible to place in their Official Student Record. This handbook also contains advice and recommendations that assist students to complete the program expeditiously and effectively.

Goal of the DrPH Program

The focus of this program is on preparing experienced professionals for advanced practice and leadership positions in public health. The DrPH Program trains public health professionals to assess and analyze public health problems and to develop, implement, and evaluate public health programs and policies nationally and internationally. The practice-oriented nature of the DrPH Program fits ideally with the BUSPH mission, which is to train professionals who are equipped to meet the service and health needs of disadvantaged, underserved, and vulnerable populations in the United States and abroad. The DrPH Program recognizes that individual students have their own strengths to bring to the classroom in regard to their areas of interest. The practice of public health is a broad, multidisciplinary undertaking incorporating the contributions of many academic disciplines into the analysis of solutions to public health problems. Public health leaders require understanding of the organizational, social, behavioral, legal, and bureaucratic complexities involved in resolving public health problems. This program’s goal is to provide DrPH students with interdisciplinary expertise. The DrPH Program is a school-wide program whose very nature promotes this goal.

Competencies

DrPH Foundational Public Health Knowledge

**Profession & Science of Public Health**
1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

**Factors Related to Human Health**
7. Explain effects of environmental factors on a population’s health
8. Explain biological and genetic factors that affect a population’s health
9. Explain behavioral and psychological factors that affect a population’s health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health

**DrPH Foundational Competencies**
The DrPH is the professional doctoral degree in public health, designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research.

**Data & Analysis**
1. 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
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. 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**
4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

**Policy & Programs**
14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health

**Education & Workforce Development**
18. Assess an audience’s knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

For more on DrPH Competencies, see: [https://ceph.org/criteria-revision/](https://ceph.org/criteria-revision/)
The Doctor of Public Health Committee (DPHC)

The Doctor of Public Health Committee is composed of faculty representatives from throughout the School of Public Health and the Assistant Dean for DrPH Education, who chairs this committee. The DPHC implements all program guidelines. All committee decisions concerning individual students are final. The committee delegates authority to other persons (such as the dissertation committee for a student’s doctoral dissertation) for certain functions but retains the final authority in approving or disapproving a student’s doctoral studies. The DPHC’s responsibilities include the following:

- **Admissions** – serves as the Admissions Committee for the program.
- **Financial Aid** – advises the Assistant Dean on the distribution of financial aid to students in the program.
- **Curriculum** – reviews proposals for DrPH courses with an eye toward their quality, relevance, and appropriateness for the program. Committee faculty from respective departments will advise the Assistant Dean on the appropriateness of requests from students who seek to complete prerequisite requirements with courses from schools other than BUSPH.
- **Administration** – advises the Assistant Dean on operational issues that may come up with regard to the program.
- **Monitoring Student Progress** – At the end of each semester, the DPHC will review transcripts of students who appear to be struggling academically. In conjunction with the student’s advisor, the committee will decide how best to advise the student and what, if any, remedial action needs to be undertaken.
- **Dismissals** – if there is insufficient progress toward a degree, dismisses students from the doctoral program.
- **Dissertation Oversight** – approves members of a student’s dissertation committee, and approves outside readers for the dissertation, dissertation papers, and final dissertation.

Academic Advisors

Upon entering the DrPH program, students are assigned an advisor. Advisors are assigned to students based on their shared public health practice interest. The DPHC, in conjunction with each student’s academic advisor, will supervise student progress within the DrPH program. Student advising is a mandatory and critical component of the doctoral program. Students are required to meet with their advisors at least once per semester.

Practice Mentors

In addition to a faculty advisor, students will have the opportunity to be paired with a Practice Mentor. The Practice Mentors are current public health leaders working in the field and will act as a resource for students as they complete the DrPH program. In many cases the mentors will be graduates of the DrPH Program. Students who participate in this program will meet with their Practice Mentor at least twice a year, and a Practice Mentor may also serve as a member of a student’s dissertation committee.
SECTION 2: COURSE REQUIREMENTS

The curriculum requirements described in this handbook apply to students matriculating in Fall 2018.

Admission to Completion Process
Official admission letters are issued through the BUSPH Admissions Office and establish the beginning of the Official Student Record. Students must complete and document the following requirements, which must be included in the Official Student Record in order to earn the degree of Doctor of Public Health:

DrPH Degree Requirement Checklist

______ Completion of up to 34 credits of required school-wide DrPH courses
______ Completion of 4 Research Design and Methods credits
______ Completion of 4 Management and Finance Elective credits
______ Completion of 6 Health Law, Policy, and/or Advocacy credits
______ Completion of Practicum
______ Completion of Comprehensive Examination
______ Approval of Dissertation Topic
______ Approval of Dissertation Proposal
______ Completion of Public Health Practice Dissertation
______ Oral Defense of Dissertation and Online Submission

A checklist for each student is maintained in the Official Student Record. The Program Manager for Doctoral Education is the primary source for obtaining information about the doctoral program and is responsible for maintaining the Official Student Record. Additional guidelines and detailed instructions for the student regarding the Official Student Record are provided at the end of the handbook.

DrPH Prerequisites
All DrPH students are required to have completed coursework in Epidemiology, Biostatistics, Health Policy and Management and Environmental Health with a grade of B- or better. Students who have not completed these courses upon admission to the program will be required to do so within the first year of their matriculation into the program. Students are not required to complete prerequisite courses at Boston University. However, if these courses are completed at another institution or online, they must first be approved by the Assistant Dean for DrPH Education. If students opt to complete the prerequisite at Boston University, they may do so by completing a course of their choosing within that department, subject to approval by the Assistant Dean for DrPH Education.

All students are required to demonstrate current competency in biostatistics. Students who have not completed a biostatistics course, do not currently work regularly with biostatistics and/or have not completed a biostatistics course in the last five years will need to develop or update their skills prior to beginning their second semester of study and ideally before they matriculate into the program. Students who do not have a solid understanding of the basics in biostatistics will likely have difficulty keeping pace with the required methods courses.
**DrPH Core Course Requirements**

The 48-credit DrPH program must be completed within 5-7 years, depending upon previous academic coursework in public health and whether the student is registered on a full-time or part-time basis. The BUSPH DrPH Program requires students to complete at least 48 doctoral credits. All students must complete the following eleven courses (34 credits total) and receive at least a 3.0 (B) grade in each of these classes (Please note that PH 866 and PH 986 do not receive letter grades.):

- PH 842: Research Theory and Design (2)
- PH 843: Introduction to Quantitative Analysis for Public Health (2)
- PH 844: Introduction to Qualitative Analysis for Public Health (2)
- PM 831: Implementation Science: Linking Research to Practice (2)
- PH 851 Community Needs Assessment and Systems Analysis (4)
- PH 853 Managing and Implementing Public Health Programs (4)
- PH 854 Program and Policy Evaluation (4)
- PH 856 Health Law and Ethics for Public Health Leaders (2)
- PH 857 Health Economics and Financial Management for Public Health (4)
- PH 858 Cases in Public Health Management (4)
- PM 835 Lean Management (4)
- PH 866 Public Health Leadership Seminar (0)
- PH 986 Public Health Practicum (0)

**Additional Course Requirements**

In addition to the core course requirements, students will complete 4 research design and methods credits; 4 management and finance elective credits; and 6 law, policy, and/or advocacy credits. All students must receive at least a 3.0 (B) grade in each of these classes.

*Research Design and Methods Electives:* Students will complete at least four credits of elective coursework in statistics, four credits in any relevant area (statistics, research design, or research methods), and the eight-credit PH course series in research design and methods (PH 842, PH 842, PH 844, and PM 831). Students should consult with their advisor to help them choose the methods elective courses that will be most applicable to their program. Students can register for one of the courses listed below, since all have been preapproved as fulfilling the statistical and research design electives. In certain cases students may petition for other courses to fulfill these requirements with written approval from their advisor and the Assistant Dean for DrPH Education. Students may also opt out of the PH course series in research design and methods based on their prior completion of relevant academic work (approval required from academic advisor and the Assistant Dean for DrPH Education) and fulfill these credit requirements through alternative statistics, research design, and research methods courses.

*Management and Finance Elective:* Students should consult with their advisor to select four (4) credits of coursework focusing on public health management and/or finance. This selection should be based on individual student competencies. Students may select this elective from any of the SPH departments represented in the list of preapproved management and finance electives below. Students may petition to take a course that is not on the approved elective list by making a request to the Assistant Dean for DrPH Education.

*Law, Policy and Advocacy Electives:* Students will be able to choose how they wish to complete their remaining six credits—at least 4 of which must be in policy analysis—by choosing from a list of pre-
approved elective courses. Students may petition to take a course that is not on the elective list by making a request to the Assistant Dean for DrPH Education.

**Required Courses and Preapproved Elective Courses**

*Students may select their electives from the list of preapproved courses below or choose courses not appearing on this list based on a discussion with their advisor. Advisors should report all non-preapproved elective selections to the DrPH Program Manager in writing.*

**Research Design and Methods Requirements and Preapproved Electives**

**Required Research Design and Methods Courses:**
- PH 842 Research Theory and Design (2)
- PH 843 Introduction to Quantitative Analysis for Public Health and Health Services Research (2)
- PH 844 Introduction to Qualitative Analysis for Public Health and Health Services Research (2)
- PM 831 Implementation Science: Linking Research to Practice (2)

**Preapproved Statistical* and Research Design** **Electives:**
- BS 723 Introduction to Statistical Computing* (4)
- BS 728 Public Health Surveillance: A Methods Based Approach* (4)
- BS 730 Introduction to R: Software for Statistical Computing* (4)
- BS 775 Applications of Statistical Methods in Clinical Research* (4)
- BS 810 Meta-Analysis for Public Health & Medical Research* (4)
- BS 852 Statistical Methods in Epidemiology** (4)
- EH 757 Environmental Epidemiology** (4)
- EP 813 Intermediate Epidemiology** (4)
- EP 850 Applications of Intermediate Epidemiology** (4)
- EP 854 Advanced Epidemiology** (4)
- EP 857 Design and Conduct of Cohort Studies** (2)
- EP 858 Design and Conduct of Case-Control Studies** (2)
- MC 759 Research Methods for Perinatal and Early Childhood Epidemiology** (4)
- PH 737 Geographic Information Systems (GIS) for Public Health Decision Making (2)
- PM 822 Advanced Health Services Research Methods** (4)
- PM 828 Advanced Seminar in Qualitative Research Methods for Health Services Research** (4)
- SB 818 Qualitative Research Methods** (4)

*Note: Course credits taken to fulfill a research methods/design elective cannot simultaneously count toward course credits taken to fulfill a health law/policy/advocacy or management/finance elective. BS 723 is a prerequisite for many upper-level Biostatistics and Epidemiology electives.*

**Preapproved Management and Finance Electives**
- GH 773 Financial Management for Health Programs (4)
- GH 804 mHealth (2)
- GH 805 Controversies in Global Control & Eradication of Infectious Diseases (2)
- GH 854 From Data to Dashboards: Building Excel Skills to Support Health Program Decisions (2)
- GH 881 Global Reproductive and Perinatal Health (4)
- GH 885 Global Trade, Intellectual Property, and Public Health (2)
- GH 887 Planning and Managing Maternal and Child Health Programs in Developing Countries (4)
• MC 800 Preventing Mental Health Disorders Among Women, Children, and Adolescents: A Life Course Perspective (2)
• MC 802 Implementing Community Health Initiatives: Medicine and Public Health as Partners (4)
• PM 734 Principles and Practices in Non-Profit Health Care Accounting (4)
• PM 736 Human Resource Management in Public Health (4)
• PM 780 Managerial Accounting for Healthcare Leaders (2)
• PM 807 Introduction to Cost Effectiveness Analysis (2)
• PM 818 Health Information Technology (4)
• PM 827 Strategic Management of Healthcare Organizations (4)
• PM 832 Operations Management in Healthcare (4)
• PM 834 Health Regulation and Planning (4)
• PM 837 Evaluating Healthcare Quality (4)
• SB 833 Designing and Implementing a Public Health Communication Campaign (4)

Note: Course credits taken to fulfill a management/finance elective cannot simultaneously count toward course credits taken to fulfill a health law/policy/advocacy or research methods/design elective.

