

Doctor of Public Health Community Health and Prevention

AY 2018 to 2019



DREXEL UNIVERSITY
Dornsife
School of Public Health

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Drexel University Dornsife School of Public Health

"This school of public health is founded on a commitment – a commitment to public health as social justice. We see health not as a privilege, but as a right."

Jonathan Mann, MD, MPH - April 20, 1998

Mission and Core Values

Mission

The mission of the Dornsife School of Public Health at Drexel University is to provide education, conduct research, and partner with communities and organizations to improve the health of populations. We view health as a human right and have a special commitment to improving health in cities, eliminating health disparities, and promoting health in all policies.

Values

The SPH faculty, staff and students are committed to the following:

- Health as a human right and the importance of social justice to health
- Integrity, rigor, critical thinking, and self-reflection in research, scholarship, and education
- Translation of knowledge into actions to improve population health and eliminate health disparities
- Sustainable and equitable community partnerships
- Inclusiveness, diversity, empathy and respect for others regardless of position or status.
- Human dignity and open and honest dialogue.
- Service to local communities while recognizing the value of a global perspective

School of Public Health Departments

The School is organized into four departments, reflecting the five core disciplines of public health.

Department of Community Health and Prevention

The mission of the Department of Community Health and Prevention (CHP) is to promote the health of communities through education, research, service and advocacy focused on the societal conditions required for people to be healthy. This necessitates long-term partnerships with communities and organizations in the context of respect for community values, strengths, and assets. Central to this goal is the understanding of the relationship between human rights, dignity, and health status.

Department of Environmental and Occupational Health

The mission of the Department of Environmental and Occupational Health (EOH) is to conduct research on the prevention of adverse health effects of environmental and occupational exposures, serve communities and workers through actions to promote healthful environmental conditions, and train students to become effective leaders in the field. These activities are carried out in the context of the school's focus on communities, urban health, social justice, and human rights. A central theme of EOH is preventive action, focusing on initiatives that decrease the burden of diseases caused by environmental and occupational factors and improve the health and well-being of the population.

Department of Epidemiology and Biostatistics

The mission of the Department of Epidemiology and Biostatistics (EB) is to apply, develop, and teach approaches to understanding the distribution and determinants of disease in populations in order to generate knowledge that can be used to improve public health.

Department of Health Management and Policy

The mission of the Department of Health Management and Policy (HMP) is to develop and support highly qualified and appropriately trained public health leaders to assume management and policy roles to support population and community health improvement. The focus of the Department is on leadership for the planning, implementation and operation of systemic, effective and community responsive programs and organizations, as well as organizational and policy interventions requiring some combination of management, organization, finance, advocacy and political action, and public policy analysis skills.

DrPH in Community Health and Prevention Program

About the Program

The goal of the DrPH program in Community Health and Prevention is to produce doctoral-level public health graduates who exhibit a broad-based, systemic understanding of public health and are committed to effecting meaningful change in public and/or community health systems. Integrating applied research, education, service and advocacy, the program emphasizes the application of interdisciplinary, theoretical, and applied research paradigms to the understanding and prevention of public health problems.

The DrPH program in Community Health and Prevention is structured as follows: *required courses*, which build core competencies in community health and prevention; *elective courses*, which develop specific areas of expertise; the *comprehensive exam*, which reassures student understanding and application of core public health competencies; the *practicum*, which structures the application of concepts and methods to solving public health problems; and the *dissertation*, which showcases the student's competency in applied research. This general framework is infused with community public health practice, rigorous qualitative and quantitative applied research methods, and skilled advocacy.

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DrPH Competencies

The general structure of the DrPH program includes school and department required courses to build core competencies in community health and prevention; elective courses to develop specific areas of expertise; a comprehensive written exam to measure core competencies in public health; a practicum to structure the application of concepts and methods to solving public health problems; and a dissertation that showcases the student's competency in applied research.

The DrPH program in Community Health and Prevention prepares candidates for leadership roles in education, research, and practice through theoretical and content study as well as practical experience. Upon graduation, DrPH students in Community Health and Prevention are expected to understand the mission, goals, and strategies of community health; understand and assess community health status and needs; understand and assess individual and environmental determinants of health; design, implement, and evaluate public health programs and policies; and translate findings into policy recommendations and advocate for change. The five program competencies are listed below:

I. To understand mission, goals, and strategies of community health and prevention

- Population Health Perspective
 - To use public datasets to characterize a population, identify patterns of disease, and identify population health priorities, including census, vital statistics, national health data, regional health data, and data from law enforcement and social services.
 - To obtain, critically analyze, and integrate public media, library, internet, and community sources of health information.
 - To identify major characteristics of health systems in developed and developing countries
 - To identify global burden of disease
 - To analyze fit between population health need and system of care
 - To apply population health methods to analyze and solve professionally relevant public health problems
 - To identify ethical challenges in public health research and practice
- Population Health Research Methods

- To formulate and select research questions, identify and critically analyze literature, determine the significance of the proposed research, and use qualitative and quantitative methods as needed for specific research aims.
- To select appropriate designs, sampling strategies, measurement methods, and data analysis strategies for specific research aims.
- To obtain, critically analyze, and integrate public media, library, and internet sources of research methods information.
- To apply research methods to analyze and solve professionally relevant public health problems.
- To apply ethical principles to research
- Policy Analysis, Advocacy, and Leadership
 - To develop policy and/or program options
 - To design an action plan responsive to a proposed policy and/or program
 - To evaluate a proposed policy and/or program
 - To develop an advocacy strategy

II. To understand and assess community health status and needs

- Identifying Needs Using Survey Research Methods
 - To select a study design for a community survey
 - To select a sample for a community survey (stratified and cluster designs)
 - To develop base-building processes, consent processes, and retention processes to maximize survey participation
 - To develop data collection methods, including interviewer training and supervision
 - To implement a community survey
 - To manage, analyze, and interpret data from a community survey.
- Identifying Needs Using Qualitative Research Methods
 - To distinguish between qualitative methods, and to identify which methods are appropriate for particular research questions
 - To collect and analyze data through a variety