Preapproved Health Law, Policy, and Advocacy Electives

• EH 805 Environmental Health Science, Policy, and Law (4)
• GH 888 Seminar on Global Health Policy Issues (2)
• GH 891 Global Pharmaceutical Policy: At the Intersection of Process and Politics (4)
• LW 830 Health Insurance and the Affordable Care Act (4)
• LW 850 Public Health Law (4)
• MC 763 Maternal and Child Health Policy Making (2)
• MC 785 Reproductive Health Advocacy: From Rights to Justice (2)
• MC 815 Sexual and Reproductive Health Advocacy: Practice in Global and Local Context (4)
• MC 840 Women and Health Policy: Gender, Evidence, and Politics (4)
• PM 833 Health Economics (4)
• PM 840 Analysis of Current Health Policy Issues (4)
• PM 850 Consumer Organizing and Advocacy for Health System Change (2)
• SB 800 The Obesity Epidemic: Moving from Individual to Environmental and Policy Approaches for Promoting Physical Activity and Healthy Eating (4)
• SB 860 Strategies for Public Health Advocacy (4)

Note: Course credits taken to fulfill a policy/advocacy elective cannot simultaneously count toward course credits taken to fulfill a management/finance or research methods/design elective.
# Course Cycle: Full Time Students

## YEAR 1: 32-38 credit hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>PH 700 Foundations of Public Health (online)</td>
<td>(0)</td>
</tr>
<tr>
<td></td>
<td>PH 842 Research Theory and Design</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 843 Introduction to Quantitative Analysis for Public Health and Health Services Research</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 844 Introduction to Qualitative Analysis for Public Health and Health Services Research</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 851 Community Needs Assessment and Systems Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 857 Health Economics and Financial Management for Public Health</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 866 Public Health Leadership Seminar</td>
<td>(0)</td>
</tr>
<tr>
<td>Spring:</td>
<td>PH 853 Managing and Implementing Public Health Programs</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 856 Health Law and Ethics for Public Health Leaders</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PM 831 Implementation Science: Linking Research to Practice</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 866 Public Health Leadership Seminar</td>
<td>(0)</td>
</tr>
<tr>
<td></td>
<td>PM 835 Lean Management</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Biostatistics Elective and/or Research Methods/Design Elective</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Health Law/Policy/Advocacy and/or Management/Finance elective/s</td>
<td>(4)</td>
</tr>
<tr>
<td>Summer:</td>
<td>PH986 Public Health Leadership Practicum</td>
<td>(0)</td>
</tr>
</tbody>
</table>

## YEAR 2: 10-16 credit hours (followed by Continuing Study in Spring Semester)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>PH 854 Program and Policy Evaluation</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 858 Cases in Public Health Management</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 866 Public Health Leadership Seminar</td>
<td>(0)</td>
</tr>
<tr>
<td></td>
<td>Health Law/Policy/Advocacy and/or Management/Finance elective/s</td>
<td>(8)</td>
</tr>
<tr>
<td>Spring:</td>
<td>PH 990 Continuing Study (payment for equivalent of 2 credits)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

Upon completion of academic coursework and practicum

- Comprehensive Examination
- Dissertation Topic Approval

**YEAR 3 & beyond:**

- PH 990 Continuing Study
- Dissertation Proposal Approval
- Dissertation
- Final Dissertation Defense

**Note:** Students must register for “Continuing Study” (equivalent to the cost of 2 credits, which allows an individual to maintain active student status) after completion of the required 48 credits for each Fall and Spring semester of doctoral study. Students who fail to register and pay for Continuing Study can be removed from the program.
# Course Cycle: Part Time Students

**YEAR 1:** 14-18 credit hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>PH 700 Foundations of Public Health (online)</td>
<td>(0)</td>
</tr>
<tr>
<td></td>
<td>PH 851 Community Needs Assessment and Systems Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 857 Health Economics and Financial Management for Public Health OR PH 842 &amp; PH 843 (based on student’s academic preparation)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 866 Public Health Leadership Seminar</td>
<td>(0)</td>
</tr>
<tr>
<td>Spring:</td>
<td>PH 853 Managing and Implementing Public Health Programs</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 856 Health Law and Ethics for Public Health Leaders</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 844 (only after completion of PH 842) OR PM 831</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>PH 866 Public Health Leadership Seminar</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**YEAR 2:** 16-18 credit hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>PH 854 Program and Policy Evaluation</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 857 Health Economics and Financial Management for Public Health OR PH 842 &amp; PH 843</td>
<td>(4)</td>
</tr>
<tr>
<td>Spring:</td>
<td>PH 844 Introduction to Qualitative Analysis for Public Health and Health Services Research AND/OR Biostatistics/Research Design or Methods Elective</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PM 835 Lean Management</td>
<td>(4)</td>
</tr>
<tr>
<td>Summer:</td>
<td>PH 986 DrPH Practicum</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**YEAR 3:** 14-16 credit hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>PH 858 Cases in Public Health Management Management, Health Law/Policy/Advocacy, or Statistics/Research Design or Methods Electives</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>PH 866 Public Health Leadership Seminar</td>
<td>(0)</td>
</tr>
<tr>
<td>Spring:</td>
<td>Remaining Elective Coursework</td>
<td>(8)</td>
</tr>
</tbody>
</table>

*Upon completion of academic coursework and practicum*

- Comprehensive Examination
- Dissertation Topic Approval

**YEAR 4 & beyond:**

- PH 990 Continuing Study (payment for equivalent of 2 credits)
- Dissertation Proposal Approval
- Dissertation
- Final Dissertation Defense

*Note: Students must register for “Continuing Study” (equivalent to the cost of 2 credits, which allows an individual to maintain active student status) after completion of the required 48 credits for each Fall and Spring semester of doctoral study. Students who fail to register and pay for Continuing Study can be removed from the program.*
**Responsible Conduct of Research Training**

All doctoral degree candidates at BUSPH must complete advanced responsible conduct of research (RCR) training. There are three stages that each degree candidate must complete:

1. **Introductory RCR via Blackboard Learn (online)**
   a. The program provides advice on mentorship, introduces basic responsibilities of data management, collaboration, and publication, and introduces Boston University procedures relating to scientific misconduct and conflicts of interest in research through a PowerPoint presentation and quiz.

2. **Intermediate RCR via the Collaborative Institutional Training Initiative (CITI) (online)**
   a. Intermediate RCR adds three online modules (Data Management, Authorship and Publication, and Research Misconduct and Whistle-Blowing) containing more detailed information, case studies and historical and societal context.

3. **Four Advanced RCR Discussion Workshops (live)**
   a. These four workshops, offered every semester, incorporate faculty mentor-led group discussions around the practical ethical questions surrounding authorship, mentor/mentee relationships, data acquisition and management, and peer review.

For more information and to register for all three stages of RCR training, please visit the following website and search under “training”: [http://www.bu.edu/orc/training/responsible-conduct-of-research/](http://www.bu.edu/orc/training/responsible-conduct-of-research/)

**Reading or Directed Studies Courses**

Students may choose to augment required core or departmental course offerings through reading or directed studies courses at the pleasure of faculty members in SPH or other departments of the university. Students are encouraged to discuss such options with their academic and practice mentors. *Credits earned through independent studies not offered at BUSPH cannot be applied to the completion of the DrPH.*
SECTION 3: DRPH PRACTICUM

PH986 Public Health Practicum (0 credits)

The DrPH public health practicum is designed to provide an opportunity for students to apply key elements of policy, management, and program analysis to an organization or institution engaged in public health implementation. The Practicum also serves to emphasize the linkages between practice and research, and the value of integrating these through the application of rigorous academic principles to improve both policy and practice.

- Full-time students are expected to complete the practicum in the first summer of their academic studies. Part-time students may complete it over a longer time-period; however, for all students the practicum must be completed prior to taking the comprehensive exam.
- Students should complete the course PM835 Lean Management prior to taking part in the Practicum, and the DrPH Program expects students to apply the principles learned in that class and other management classes to their organizational assignment in the Practicum.
- Students must register for PH986 to receive credit for this degree requirement.
- The practicum has a minimum requirement of 200 on-site hours (usually 5 consecutive weeks for full-time students), although most students will complete substantially more hours.
- The goal of the practicum is to emphasize the linkage between practice, research, and academia and the importance of valuing and integrating all three.
- Upon completion of the practicum each student will provide a written report that outlines what was accomplished during the practicum; a practicum presentation to the DrPH class (lasting approximately 10 – 15 minutes); a written evaluation from their field preceptor; and an organizational report.

The Practicum consists of three principle elements:
1. Implementation of the learning contract with the host organization or institution
2. The application of the principles of organizational analysis to the setting in which they have worked
3. Reflection on general principles of policy, management, program analysis and leadership learned while involved in this practicum.

Choice of organization

Students are encouraged to choose an organization or institution that will provide them with a set of experiences that will not be familiar. Students should not choose the organization they are currently working with. For example, a student currently working with civil society organizations implementing community services should consider working with an international NGO, a donor, or a UN organization. A student working with direct service delivery might consider an organization conducting large-scale economic analysis, and a student working in HIV/AIDS might consider working in a completely different area, such as non-communicable diseases or maternal and child health.

Students may choose an organization they have identified (in consultation with their academic advisor and the DrPH Program Director), choose from the opportunities available through the DrPH Program, or work with the Assistant Dean for DrPH Education and DrPH Program Director to identify a suitable opportunity.
International Public Health Practitioners

- For foreign students, practicum placements will generally be outside the U.S., either in the students’ country of origin or another low or middle-income country. In some cases it may be appropriate for students from developing countries to have a placement in the U.S. to observe health systems here.
- U.S. students who wish to practice public health internationally will typically work overseas, depending on their experience prior to matriculating into the program.

Choosing a Topic for the Practicum

The practicum is not a research project, although it may involve conducting a study related to management, implementation, or systems functioning in the organization or institution. When the practicum does involve research, it should be carefully linked to both the objectives of the practicum laid out in the contract and also to the competencies worksheet developed for the practicum.

To help understand what constitutes an appropriate practicum topic, several past practicum examples are available from the DrPH Program Manager as guidance in discussion with organizations. It is important to note that the practicum has changed in both its focus and its objectives starting with the class entering in Fall 2013, so that not every past practicum experience is relevant to the current DrPH program.

Students may also request a copy of the DrPH Competencies Self-Assessment they completed in the first DrPH Leadership Seminar (Please direct this request to the DrPH Program Manager.). Students should review the competencies sheet and consider which competencies they need to work on during the practicum.

Practicum Learning Contract

When students have identified a practicum site, know the name and contact information for their field supervisor, and have drafted a practicum learning contract (see below for more details), they must make an appointment to see the DrPH Program Manager and Assistant Dean for DrPH Education to seek approval for their proposed practicum experience. Students must also provide the DrPH Program Manager with a copy of their practicum learning contract and cover sheets (see pp. 21-22). If necessary, the Program Manager can send the field supervisor a letter describing the practicum, which will also include a copy of the requirements, the competencies worksheet and the field supervisor evaluation form that the field supervisor will complete at the end of the practicum.

The practicum learning contract should include the details of the practicum experience, including
- learning objectives (see description below) that describe the specific competencies that they hope to enhance during the practicum and how working in the practicum will address them;
- a description of practicum experience tasks, responsibilities, deliverables, and expectations. For example:
  - conducting an impact evaluation of a program that they implement in multiple centers throughout a large urban center.
  - undertaking a cost effectiveness study of a program that the organization wants to scale up but is unsure if it is worth it.
  - developing a quality improvement plan applying lean management principles to some operational component of the organization.
  - analyzing current guidelines for care in the country and determining if, and how they should be revised based on the current state of the art.
proposing a revised implementation program based on a recent evaluation.

- a detailed timeline describing the schedule of hours they will commit to the practicum, a date for the midpoint review, and approximate range/s of time devoted to particular practicum tasks or responsibilities

All of this information should be put into the learning contract which must be signed by the DrPH Program Manager and field supervisor. Students will be responsible for providing copies of the signed learning contract to their field supervisor and the DrPH Program Manager at least one week before the start date of their practicum. Students should keep a copy of the learning contract for their records.

**Tips for Writing Learning Objectives.** Learning objectives form the basis of the Learning Contract and represent measurable statements of the results the student wishes to achieve. A learning objective is a concise statement of a change in competency, skill, knowledge, or understanding the student plans to gain. Learning objectives should be specific, reasonable, obtainable, and possible to complete within a particular timeframe. Learning objectives are written generally in the present tense and use action verbs that describe how learning will be demonstrated. They give insight to why the student is doing the practicum. It is important to define the level of mastery that will be obtained when defining the outcome, e.g., identifying an issue vs. analyzing the issue, listing problems vs. evaluating problems. Clearly defined learning objectives are the foundation of a strong and successful practicum. The methods and activities should then describe the detail of the student’s work and how the learning objectives will be obtained.

**Linking the Practicum to DrPH Competencies.** In conjunction with a field supervisor and departmental advisor, students will compare their leadership competencies at the time they initiate the practicum to the broader, pre-identified set of such competencies they completed in the DrPH Leadership Seminar and listed on pp 5-6 of this Handbook. Based on this comparison they will develop a list of the competencies they wish to develop/enhance in their practicum and share those with the DrPH Program Manager and field supervisor.

In preparation for the practicum, it is recommended that students work with their academic advisor and their Field Supervisor to devise broad learning objectives in light of the student’s past experience and future goals. A helpful “first step” exercise in completing the Learning Contract is the Competencies Worksheet for public health practice that was completed in the first seminar. Reviewing and reassessing competencies allows the student to think of the upcoming practicum in terms of objectives, activities, resources and outcomes.

**Midpoint Review**

Students will be required to complete a midpoint review with their field supervisor and are responsible for scheduling a time for the review to take place. The first step of the midpoint review is to meet with the field supervisor and use the learning objectives and timeline they developed for their Learning Contract to guide the discussion. Students should discuss with their field supervisor their progress to date, determine whether or not their future activities and timeline need to be adjusted, and make alterations to their Learning Contract if needed.

For the second part of the midpoint review, students should email the DrPH Program Manager an update on their practicum thus far. The update should include the following:

- written description of student’s activities to date (See form on pp. 23-24)
- progress on accomplishing student learning objectives
Changes to activities/timeline based on the midpoint review with the field supervisor

**Reflection on Policy, Management, and Policy analysis**

By the time students complete their practicum, they should have completed Needs Assessment, Health Economics and Financial Management, 2 sections of Public Health Leadership, Managing and Implementing Public Health Programs and at least one course in Research Methods. These skills provide students with the ability to look at organizations and institutions critically and analytically.

The practicum is an opportunity to apply those skills in a controlled environment, with the open collaboration of a partner organization. Using observations, qualitative methods, and quantitative methods students can conduct needs assessments, leadership assessments, evaluations, or policy analyses. The results of this reflection and analysis should be incorporated into the final written report.

**Final Products**

Students undertaking the practicum are expected to complete the following:

- **Written Report:** The written report should be planned and developed in conjunction with students’ field supervisor. It could take on many different formats, including a detailed description of the intervention or evaluation that was planned and/or developed as part of the practicum, a case study of the development or impact of a public health policy, an examination of the role of and challenges associated with leadership in public health, or another substantial report keeping with the spirit of a practice-based analysis and approved by both the DrPH Program Manager and students’ field supervisor. This report must be submitted to the DrPH Program Director, and a copy of this report must be delivered to the DrPH Program Manager.

- **Organizational Report:** This report of 6-8 pages should evaluate the effectiveness and efficiency of the organization providing the practicum site and how the application of Lean Management and organizational principles which could improve organizational function and service delivery. What are the organization’s barriers to better performance? What realistic changes can be made to improve performance? Students must submit this report to the Assistant Dean for DrPH Education and submit a copy to the DrPH Program Manager.

- **Practicum Presentation:** Students must deliver a presentation on the challenges to leadership in the settings in which they were placed. This presentation, *which should last no longer than 15 minutes*, and focus on field based practice lessons learned should be scheduled with the DrPH Program Manager.

- **Final Practicum Leadership Self-Assessment:** Students must submit a detailed self-assessment reporting on how their field experience and classroom preparation in PH 866 have improved their leadership competencies. Reflections on their practicum experience must provide a description of how students’ met their leadership competency learning objectives through specific deliverables, ongoing projects, and/or responsibilities.

- **Field Supervisor Evaluation:** A written evaluation of students’ performance from the field supervisor should be submitted to the DrPH Program Manager.

At the end of the practicum experience, if students have committed to delivering any products to the organization, they should be delivered as complete and in a form that is acceptable to the organization.
Grading

While students receive no formal letter grade for the practicum, it is noted on their transcript that they successfully completed the practicum by a “P” for “Pass” or “F” for “Failure.”
DrPH Practicum Checklist

1. Identify Practicum Site and Field Supervisor
2. Determine what your role/s will be during the practicum
3. Draft learning objectives and learning contract details
4. Meet with Assistant Dean for DrPH Education and the DrPH Program Manager to discuss learning contract
5. Complete learning contract and submit signed copies to DrPH Program Manager
6. Submit signed Add/Drop form for PH 986 to BUSPH Registrar
7. Conduct Midpoint Review
8. Send updates from the Midpoint Review to DrPH Program Manager
9. Schedule practicum presentation
10. Submit Written Report
11. Submit Organizational Report
12. Submit Final Practicum Leadership Self-Assessment
13. Complete Field Supervisor Practicum Evaluation
Boston University School of Public Health

DrPH Program Practicum Learning Contract

Instructions:

• Complete ALL INFORMATION on both sides of this form and attach the approved learning objectives. Student, Field Supervisor, and DrPH Program Manager signatures are required.

• Submit the completed contract to the DrPH Program Manager (Crosstown Center, Room 429B) within one week of the practicum start date. Keep one copy for yourself.

************************************************************************************

Student Information

Name: _______________________________________ BU ID #: __________________

Email: ________________________

PH 986 Course Information

Semester and year for which you are REGISTERING for the practicum:

Fall ___ Spring ___ Summer ___

Year ______

Hours per week on-site: ________

Start date of the practicum: __________________________

End date of the practicum: ___________________________

Midpoint Review date with Field Supervisor: _____________

(continued on next page)
Practicum Site Information

Practicum Site (agency name, department, division, etc.): ________________________________
________________________________________________________________________

Practicum Site Mailing Address: ________________________________________________
________________________________________________________________________

Field Supervisor Information

Name: _______________________________________________

Title: ________________________________________________

Phone: ___________________________

Email: ___________________________

Practicum Content

Please complete the following information on separate paper and attach to this form:

• Student Practicum Title/Position
• Description of the practicum site and project: 1-2 paragraphs
• Learning objectives and goals: These should be specific, measurable, realistic/reasonable, and focused on DrPH leadership competencies.
• Activities and methods for accomplishing the learning objectives and goals
• Proposed products or deliverables
• Monthly timeline for proposed goals and activities

Requirements for Completion of Practicum Course

• Submission of a signed and approved Learning Contract
• Participation in required seminars
• Completion of Midpoint Review
• Completion of minimum number of on-site hours
• Submission of evaluation form from field supervisor

Signatures

Student: _____________________________________________________________ Date: __________

Field Supervisor: ______________________________________________________ Date: __________

DrPH Program Manager ________________________________________________ Date: __________
Midpoint Review Form

The Midpoint Review should occur about halfway through the practicum and is a time for reflection and feedback. The goal of the Midpoint Review is to help ensure that the practicum is on track in providing a valuable learning experience for the student, and that the student is making a contribution to the organization. In addition, the Midpoint Review can help troubleshoot any unforeseen challenges or barriers while ensuring that the student is progressing with the Learning Contract. Updates to the Learning Contract should be made to reflect any changes since the beginning of the practicum.

Instructions:

- The student must complete this form with the Field Supervisor using the Learning Contract as a point of reference.
- This form along with updated learning objectives, activities, and timeline (if necessary) are due to the DrPH Program Manager (Crosstown Center, Room 429B) within 2 days following the Midpoint Review.

Student Name (Print): ____________________________

1. Describe what you have accomplished to date. Include a list of activities.

2. Discuss the progress on accomplishing the learning objectives as described in the Learning Contract.

(continued on next page)
3. Describe any challenges or obstacles encountered that have impacted the progress of the practicum. What is being done to address these obstacles?

4. Based on the amount of time left in the practicum describe any changes that need to be made to the Learning Contract?

5. Please describe any other issues that need to be addressed.

**Signatures**

Field Supervisor: ___________________________________________ Date: ________

Student: ___________________________________________________ Date: ________

(Return to Sebastian Bach, Crosstown Center, Room 429B, 801 Massachusetts Avenue, Boston, MA 02118 – Fax: 617.638.5370)
Final Practicum Leadership Self-Assessment

Instructions: Students must use the table below to reassess their current competency levels and reflect any improvements made as a result of their practicum experience. Students must then use a separate page to provide a detailed description of the practicum task/s or deliverable/s that led to each Improved or Mastered competency.

<table>
<thead>
<tr>
<th>Leadership, Management, and Government Competencies</th>
<th>Not Addressed</th>
<th>Improved</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Create a strategic plan.</td>
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<td></td>
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<tr>
<td>Facilitate shared decision making through negotiation and consensus-building methods.</td>
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<td></td>
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<tr>
<td>Create organizational change strategies.</td>
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<td></td>
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<tr>
<td>Propose strategies to promote inclusion and equity within public health programs, policies and systems.</td>
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<tr>
<td>Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency.</td>
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<tr>
<td>Propose human, fiscal and other resources to achieve a strategic goal.</td>
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<tr>
<td>Cultivate new resources and revenue streams to achieve a strategic goal.</td>
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<tr>
<td>Apply relevant ethical, legal, and human rights principles to difficult and controversial public health decision-making.</td>
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<tr>
<td>Apply lean management tools and techniques to resolve operational problems and enact sustainable change.</td>
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<tr>
<td>Data and Analysis Competencies</td>
<td>Not Addressed</td>
<td>Improved</td>
<td>Mastered</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.</td>
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<tr>
<td>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.</td>
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<td>Develop a fully integrated evaluation of a program or policy that incorporates a plan for both outcome and process evaluation.</td>
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<tr>
<td>Policy and Programs Competencies</td>
<td>Not Addressed</td>
<td>Improved</td>
<td>Mastered</td>
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<tr>
<td>Design a system-level intervention to address a public health issue.</td>
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<tr>
<td>Integrate knowledge of cultural values and practices in the design of public health policies and programs.</td>
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<tr>
<td>Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.</td>
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<tr>
<td>Propose interprofessional team approaches to improving public health.</td>
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<td>Develop evidence-based strategies for changing health law and policy.</td>
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<tr>
<td>Develop financial and business plans for health programs and services.</td>
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<tr>
<td>Education and Workforce Development Competencies</td>
<td>Not Addressed</td>
<td>Improved</td>
<td>Mastered</td>
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<tr>
<td>Assess an audience’s knowledge and learning needs.</td>
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<td>Deliver training or educational experiences that promote learning in academic, organizational or community settings.</td>
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<tr>
<td>Use best practice modalities in pedagogical practices.</td>
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Boston University School of Public Health

Field Supervisor Evaluation of Practicum Student

Instructions:
The Field Supervisor should complete this at the end of the practicum. This evaluates the student’s performance throughout the practicum experience. Please review this with the student before submitting the completed evaluation to the DrPH Program Manager.

Field Supervisor: ____________________________      Agency/Organization: _____________________________
Student: ________________________________        Start/End Date of Practicum: __________________________

************************************************************************************

How many hours onsite did the student complete?  _________________________________________

Please evaluate the student’s performance throughout the practicum.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Exceeded Expectations</th>
<th>Met Expectations</th>
<th>Somewhat Met Expectations</th>
<th>Did Not Meet Expectations</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Punctuality</td>
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<td>Cooperation/Teamwork</td>
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<td>Problem Solving</td>
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<td>Dependability</td>
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<td>Professionalism</td>
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<td>Initiative/Motivation</td>
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<td>Adaptability/Flexibility</td>
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<td>Ability to Accept Feedback</td>
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<td>Communication Skills</td>
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<tr>
<td>Cultural Competency</td>
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<tr>
<td>Basic Public Health Skills</td>
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<td>Policy Development</td>
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<td>Program Planning</td>
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<td>Leadership Skills</td>
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To what degree did the student improve the following DrPH competencies chosen as learning objectives in the DrPH Practicum Learning Contract? Please rank the student’s skill levels.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Improved</th>
<th>Mastered</th>
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26
What recommendations for professional development do you have for the student?

Do you feel that the total hours designated to the student’s practicum were sufficient in meeting your agency’s needs?

Would you be willing to serve as a practicum field supervisor again?

Any other comments/concerns?

Signatures
Field Supervisor: _____________________________ Date: ________

Student: ________________________________ Date: ________

(Return to Sebastian Bach, Crosstown Center, Room 429B, 801 Massachusetts Avenue, Boston, MA 02118 – Fax: 617.638.5370 | E-Mail: drph@bu.edu)
SECTION 4: COMPREHENSIVE EXAMINATIONS

Written and Oral Comprehensive Examinations
Upon successful completion of coursework, each student will take a comprehensive exam that will require the student to address a public health problem using knowledge and skills acquired in the classroom. A DrPH Comprehensive Exam Committee will be chosen by the Doctor of Public Health Committee (DPHC) and be composed of three members (a member of the DPHC, the student’s advisor, and one other SPH faculty member). In the event that a student’s advisor cannot serve on the student’s examination committee, the DPHC will select a proxy to represent that advisor on the examination committee. Students preparing to take the comprehensive exams should visit the following exam preparation website for examples of policy memos, successful written exams, and oral presentations: http://learn.bu.edu.

Exam Format:
1. The exam will be administered 3 times per year: Fall, Spring, and Summer. Exams will be offered typically in October, February, and June.

2. Students can choose one of 2 questions—one domestic and one international—that will describe a public health problem that the student will address.

3. The exam will require the student to produce a paper that recommends a solution to the public health problem, a brief politically-oriented policy memo on the project, and a formal presentation of the paper and memo to their DrPH Comprehensive Exam Committee, during which time the student will respond to committee members’ questions.

4. The brief policy memo portion of the examination will be due one day after the main written product.

5. The committee’s decision on whether a student’s performance on the exam is satisfactory will be based on the student’s overall performance of all the tasks described in Paragraph 3.

6. Students will be informed of the outcome of their examinations within one day after all students taking exams in that time frame have completed their oral examination. Students who fail the examination will receive a written report explaining the reason for their failure from the chair of the examination committee. This report will be organized according to the guidelines for the examination.

7. Students who have failed the exam may not retake the exam until they and their advisor come to an agreement that they are ready to do so. Under the guidance of their advisors, students must prepare themselves to retake the comprehensive exams during one of the following two exam administrations. For example, a student who fails the comprehensive exams in the Fall must retake the comprehensive exams by no later than the following Summer, approximately eight months later. Exceptions to this rule will only be granted with approval from the DrPH Committee (Please submit all petitions to the DrPH Program Manager.).

8. Students will have two chances to pass the comprehensive exams. Students who do not pass the examination after two attempts may petition to the DrPH Committee for the right to take the exam a third time. The student’s petition must specify the reasons why the student believes she or he will be successful in the third administration of the exam. The decision to permit a student a third attempt to pass the comprehensive exam rests in the sole discretion of the DrPH Committee, and its decision is final. Failure to pass the comprehensive exams after a third attempt will result in Academic Dismissal.
DrPH Comprehensive Examination Guidelines

Purpose
The goal of this examination is to evaluate a student’s ability to address a real world problem and communicate a response at the level of a doctorally prepared public health professional. Each student will be required to present a response in three formats: (1) a 25 page written report; (2) a 2 page memo to a policymaker; and (3) orally. Each student will be required to select and respond to one of the two real-life public health situations, one U.S.-based and one international, presented by the examiners. The students can choose the geographic location where they will address this issue and must notify the DrPH Program Manager at least one month prior to the examination.

Requirements
- Students will be on their honor not to collaborate with each other or anyone else concerning their responses during the examination period. Violation of this provision will lead to immediate expulsion from the program.

- All written work must be delivered to the DrPH Program Manager on time, according to the deadlines set forth in the examination instructions provided to the examinee. Failure to complete any part of the exam on time will result in an automatic failure.

- The written report cannot exceed 25 double-spaced pages, though it may be shorter. Students must not devote more than 4 pages to a discussion of the background of the public health problem or the setting being examined. Data tables will go in the main text, but references and a title page will not count toward page limit. Font must be no smaller than Times New Roman 12 point or Arial 11 point with a 1 inch margin on all sides.

- The 2 page memo should focus on the political implications of the plan in a concise format and in a language and style that A) presents the student’s advocacy for the plan in a political context and B) proves persuasive to current political leaders on their terms.

- The oral presentation will involve a brief (15 minutes maximum) presentation followed by a question and answer period that may cover all three products.

- Examinations will be graded as a whole with the final decision based on overall performance across all elements of the examination.
Assessment

Written Report: Students will be evaluated based on their ability to:

Apply relevant principles and theoretical approaches, learned through coursework and experience, to the specific situation described in the case.

- Briefly describe the problem and examine the contextual factors and legal and ethical considerations related to the topic that would need to be considered in both assessing the problem and developing a solution to it.

Integrate multiple resources and types of data to define and address the case.

- Identify and analyze the secondary and primary data and associated measurement issues needed to determine if this is a real problem that needs attention, particularly in light of other existing problems.
- Briefly identify two alternative approaches to addressing the problem and explain how you prioritized them, leading to the choice of a favored approach, which is then explained in detail.

Combine various components of their response into a persuasively communicated plan

- Create and justify a plan to develop and implement a response, including cost considerations and a budget, to the problem as defined.
- Develop a plan for evaluation to determine if the program being proposed was successful.
- Communicate conclusions in an integrated and effective plan to the official identified in the question.

Thoughtfully summarize the strengths and weaknesses of the proposal to address the case.

- Identify challenges that would be faced in developing and implementing this solution. How would these challenges be overcome?

Policy Memo: (Due 1 day after the report is submitted)

Effectively summarize the longer description of the plan into a concise format in language relevant to a policymaker

- A 2-page memo (same formatting rules as for report) focusing on the political implications of the plan in a concise format and in a language and style that A) presents their advocacy for the plan in a political context and B) proves persuasive to current political leaders on their terms. This is not an executive summary of the findings but rather a political analysis of the implications of the proposed plan for political leaders. Submission of an executive summary of the longer report that does not focus on political implications will be deemed unresponsive to the assignment.

Oral Examination: (Approximately 1 week after the report is submitted)

Students will be asked to make a presentation to a committee (which has read your plan) that summarizes in 15 minutes your written report. Students are expected to continue to develop their response in the time between the submission of their written examination and their oral presentation. The oral presentation will be followed by a question and answer period covering elements of all three products. Students will be evaluated on both their formal presentation and their responses in the question and answer period.
### Examination Dates for 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
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</thead>
<tbody>
<tr>
<td>Exam distributed:</td>
<td>10/4</td>
<td>2/7</td>
<td>6/6</td>
<td>10/3</td>
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<tr>
<td>Return written exam:</td>
<td>10/8</td>
<td>2/11</td>
<td>6/10</td>
<td>10/7</td>
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<tr>
<td>Policy Memo:</td>
<td>10/9</td>
<td>2/12</td>
<td>6/11</td>
<td>10/8</td>
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<tr>
<td>Oral Exams week of:</td>
<td>10/15</td>
<td>2/18</td>
<td>6/17</td>
<td>10/14</td>
</tr>
</tbody>
</table>
SECTION 5: PUBLIC HEALTH PRACTICE DISSERTATION

Registration
All DrPH students must register for PH 990, Continuing Study, each fall and spring semester upon completion of all coursework and the DrPH practicum. This registration requirement includes students who are preparing to take the comprehensive exams and all students who have reached the dissertation stage of their academic careers. Failure to register for PH 990 each fall and spring semester until graduation may result in dismissal from the DrPH Program.

Dissertation Topics and Design
Through independent work under the guidance of their Doctoral Dissertation Committee (described below), DrPH candidates will prepare a dissertation demonstrating their ability to analyze and solve a complex, practice-based problem in public health. The dissertation is expected to make a substantial contribution to the existing public health practice knowledge base. The dissertation format will be determined in large part by the nature of the public health problem students plan to address. It should reflect the variety of perspectives needed to analyze and ameliorate major public health problems and include explicit population-based policy and practice implications. DrPH dissertations are expected to provide support for ongoing public health field practice and at the same time include sufficient context and assessment of transferability that practitioners in other public health settings can gauge the usefulness of the findings for their own work. Appropriate dissertation formats may include:

- applied public health research
- development and analysis of new practice interventions
- design and implementation of public health programs
- program or policy evaluations
- historical program or policy analyses
- case-studies and policy analyses
- substantial legislative proposals

National, regional and local health departments, community-based health centers and NGOs in the U.S. and internationally represent the types of sites in which students might conduct their practice-based dissertation work.

Formation of Dissertation Committee
Students will identify a dissertation advisor (who is often but not always their original academic advisor) and work with that individual to form a Doctoral Dissertation Committee (DDC). Membership shall consist of a minimum of four persons:

- The dissertation advisor (First Reader) and two other SPH faculty members. At least two different SPH academic departments will be represented on the student’s DDC.
- The fourth member should work in a leadership capacity in the public health practice community, preferably also serving as an adjunct faculty member.
- The DDC should have at least one current or former member of the DPHC or a faculty member who has taught a core course for the DrPH Program.
- Students have the option of including additional members to their committee at their discretion, particularly if there is a need for support in specific skill areas not available from their committee. Additional committee members are then expected to be full participants in all aspects of dissertation review and approval.
Once formed, the composition of the Dissertation Committee can only be changed with the approval of the DPHC. Before submitting their Topic Approval Request (TAR), students will complete and submit to the DrPH Program Manager a form listing the names and contact information for their Dissertation Committee. Topic approval requests will not be reviewed by the DPHC until the student’s Dissertation Committee has read and approved the TAR.

**Dissertation Topic Approval**

In conjunction with forming their committee, students will identify a public health practice dissertation topic and prepare a dissertation topic approval request (TAR). *Students must submit a TAR within six months of successfully passing the comprehensive exams to demonstrate adequate progress in the program.*

Prior to the full development of a student’s dissertation proposal, the DPHC must approve the proposed dissertation topic in order to ensure that it fulfills the general criteria for a practice-oriented dissertation and is consistent with the goals of the DrPH Program. The student should submit to the DPHC a short (maximum 5 double spaced pages) summary identifying the points described in italics below. Before the student submits a TAR to the DPHC, they must submit a completed Dissertation Topic Approval Request Form to the DrPH Program Manager. The form includes the signed assurance that all of the student’s dissertation committee members have read and approved the topic approval request before it is submitted to the DrPH Committee.

The student’s dissertation advisor (First Reader) will participate in the DPHC’s approval process to enhance continuity with the subsequent dissertation proposal development. The student will be notified by the DrPH Program Manager of the date of the meeting at which his or her request will be considered and is responsible for

1. Submitting the Dissertation Topic Approval Request Form. Failure to submit this form with signatures from a student’s dissertation committee members indicating they have read and approved the TAR will delay the review of the TAR until a subsequent DPHC meeting.
2. Submitting his or her Topic Approval Request to the DPHC one week in advance of that meeting; and
3. Arranging for his or her dissertation advisor’s attendance at that meeting by notifying the dissertation advisor of the date and time of the meeting.

If a topic is subsequently changed, approval by the DPHC will be required.

The topic approval request should very briefly (maximum 5 double spaced pages exclusive of references and title page) summarize the following:

1. On a title page, present the formal title of the dissertation and *clearly state the public health question* that you are addressing in this dissertation.
2. *In 1 page or less* describe the background and context of the problem being studied.
3. Most importantly, the TAR should address two questions:
a. How will your dissertation improve the public’s health in a practical way by contributing to the solution of a current public health problem while providing some generalizable lessons practitioners can use; and

b. How will the research be carried out? Students should provide an outline of the design and methods to be used. It is particularly important that this portion of the TAR has been read and approved by the student’s dissertation committee. The more explicit students can be concerning their research design and methods, the greater the likelihood for approval.

The student’s dissertation advisor will notify the student of the results of the DPHC’s decision.
Boston University School of Public Health
Doctor of Public Health Program
Dissertation Topic Approval Request Form

**Instructions for DrPH Students:** Prior to submitting your dissertation topic approval request to the DrPH Committee, verify that all members of your dissertation committee have read and support your topic approval request. Once you have finalized your dissertation topic with your dissertation committee, complete the form below and include this document with your dissertation topic approval request, which should be submitted to the DrPH Program Manager no later than one week prior to the next monthly meeting of the DrPH Committee. The DrPH Committee meeting schedule will be announced at the beginning of each semester so that students can determine submission deadlines.

**Instructions for Dissertation Committee Members:** Please read your doctoral candidate’s dissertation topic approval request and, if necessary, suggest any needed revisions. The requirements for the topic approval request are listed in the DrPH Guidebook and require that the candidate address briefly (maximum 5 double spaced pages exclusive of references and title page) the following:

1. On a title page, present the formal title of the dissertation and the list of your committee members and clearly state the public health question that you are addressing in this dissertation.
2. How will your dissertation improve the public’s health in a practical way by contributing to the solution of a current public health problem while providing some generalizable lessons practitioners can use?
3. How will the research be carried out? (The more explicit students can be concerning their research design and methods, the greater the likelihood for approval by the DrPH Committee.)

The program’s goal is to have the student explicitly identify the public health practice relevance of the topic and briefly describe his or her chosen methodology so that the DrPH committee has confidence it will be completed. Once the student has produced a satisfactory topic approval request, please signify your agreement by checking the box next to your name below. After the topic is approved by the DrPH Committee, the student will work with you and your colleagues on the student’s dissertation committee to complete a formal dissertation proposal and, ultimately, his or her dissertation.

**DrPH Candidate Name**

**Title of Proposed Dissertation**

**Doctoral Dissertation Committee**
The individuals listed below verify that they have read and approved the above doctoral candidate’s topic approval request and recommend its submission to the Doctor of Public Health Committee.

First Reader

Second Reader

Third Reader

Fourth Reader

**Additional Committee Members (if necessary)**

Name

Name

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**Dissertation Proposal Development**

Students **must** submit a completed, formal written proposal and make an oral presentation based on that proposal to their Doctoral Dissertation Committee (DDC). The dissertation committee can determine if it wishes to establish a page limit to the proposal. The proposal should develop in greater depth the themes identified in the topic approval request and include the following sections.

(1) **Question and Specific Aims**
Describe the question to be addressed and list the broad, long-term objectives and the goal of the specific research proposed.

(2) **Relevance to Improving the Health of the Public**
Analyze the context and justify the importance of the public health issue to be examined. If the aims of the dissertation are achieved, how will public health knowledge and/or public health practice be advanced?

(3) **Background and Significance**
Summarize the literature on past and current strategies that have been used to address the issues studied. Sketch the background leading to present conditions, critically evaluate existing knowledge, and specifically identify the gaps in knowledge that the project is intended to fill. Describe the effect of past studies on the concepts, methods, technologies, services, or interventions that drive this field.

(4) **Research Design and Methods**
This section should include the following subsections:

   (a) Describe the research design or conceptual or practice framework, procedures, and analyses to be used to accomplish the specific aims of the project. Place the research in the context of one of the approaches discussed in the DrPH Handbook (e.g. policy analyses, applied public health research, development and analysis of new practice interventions, design and implementation of public health programs, program or policy evaluations, historical program or policy analyses, substantial legislative proposals) and explain why that design is appropriate to the proposed question.

   (b) Explain how the data will be collected, analyzed, and interpreted.

   (c) Describe any new methodology used and its advantage over existing methodologies.

   (d) Describe any novel concepts, approaches, tools, or technologies to be used in the proposed dissertation.

   (e) Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims.

   (f) Provide a tentative sequence or timetable for the project.

(5) **Chapter Outline for Final Dissertation**

(6) **References**

(7) **Human Subjects Research**
For all research involving human subjects, describe your process for protection of subjects from research risks as well as the inclusion of women, minorities, and children as appropriate.
Approval
After the candidate completes an oral defense of the dissertation proposal before the DDC, the DDC must approve the doctoral proposal unanimously prior to the student’s commencing her or his dissertation project. The decision of the DDC must be conveyed in a letter from the Dissertation Advisor to the DrPH Program Manager and DrPH Program Manager no later than one week following the oral proposal defense.

If the committee has any conditions concerning additional elements of the proposal that must be completed prior to approval, they should be stipulated in the letter to the candidate with a copy to the DrPH Program Manager with a recommended date for completion of the revised proposal. In the case of a request for a revised proposal, once the DDC has reviewed and approved it unanimously, a letter indicating such must be sent by the Dissertation Advisor to the candidate with a copy to the DrPH Program Manager.

Dissertation Research Presentations
As part of its reaccreditation process, the School of Public Health has set goals for its doctoral programs. One of these is that every student who is in the dissertation stage of their doctoral program will present to a DrPH Seminar an oral progress report on the current status of their dissertations. The content of these presentations will vary depending on how far into the dissertation process the student is, but it will be required of every doctoral student and will serve as an opportunity for them to get feedback from faculty and their fellow students. Students should plan the presentations (the expectation is for a 15 minute presentation with 5 minutes for Q & A) in conjunction with their dissertation committee chair and should:

- Briefly summarize the key questions being addressed
- Briefly note the methods being used to examine them
- Focus primarily on the presentation of challenges faced in the process of doing the dissertation and how those challenges were resolved
- Discuss what challenges remain that the student would like feedback on

The tone of these sessions should be supportive of the student’s efforts with participants weighing in on how to help the student complete the best practice based dissertation possible. Presentation sessions will occur twice each fall and spring semester. Students defending their dissertations will not be required to present during their final semester.

Dissertation Abstract and Defense
Students preparing to defend their public health practice dissertations must apply for graduation through the BUSPH Office of the Registrar. Please contact Nikki Long (nlonge@bu.edu), BUSPH Registrar, for more information. At the time of application, students must have a defense date approved and set by the Doctoral Dissertation Committee and DrPH Program Manager. Students must submit a dissertation abstract of no more than 350 words to both the BUSPH Registrar and the DrPH Program Manager at the time that they apply to graduate. This abstract must be accompanied by the “Dissertation Abstract Submission Form,” which must be signed by the student’s first reader/committee chair to signify the committee’s approval of the abstract. Both
application and abstract must be received by the Registrar and DrPH Program Manager no later than 30 days prior to the dissertation defense date. (See form included in the Appendices.) Students must also distribute a near-final draft of the dissertation to their Doctoral Dissertation Committee at least 30 days prior to the defense to allow sufficient time for comments and revision. Students are strongly encouraged to schedule a meeting of their Doctoral Dissertation Committee shortly before the abstract submission deadline to seek abstract approval and finalize dissertation revision plans in advance of the dissertation defense.

Upon completion of the written public health practice dissertation, students will make an oral presentation summarizing the key elements of the dissertation and its population-based policy and practice implications to their Doctoral Dissertation Committee. This requirement, to be conducted in an appropriate public forum, will demonstrate students’ ability to present the integration and application of public health practice scholarship and skills required to solve complex public health problems in an appropriate, realistic, and proactive way. Students and their DDCs must select a date for the public defense prior to the semester deadline for dissertation defenses (see the Doctoral Graduation Calendar printed in the front of this guidebook) and notify the DrPH Program Manager at least one month in advance. Students will be responsible for making changes to the dissertation based on comments received at the oral presentation—and all such revisions must be made by the dissertation submission deadline—though it is expected that most or all of these concerns will be resolved prior to the oral presentation. Based on the written and oral presentations, the Doctoral Dissertation Committee will formally vote to recommend approval or disapproval of the public health practice dissertation. The vote must be unanimous for the dissertation to be approved. Upon approval, the Dissertation Advisor will write a letter to the student informing him or her of the decision with a copy of that letter to the DrPH Program Manager.

**Final Assessment/Approval**

The Doctoral Dissertation Committee, in consultation with the DrPH Program Manager, will then make the final determination and certify the student’s successful fulfillment of all DrPH program requirements.

The assessment of the dissertation will be based on the degree to which it makes a substantial contribution to the existing public health practice knowledge base. Specifically,
Dissertation Assessment Rubric

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<th>Approve as is OR Approve w/minor changes</th>
<th>Approve subject to major changes</th>
<th>Do not approve</th>
<th>Comments</th>
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<tr>
<td><strong>Literature Review</strong> is relevant, well written and comprehensive</td>
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<tr>
<td><strong>Conceptual Framework</strong> is appropriately described, relevant to a practice context and linked to the literature review</td>
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<tr>
<td><strong>Practice Relevance</strong> of the dissertation is clearly described and the work makes a contribution to field knowledge</td>
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<td><strong>Research question</strong> is clearly defined and addressed with appropriate methodological rigor</td>
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<tr>
<td>Findings are <strong>Clearly Presented</strong>, linked to past research and field knowledge, and comprehensive</td>
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<tr>
<td><strong>Conclusions</strong> advance knowledge in the practice of public health</td>
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<tr>
<td><strong>Independence</strong> – work was carried out by student with moderate levels of advising and direction from faculty and field members of the committee</td>
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**Preparation and Submission of Final Dissertation**

Soon after the successful dissertation defense, the student will provide one bound copy of the thesis to the Assistant Dean for DrPH Education. The dissertation must also be submitted electronically to the Mugar Memorial Library via the ProQuestETD site (http://www.etdadmin.com) by the deadline listed in the “Doctoral Graduation Calendar” (see p. 4). Additional Boston University requirements for the style, electronic submission, distribution, and other aspects of the dissertation can be found in “Research Guide for Writers of Theses and Dissertations,” available at the following URL:
http://www.bu.edu/library/guides/theses/

Students with questions about formatting or the dissertation submission process must contact Brendan McDermott, Thesis and Dissertation Librarian at the Mugar Memorial Library, at brendan@bu.edu. Mr. McDermott has requested that students send him an electronic copy of their dissertation long in advance of the date when they would like to submit their final draft to give him ample time to assess their dissertation’s adherence to Boston University formatting requirements.
Please note that conferment of the Doctor of Public Health degree is contingent upon the submission of the final dissertation draft by the deadline established by the School of Public Health.

There is a charge for library services for handling the thesis, and signatures of thesis committee members are required. Consequently, students must familiarize themselves fully with the requirements for preparing and submitting the final draft of the dissertation before the dissertation defense so that these steps can be fulfilled expeditiously after the defense.
## DrPH Dissertation Checklist

1. Formation of Doctoral Dissertation Committee (DDC)
   - First Reader/Dissertation Advisor
   - Second Reader
   - Third Reader
   - Fourth Reader/Practice Community Representative

2. Completion of Responsible Conduct of Research Training (may be concurrent with coursework or development of dissertation topic and proposal)

3. Development of Dissertation Topic Approval Request (TAR) with DDC

4. DDC Approval of TAR

5. Submission of signed TAR Cover Sheet and 5-page TAR Document to the DrPH DrPH Program Manager

6. DrPH Committee Approval of TAR

   - Submission of Written Proposal and Delivery of Oral Presentation to DDC
   - Submission of Dissertation Approval Letter to DrPH Program Manager

8. Submission of Graduation Application to BUSPH Registrar

9. Scheduling of Dissertation Defense (see current *Graduation Calendar* for applicable deadlines) *(No Later than 30 Days Prior to the Dissertation Defense)*

10. Preparation and Submission of 350-word Dissertation Abstract to BUSPH Registrar and DrPH DrPH Program Manager *(No Later than 30 Days Prior to the Dissertation Defense)*

11. Dissertation Defense

12. Final Revision and Submission of Dissertation
   - Submission of Near-Final Draft of Dissertation to Brendan McDermott for Formatting Check
   - Completion of Signature Sheet
   - Electronic Submission of Final Dissertation document via ProquestETD site and Payment of Processing Fees
   - Submission of 1 Bound Copy of Dissertation to the Assistant Dean for DrPH Education
SECTION 6: STUDENT POLICIES AND RESOURCES

Compliance Requirements for All Boston University Students
All students, including non-degree students, must comply with the Massachusetts Motor Vehicle Law, BU Alert telephone number, immunization (as applicable), and payment requirements in order to be in status with the university. You may check your compliance status at www.bu.edu/studentlink.

The SPH Registrar’s Office is blocked from registering any student who is not in compliance with university requirements and cannot manually override this block and register students. If you need assistance with compliance information, please talk with a staff member in the SPH Registrar’s Office.

If you have any questions regarding the purpose of the compliance requirements, go to www.bu.edu/reg/information/complianceinformation.

Massachusetts Motor Vehicle Law
The Massachusetts Motor Vehicle Law requires that all out-of-state students, including those who do not bring cars to Massachusetts, sign an acknowledgement that they have been informed of the law.

The Massachusetts Motor Vehicle Law requires out-of-state students bringing vehicles into the Commonwealth of Massachusetts to file a nonresident driver statement with the local police department in the city in which their university is located: “It is unlawful for a resident student to fail to file a nonresident driver statement with the police department located in the same city or town as the school or college attended, in accordance with Section 3 of Chapter 90 of the Massachusetts General Laws. Failure to file such statement is punishable by a fine not to exceed $200.”

Boston University, in turn, is required by the Commonwealth to keep a record and provide proof to the state that students have been apprised of the law. Eligible students must formally acknowledge they have been notified of the law by clicking on the acknowledge button at www.bu.edu/link/shortcut/massmotorlaw. Students who fail to do so will not be in compliance and will be unable to register for upcoming semesters.

Instructions for Complying with the Law:
• All out-state-students, including those who do not bring cars to Massachusetts, are required to read the statement on www.bu.edu/link/shortcut/massmotorlaw and click on “I acknowledge.”
• In addition, STUDENTS BRINGING VEHICLES into the Commonwealth of Massachusetts are required to download and complete the Nonresident Driver Statement from the Massachusetts Registry of Motor Vehicles website at www.mass.gov/rmv/forms/20098.pdf.

• Mail form to:
  Office of the University Registrar
  881 Commonwealth Avenue
  Boston, MA 02215

• The Registrar’s Office will mail a copy of the student’s form to the Boston Police Department. The Registrar’s Office will then mail a state-approved decal to the student’s local address. This decal must be prominently displayed in the uppermost center portion of the windshield of the student’s vehicle.
BU Alert Telephone Number
A BU alert number is the cell phone to which the University can send a text message in the event of an emergency on campus. If you do not have a cell phone, a voice message can be sent to the telephone number of your choice.

Immunization Requirements
In the spirit of public health, we ask all students to be sure their immunizations are up to date, even part-time students who are not required to verify their immunization status. International students must meet mandatory state immunization requirements at the time of registration. For more information about immunization requirements, go to the Student Health Services website, bu.edu/shs/required.

Tuition Payment
All students must pay their bill by published tuition payment deadlines.

Registration Requirements

Continuing Study
At Boston University School of Public Health, all doctoral students, regardless of citizenship or immigration status, must register each fall and spring semester during their doctoral program until they graduate or risk being administratively withdrawn from their doctoral program.

International students holding F-1 or J-1 non-immigrant status and who are in residence at Boston University must meet the requirements of their visa, in particular full-time enrollment. Full-time enrollment is achieved by registration for 12 or more credits of academic coursework, or by registration in Continuing Study with additional full-time certification (“Certified Full-time”) coding by the SPH Registrar. International, non-immigrant students must check in at the Boston University International Students and Scholars Office (ISSO) when they first arrive at Boston University and then complete “Semester Verification” in each subsequent semester to ensure that they remain in lawful status. Students who are not full-time by virtue of academic course load (12 credits or more) or who are not certified full time by enrolling in continuing study will be considered in violation of their immigration status. Students who violate their status are subject to the penalties prescribed in relevant immigration laws.

Students who are permanent residents or United States citizens must meet the requirements of their program and must register for either coursework or Continuing Study each fall and spring semester.

Leaves of Absence
A student may request a leave of absence of up to two semesters by writing a letter to the Assistant Dean for DrPH Education and the BUSPH Registrar. This request must be received no later than 60 days prior to the beginning of the semester when the requested leave of absence would begin. Longer leaves of absence may be approved under compelling circumstances.

International students must have approval of ISSO to take a leave of absence and must work with ISSO when they are ready to return to their studies.

Students on leave of absence are not entitled to be advised officially by their advisors or meet with their Doctoral Dissertation Committee during a leave of absence, nor do they have library privileges. It has been possible for students on leave to maintain their ACS accounts.
Boston University Information Regarding Academic Honesty

Academic honesty is essential for students to attain the competencies the University and School expect of graduates, and any action by a student that subverts these goals seriously undermines the integrity of the educational programs at the School. Students at the Boston University School of Public Health are expected to adhere to the highest standards of academic honesty.

Academic misconduct is any intentional act or omission by a student which represents his or her academic achievements, or attempts to misrepresent these achievements. While not an exhaustive list, the following acts constitute academic misconduct:

- **Cheating on Examinations:** The use or attempted use of any unauthorized books, notes or other materials in order to enhance the student's performance in the examination, copying or attempting to copy from another student's examination, permitting another student to copy from an examination or otherwise assisting another student during an examination, or any other violation of the examination's stated or commonly understood ground rules.

Detecting and Prevention Cheating During Exams by Kevin Yee and Patricia MacKown, University of Central Florida describes many of the ways students attempt to cheat during exams and offer tips for prevention and detection. The link also includes a helpful table outlining the cheating method, and how to both detect and prevent it.

In the event that an instructor suspects a student of misconduct he or she should refer to “Standards of Academic Honesty and Disciplinary Procedures of the Boston University School of Public Health”.

- **Plagiarism:** Any representation of the work of another as his or her own constitutes plagiarism. This includes copying or substantially restating the work of another person without the use of quotation marks or other indication that the words of another have been copied, the use of any written or oral work from which the student has obtained ideas or data without acknowledging that person's contribution.

Plagiarism is such a prevalent and complicated problem that has become increasingly difficult to manage in the digital age. Multiple strategies exist to combat this problem, such as administering pop-quizzes or assignments and using plagiarism detection software. Plagiarism can often be prevented through effective communication and assignment design. Talking about the definition and consequences of plagiarism with students and discussing the challenges involved with writing and the resources available can go a long way towards prevention. Designing assignments to make the writing process transparent (e.g., collecting outlines and drafts) can also steer students away from plagiarism.

It is important to understand the student’s point of view and what circumstances might cause someone to plagiarize. Students often plagiarize by mistake or out of desperation (as opposed to simple laziness). Asking to meet with the student one-on-one can go a long way in reducing the risk of a student being defensive and providing an opportunity to let the student open up about the assignment or exam.

If you suspect a student of misconduct, refer to “Standards of Academic Honesty and Disciplinary Procedures of the Boston University School of Public Health” for the most appropriate next steps.
- **Additional Resources on Plagiarism:**
  - [Plagiarism Detection with Turnitin Software from the Office of Teaching and Digital Learning](#)
  - [Plagiarism Detection from the BU Center for Excellence and Innovation in Teaching](#)
    - Includes information on Turnitin, SafeAssign, Google, and Google Scholar
  - [Anti-Plagiarism Strategies for Research Papers](#)
    - Includes awareness, prevention, and detection strategies
  - [Plagiarism and Anti-Plagiarism from Heyward Ehrlich at Rutgers University](#)

**Additional examples of academic dishonesty include**

- Submitting the same work in more than one course without the consent of all the instructors.
- Misrepresentation or falsification of data.
- Allowing another student to represent your work as his or her own.
- Violating the rules of an examination or assignment.

Charges of academic misconduct will be brought to the attention of the Associate Dean for Education, who will review all such cases and decide upon the appropriate action. A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including dismissal from the School.

For the BUSPH policy on standards of Academic Honesty and Disciplinary Procedures, [click here](#).

For more information, visit the [BU Center for Excellence and Innovation in Teaching](#).

Grading Standards, Program-Level Probation, and Dismissal

Grading Standards
All SPH degree candidates must earn a minimum 3.0 GPA each semester to be in good academic standing and must have a minimum 3.0 GPA at SPH to graduate.

Improving a Grade in a Course with a Minimum Grade Requirement
Faculty teaching a course with a minimum grade requirement may, at their discretion, give students who fail to attain the minimum grade at least one opportunity to improve their final course grade by revising a component of the grade as determined by the instructor. The revised course grade cannot be higher than the minimum required grade.

The course instructor's grade change policy must be explicitly stated in the course syllabus at the beginning of the semester. If a faculty member designates a mechanism to improve a grade in a course with a minimum grade requirement, a student must express his or her intention to improve the course grade within two weeks after the course grade is entered, and must submit the specified work before the start of the next academic semester. Exceptions to the two-week notification policy are granted only in extraordinary circumstances and can be approved only by the Associate Dean for Education.

Repeating a Class Due to Failure to Attain the Minimum Grade Requirement
Students who do not meet a minimum grade requirement must register for the course, or its curricular equivalent, for a second time in the next semester the course is offered. Students may earn a grade higher than the minimum grade in a repeated course – they are eligible to be graded with the whole range of grades, as described on the SPH Grading Policy at http://www.bu.edu/academics/sph/policies/.

In all cases, a student must repeat the course in which he or she did not attain the minimum grade no later than one year from the initial registration, unless they are given specific written permission of the Associate Dean for Education to exceed this timeframe. Students who do not repeat the course within one year and do not seek permission to do so may be subject to academic dismissal.

The option to improve a grade is not available in courses that do not have a minimum grade requirement. Students may not repeat such a course or its curricular equivalent.

Conditions and Consequences of Repeating a Course
Grades for every course in which a student registers, including repeated courses, will appear on the student’s transcript. The credits from courses in which the student fails to achieve the minimum grade are not counted toward the credit requirement for graduation, although the grade is factored into the overall grade point average.

Students may not use institutional aid or SPH scholarship or merit funds to pay for courses they are retaking in order to meet the minimum grade requirement. They may use federal financial aid, such as loans. Students repeating courses are strongly encouraged to contact the Office of Student Financial Services to verify their financial aid prior to the start of the semester.
Failure to Meet the Minimum Required Grade in a Repeated Class
A student will be subject to dismissal from Boston University if he or she does not achieve the minimum grade in a repeated course or its curricular equivalent. The student may petition the Associate Dean for Education to repeat the course or its curricular equivalent an additional time. If the petition is rejected, the student will be dismissed from SPH. If the petition is granted and the student again does not achieve the minimum grade, the student will be dismissed with no option to appeal.

Failure to Meet the Minimum Required Grade in Multiple Courses
No student will be permitted to repeat more than two courses that have a minimum grade requirement during their tenure at SPH. A student who fails to achieve a minimum grade in three courses that have a minimum grade requirement will be subject to dismissal from SPH. A student who wishes to appeal his or her dismissal may do so by petitioning the Associate Dean for Education in writing. The student should provide evidence

Please see the BUSPH Grading Policy at http://www.bu.edu/academics/sph/policies/grading/ for the full grading policy.

Program-Level Probation
A DrPH student is expected to make satisfactory academic progress in each semester. This includes:

1. Maintaining a B (3.0) or better average in all coursework
2. Taking the comprehensive exams within four years of matriculation into the program. If the first attempt is not successful, a second attempt must be made within the next two administrations of the examination.
3. Submitting a Topic Approval request within 6 months of successfully completing one’s comprehensive examination.
4. Submitting a dissertation proposal within a year of receiving notice that his/her dissertation topic has been approved
5. Maintaining adequate progress on his/her dissertation in the last year as represented in the required Semi-Annual Student Self-Evaluation.

The DrPH Committee may assess a student’s progress at any time, and may place the student on program-level probation if, in its opinion, it has determined that the student has not made adequate progress toward meeting graduation requirements.

When a student is placed on program-level probation, the Assistant Dean for DrPH Education will send the student a letter specifying the reason(s) for probation, what is required to be removed from probation, and the deadline by which the requirement(s) must be met. After the student has fulfilled the relevant requirement(s), he/she must write a letter to the Assistant Dean for DrPH Education that describes these steps. The Assistant Dean for DrPH Education will respond in writing with a determination of whether the student (A) has met the requirements and has been removed from probationary status or (B) has not met the requirements and will remain on probation. Alternatively, the Assistant Dean may refer the matter to the DrPH Committee for further action.

Dismissal
A student who is on probation for not making adequate progress will be dismissed from the doctoral program if he/she does not demonstrate substantial progress during the specified probationary period, or does not meet the requirement(s) of probation by the deadline specified by the doctoral committee.

A student who fails one or both sections of the comprehensive examination two times will be dismissed unless he/she successfully petitions the doctoral committee for a third attempt to complete that exam.
Dismissal may also occur as a result of committing an act of academic dishonesty, as defined in the School's policy on Academic Honesty.

All decisions regarding probation and dismissal will be made by the doctoral committee. The decision of the doctoral committee is final.

**Dispute Resolution Process**
A concern or complaint from a SPH student should be directed to the persons whose actions or inactions have given rise to the concern or complaint. Whenever possible, every effort should be made to resolve the problem promptly at the level at which it occurred. The student may pursue the issue within the normal reporting structure of the academic or administrative department at SPH. If a student feels he or she has been unfairly treated by an instructor or teaching assistant of a SPH course, the student should contact the chair (or his/her designee) of the department in which course is taught. If the chair is the instructor, the student should seek assistance from the associate dean for education. Should the student need additional assistance, he or she may also see staff in the Boston University Ombudsman Office, located at 19 Deerfield Street, Suite 203 on the Charles River Campus and Suite 818 in the Solomon Carter Fuller Building, 85 East Newton Street, on the Medical Campus.

**Grievance Process**
When a student has reason to believe that his or her rights have been denied by reason of discrimination on the basis of race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful bias, he or she may file a formal written grievance with the dean of the School of Public Health, Talbot 3 Center, 715 Albany Street, or the dean of students of Boston University, 775 Commonwealth Avenue, Boston, MA 02215. The grievance statement should be as specific as possible regarding the action(s) that precipitated the grievance: date, place, and people involved; efforts made to settle the matter informally; and the remedy sought. Full copies of the “Grievance Procedures in Cases of Alleged Discrimination” are available at the SPH Office for Student Services, Talbot 2 Center, or at the Office of the Vice President and Dean of Students, Boston University, 775 Commonwealth Avenue, Third Floor, Boston, MA 02215.

If a student’s grievance alleges discrimination based on disability, the director of the Disability Services Office, who is the University’s compliance officer for Section 504 of the Rehabilitation Act of 1973, will also be provided with a copy of the grievance and will be involved in resolution of the grievance, as appropriate.
Dissertation Abstract, Defense, and Submission to Mugar Memorial Library

Dissertation Abstract
All doctoral students must submit a dissertation abstract of no more than 350 words to the BUSPH Registrar and the DrPH Program Manager when they apply to graduate. This abstract must be accompanied by the “Dissertation Abstract Submission Form,” which must be signed by the student’s first reader/committee chair to signify the committee’s approval of the abstract. Both application and abstract must be received no later than 30 days prior to the dissertation defense date. (See form included in the Appendices.) Students are strongly encouraged to schedule a meeting of their Doctoral Dissertation Committee shortly before the abstract submission deadline to seek abstract approval and finalize dissertation revision plans in advance of the dissertation defense.

Dissertation Defense
Dates included in the Doctoral Graduation Calendar represent the absolute deadlines (in each semester) for holding a dissertation defense. (Please see the “Doctoral Graduation Calendar” in the front of this guidebook.) When scheduling their dissertation defense, students should allow sufficient time for making any final revisions recommended by their doctoral dissertation committee prior to the absolute deadline for submitting the approved dissertation to the Mugar Memorial Library. The doctoral candidate and all dissertation committee members must participate in the dissertation defense on the selected defense date. Both the doctoral candidate and the dissertation committee chair must be available on the selected defense date to appear in person at the defense, which must be held on the BU Medical Campus. Other committee members should appear in person for the defense; however, if they cannot, they may make arrangements to participate in the defense remotely. Students must notify the DrPH Program Manager of the dissertation defense date no later than 30 days prior to the defense. Within one week after the dissertation defense, the dissertation committee chair must send written notification of the outcome of the defense to the DrPH Program Manager.

Submission of Doctoral Dissertation
Conferment of the doctoral degree is contingent upon receipt of the dissertation final draft by the deadlines established by the Doctoral Graduation Calendar. Please note that, to be accepted by the Mugar Memorial Library, all doctoral dissertations must be formatted according to the guidelines described in the “Research Guide for Writers of Theses and Dissertations,” which is available at the following URL: http://www.bu.edu/library/guides/theses/ Students must sign up for a ProQuestETD account at the following URL to gain access to the dissertation submissions site: http://www. etdadmin.com. Students with questions about formatting or the electronic dissertation submission process must contact the DrPH Program manager or Brendan McDermott, Thesis and Dissertation Librarian at the Mugar Memorial Library, at brendan@bu.edu.

Program Time Limit
It is the policy of the School of Public Health that all requirements for a doctoral degree must be completed within 5-7 years of entering the doctoral program. The DrPH Program observes the following time limits: 5 years for full-time students (full-time at the time they entered the program) and 7 years for part-time students. The 7-year limit is inclusive of any leaves of absence the student may have taken. Any extensions of the overall time limit must be requested in writing to the Assistant Dean for DrPH Education with documentation of the extraordinary circumstances creating the delay and a date by which the requirements will be met. The request must be reviewed and approved by the DrPH Committee. A student who does not meet the time limits established by the program may be dismissed from the program without a degree.
Semiannual DrPH Student Self-Evaluation

DrPH Students who have passed their comprehensive exams are required to submit a DrPH Student Self-Evaluation twice annually to the DrPH Program Manager: once by June 1 (submitted via SPH website) and once by December 1 (using enclosed template). Please see the template for the DrPH Student Self-Evaluation in the Appendix to this Student Guidebook. This self-evaluation asks students a) to describe their academic and professional activities over the previous six months and b) to assess their current progress in the DrPH Program. Failure to submit two consecutive self-evaluations by the established deadlines will automatically place the student on academic probation due to lack of progress and may result in dismissal from the DrPH Program.

The Official Student Record
The Official Student Record is an extremely important set of documents that demonstrate the progress of the student through the doctoral program. All students will be responsible for understanding the contents of their own file and familiarizing themselves with the rules outlined below.

When a student enters the program, the program director creates the Official Student Record in the program director’s office. The Official Student Record is available for inspection by the student and members of the doctoral program committee. Initially, the file contains the student's name, the date of entry into the program, and the name of the assigned academic advisor. With a few exceptions, described below, it is the student's responsibility to make additions to the Official Student Record and guarantee that the program director has received the appropriate information. Additions may be made in person or by mail, facsimile transmission, or electronic mail.

Student Responsibilities
Students must submit the following information and materials to their Official Student Record:
- notification of change of academic advisor, including the name of the new advisor and the date of the change;
- copies of transcripts and other required documentation showing completion of the credit requirements;
- a copy of all qualifying examination documents;
- a letter identifying the members of and date of formation of the doctoral dissertation committee;
- a copy of all dissertation progress reports;
- and a copy of an announcement of the dissertation defense

DrPH Program Manager Responsibilities
The DrPH Program Manager must maintain the following materials in all Official Student Records:
- qualifying examination committee’s written approval of the passage of the qualifying examination/s;
- doctoral program committee’s written approval of the proposed dissertation project;
- dissertation committee chair’s written approval indicating the dissertation committee's unanimous approval of the dissertation;
- and any correspondence pertaining to potential or actual disapproval of the dissertation.
International Students and International Work

International Students and Scholars Office (ISSO) (http://www.bu.edu/isko/)
The ISSO provides professional expertise on immigration and employment issues to students, faculty, and staff at Boston University.

ISSO Office Hours
Monday, Tuesday, Thursday, and Friday: 9:00AM - 5:00PM
Wednesday: 12:00PM - 5:00PM

The ISSO office is closed on all Boston University holiday and intersession days.

Contact Information:
888 Commonwealth Avenue, 2nd Floor
Boston, MA 02215
Phone: (617) 353-3565
Fax: (617) 358-1170
Email: isso@bu.edu

The School of Public Health’s ISSO liaison is Lauren Snow (ljsnow@bu.edu). Students who have any questions regarding their required registration or necessary documents for travel or study should contact the ISSO. If students must visit the office in person, they may take the BU BUS. 888 Commonwealth Avenue is located opposite the C6 – Buick Street and Commonwealth Avenue stop on the BU Shuttle Outbound to the Charles River Campus.

Maintaining Visa Status
To remain lawfully in the United States during their doctoral studies, international students must obey the laws regulating F-1 and J-1 visa status. These regulations include, but are not limited to, registering for a fulltime course of study (whether by taking 12 or more credits or via registering for Continuing Study during all fall and spring semesters), limiting travel outside the U.S. to no more than 5 months at a time, and maintaining a current and valid I-20. For a complete discussion of these requirements, please visit the ISSO website at the following URLs:

Students on an F-1 visa: http://www.bu.edu/isko/students/current/f1/status/index.html

Students on a J-1 visa: http://www.bu.edu/isko/students/current/j1/status/index.html

Completing the Dissertation
Regardless of when they participate in graduation ceremonies, international students officially complete their doctoral studies when they submit the final version of their dissertation and when Boston University certifies that they have successfully completed all degree requirements. Please note that all students who will complete and submit their dissertation during the summer must be registered as continuing students during the summer semester to maintain lawful F-1 status. Otherwise, students must register in every fall and spring semester.
Disability Services

Students requiring disability services or accommodations are encouraged to meet with Mary Murphy-Phillips, Director of Student and Educational Services, who is the BUSPH liaison to the Boston University Office of Disability Services. Mary may be reached at 617-638-5059, in her office on Talbot 2 Center, or via e-mail at mcmurph@bu.edu. Students may also refer to the School of Public Health Student Handbook (sph.bu.edu/studenthandbook) and to the Office of Disability Services website bu.edu/disability for more information.

Student Health and Behavioral Medicine

BUSPH students have several options for health and medical care, as outlined in the School of Public Health Student Handbook (sph.bu.edu/studenthandbook). Students should always refer to their insurance brochure and policy for coverage options, benefits and any restrictions.

In the event of a medical emergency, go to the closest hospital emergency room.

Communications

There are several ways to remain in contact with faculty and other students and to be informed about events and opportunities at BUSPH.

- The BUSPH website: bu.edu/sph
- Student Resources: bu.edu/sph/students/resources/. This collection of online resources includes information regarding registration, important administrative paperwork students may need, accessing your grades and transcript electronically, etc.
- The Student Handbook: bu.edu/sph/students/resources/policies-and-procedures/student-handbook/ and also available in Student Services, Talbot 219 East
- BUSPH Bulletin: Available in Registrar’s Office, Talbot 210 Center

Professional Associations

In addition to skills gained through classes, students benefit greatly from joining professional associations. These associations offer students opportunities to meet people working in public health, learn about job opportunities, understand trends in the field, and polish communication and presentation skills. Students are strongly encouraged to become active in the following organizations, and are welcome to discuss your interest in other associations with the Assistant Dean for DrPH Education and their advisors. These organizations generally welcome student members at a reduced cost.

- American Public Health Association (APHA) – www.apha.org
- Massachusetts Public Health Association (MPHA) – www.mphaweb.org
- National Association of County and City Health Officials (NACCHO) – www.naccho.org
APPENDICES

Student Progress through Program

1. Admission to Program
2. Completion of Prerequisites (if necessary; they can be done in conjunction with first year coursework)
3. Assignment of Academic Advisor
4. Completion of 34 DrPH Core Credits
5. Completion of 4 Research Method Course Credits, 4 Management/Policy Elective Credits, & 6 Health Law/Policy/Advocacy Credits
6. Completion of Field Practicum
7. Completion of Comprehensive Examination
Formation of Dissertation Committee (DDC)

Completion of Responsible Conduct of Research Training

Approval of Dissertation Topic by DPHC

Dissertation Proposal Approval by DDC

Written Dissertation and Abstract

Oral Defense of Dissertation

Dissertation Approval

Electronic Submission of Dissertation

Conferring of Degree
Dissertation Abstract Submission Form

This form must be submitted to the Office of the Registrar, 715 Albany Street, Talbot Building, Room T210AC, and the DrPH Program Manager, Crosstown Center, Room #429B, 801 Massachusetts Avenue, accompanied by one copy of the dissertation abstract (maximum of 350 words) and the Graduation Application, at least 30 days in advance of the defense of the dissertation. The proper heading of the dissertation abstract must be printed at the top of the abstract. Prior to submission, the abstract must have been read and approved by your dissertation committee chair/first reader. Please type or print clearly.

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<td>Degree</td>
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Dissertation Title

I plan to graduate on _____________________. I have completed a graduation application.

Dissertation Committee

<table>
<thead>
<tr>
<th>First Reader:</th>
<th>Name</th>
<th>Department/Affiliation</th>
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<tr>
<td>Second Reader:</td>
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<td>Third Reader:</td>
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<td>Fourth Reader:</td>
<td>Name</td>
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<tr>
<td>Additional Readers:</td>
<td>Name</td>
<td>Department/Affiliation</td>
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</table>

Approval and Signatures

The undersigned verify that the enclosed dissertation abstract has been approved for publication and submission to the Office of the Registrar and the DrPH Program Manager. Any subsequent revisions to this abstract will require the immediate resubmission of these documents to the Office of the Registrar and the DrPH Program Manager.

<table>
<thead>
<tr>
<th>Signature of Doctoral Degree Candidate</th>
<th>Date</th>
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<tbody>
<tr>
<td>Signature of Dissertation Committee Chair/First Reader</td>
<td>Date</td>
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</table>
SEMIANNUAL STUDENT SELF-EVALUATION

DOCTOR OF PUBLIC HEALTH PROGRAM
BOSTON UNIVERSITY SCHOOL OF PUBLIC HEALTH

All Doctor of Public Health candidates who have passed their comprehensive exams must submit this report on a semiannual basis. The July 1 report must be submitted via the School of Public Health website questionnaire. The December 1 report must be submitted to the DrPH Program Manager (drph@bu.edu) as an e-mail attachment using the following template.

Process:

1. Using the template on the following page, report completed work over the last six months and intended completion plan/s for work in the future by December 1 to the DrPH Program Manager. The narrative report should address, by a self-evaluation, where you are in the dissertation process. You should think broadly in the context of the balance of how working through this program fits into your life as a whole, though you may record in the report only the professional development aspects of this reflection.

2. Prior to submitting this report to the DrPH Program Manager, students should consult their advisor to discuss this plan and report. Faculty advisors may write an evaluation of their own that is appended to this report as desired. The progress will be reviewed by the DrPH Committee at its January meeting.

3. Reports may be submitted in any medium that is convenient. Students may cut and paste from other documents, provide printouts from other records, or use any medium that makes the preparation of this report expedient. The Assistant Dean for DrPH Education will review the reports and then meet with individual students as either the student or the Assistant Dean deems necessary.
Template for Student Self-Evaluation

1) Student name
2) Year student entered the program
3) Number of course credits required for the degree program
4) Academic advisor (with date of meeting to discuss semiannual progress)
5) Membership of dissertation committee (if known)
6) Status of dissertation topic approval request
7) Status of dissertation proposal (complete plan to accomplish the dissertation)
8) Status of I.R.B. approval (if required) for dissertation work
9) Describe service and membership/s in professional organizations (e.g. APHA)
10) Describe professional meetings attended and presentations (poster or oral) made outside Boston University
11) List presentations made at Boston University (excluding class assignments) and any plans for such presentations in the coming year
12) List peer reviewed publications submitted and status of review process.
13) Status of grant proposals, scholarship applications, or plans to submit grant proposals or scholarship applications to support your own work
14) Most importantly, status of dissertation work and writing, including actual or working title
15) Narrative discussion of current status of professional growth, career plans, and general experience of the program as it fits into your life (extent of personal aspects included is by choice, but you should think about all aspects of how this program and degree fit into your life and plans, as you write this narrative). Consider carefully milestones/accomplishments as well as disappointments/failures.
Course Descriptions

PH 700 Foundations of Public Health
As a self-directed, online course, PH 700 is designed to provide foundational knowledge in the profession and science of public health and factors related to public health. Students are automatically enrolled in the course and encouraged to complete it before classes begin or at the latest by the end of their initial semester in the DrPH Program. The course allows students to meet the required foundational knowledge criteria as determined by the Council on Education for Public Health.

PH 842 Research Theory and Design
This course focuses on the philosophy of science and the practice of research in public health. It compares and contrasts different approaches to scholarship and examines what makes some research interesting and important. The course will focus on developing research questions, objectives and aims in the context of what is already known/not known about an area of study. Students will develop the background and specific aims sections for a research proposal by the end of the course. **Prerequisites:** BS704 or EP713 or the equivalent as determined by the instructor. 2 credits. (Staff)

PH 843 Introduction to Quantitative Analysis for Public Health and Health Services Research
Through this course, doctoral students and advanced master’s degree students will build their skills and intuition to use statistical methods to conduct public health and health services research. Rather than providing a menu of options for statistical analysis, the course will emphasize key concepts that unify different approaches, using linear regression as a case study in statistical and causal inference. The course will cover critical sources of bias in estimating point parameters and standard errors, including: confounding, measurement error, missing data, and correlated and heteroskedastic errors. The instructional model for the course will be the integration of lectures, in-class and at-home simulation exercises in R, critique of existing studies, and analysis of real data. Students completing this course will have built the intuition and gained the hands-on-experience needed to implement regression-based analyses in their own future work; to take higher level courses in statistical analysis and study design successfully; and to engage with the quantitative literature in public health and health services research with a critical eye. **Prerequisites:** BS704, EP713, PH842, and BS720 or equivalent. 2 credits. (Staff)

PH 844 Introduction to Qualitative Analysis for Public Health and Health Services Research
Qualitative methods are increasingly used either independently or as part of mixed-methods designs to answer "how" and "why" questions that other research methods may not inform. In this course, students will learn to identify different types of qualitative methods and the types of research questions and problems for which they are appropriate; different approaches to the analysis of a variety of types of qualitative data and to critically assess examples of such methods used in the literature. **Prerequisites:** The MPH core courses in Epidemiology and Biostatistics and PH842 or equivalent. 2 credits. (Staff)

PM 831 Implementation Science: Linking Research to Practice
A major gap exists in health services research between what is known about interventions and the actual use of those interventions in practice. Often, interventions shown effective in the research setting do not translate in the real world. Implementation science focuses on developing methods to ensure that evidence-based models are effectively translated to the clinical setting. The course focuses on the complex concepts of implementation science, including the wide range of theoretical frameworks and approaches driving the field. Students will also learn about different models of implementation research, its strengths and limitations, and develop an implementation research study proposal. 2 credits. (Drainoni)
PH 851 Community Needs Assessment and Systems Analysis
This course examines the processes by which local and regional health status and services can be assessed and analyzed. Students will learn approaches to: quantitatively and qualitatively defining public health problems; setting a community agenda by prioritizing distinct public health problems; engage the community in assessing local capacity to address those problems; visualizing those problems with Geographic Information Systems. Students will also examine the principles and applications to public health problems of systems analysis. 4 Credits (Declercq & Greece)

PH 853 Managing and Implementing Public Health Programs
This course focuses on the development and implementation of program and policy interventions that can improve public health by modifying people's health-related behaviors, and on the design and execution of effective oral and written communications to support those interventions. Working through a sequence of written assignments, students will develop: (1) a set of theory-based learning and environmental change objectives; (2) a strategic plan for a program or policy intervention designed to change an important health-related behavior; (3) a management plan for implementing and maintaining that intervention; (4) a supportive communication strategy; and (5) specific media and communications executions to operationalize that strategy. In class writing workshops and individual consultations are designed to give students ideas for their projects and interim feedback on their written assignments. 4 credits (Greece and Declercq)

PH 854 Program and Policy Evaluation
Evaluation research is critical to the advancement of public health knowledge and the improvement of program services. This course focuses on the theory and practice of program evaluation and the development of student evaluation skills. Students will critique case materials taken from current evaluation projects. The process of examining secondary data related to evaluation of public health policy initiatives will also be covered. Students will learn to conceptualize the entire evaluation process from the initial stages of program development through program and policy implementation. 4 credits (Henry)

PH 856 Law and Ethics for Public Health Leaders
This course examines the ethical and legal principles which public health leaders in US and international settings should understand when making difficult decisions. The course is case-based and issues addressed will include resource allocation and rationing, surveillance practices and privacy, the “right to health,” the regulation of research in the U.S and developing countries, and public health responses to major epidemics. 2 credits (Sabin)

PH 857 Health Economics and Financial Management for Public Health
This course is an applied, practitioner-oriented survey of major topics in health economics and the financial management of public health organizations and programs. It will provide students with a brief introduction to the theoretical and conceptual underpinnings of health economics and financial management, but the focus will be on practical application to health care market issues, resource allocation policy problems, financial and managerial accounting, performance measurement, and economic evaluation of public health programs. The course will use a combination of lectures, group discussions, in-class exercises, take-home assignments, and case studies to forge the link between the theoretical material and its practical application. Examples and case studies will be taken from a range of real-life domestic and international experience. 4 credits (Sabin)
PH858 Cases in Public Health Management
This course will focus on developing tools for and perspectives on decision making in senior public health positions through analysis of a series of case studies. Students will adopt different roles in preparing the cases, sometimes singly and sometimes in groups. The cases will address challenges faced by senior leadership including human resources, facilities design, quality control, organizational change and integration of policy and program planning. Students will be assessed on: (1) memos prepared for their roles in individual classes; (2) the quality of their participation in class discussions of the cases; and (3) their response to a case that will be distributed as a final examination. 4 credits (Cox)

PM835 Lean Management
This course is designed to prepare students to plan and successfully implement lean management driven processes in health care organization. It teaches lean principles and provides the opportunity to complete a lean managed project. It therefore uses a blended format that includes a week long intensive program for training on lean concepts and tools, followed by a semester long field work on a quality improvement project using lean methodology with online and personal support. 4 credits (Staff)

PH 866 Public Health Leadership Seminar
The public health leadership seminar provides the main integrative pedagogic experience of the DrPH doctoral program. It will provide a place for combining and applying knowledge from previous courses and field experience to address substantial complex multidimensional public health programs. It will also address crosscutting issues that may not be covered in any single DrPH core or departmental course. The seminar will also provide an opportunity to meet/learn from/ and interact with senior public health officials/practitioners. 0 credits (Declercq & Feeley).
DrPH Program Library

Borrowing Policy

The DrPH program has developed a small, specialized library focusing on public health management, leadership and policy that you may use as a resource during your time in the program. The library is housed in the Assistant Dean for DrPH Education’s office in Room #430 of the Crosstown Center building.

You are permitted to sign books out of the library four weeks at a time. If you do not return the books, or if the books you borrowed are lost, you will be billed for the cost and shipping of a new copy of the book.

Library Titles


Trostle, JA. *Epidemiology and Culture*. New York: Cambridge University Press, 2004


**Doctor of Public Health (DRPH)**

**Graduation Requirements for Students Entering Program in 2018-2019**

Name (last, first) ___________________________ □ Non-permanent U.S. resident

**BU ID:** U ______- ___ - ___- ___- ___

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<tr>
<th>DrPH Core Course Requirements (34 Credits)</th>
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<td>PH700 Foundations of Public Health (online)</td>
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<td>PH842 Research Theory and Design</td>
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<td>PH843 Introduction to Quantitative Analysis for Public Health and Health Services Research</td>
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<td>PH866 Public Health Leadership Seminar</td>
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<tr>
<td>Third Effort</td>
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Final Approval Signature: I certify that this student has completed all requirements for the DrPH.

Assistant Dean for DrPH Education ___________________________ Date ____________

**Practice Based Dissertation**

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<td>Dissertation Defense</td>
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**Miscellaneous Requirements:**

- [ ] Prerequisites Complete
- [ ] Credits Total 48 or above
- [ ] GPA 3.0 or above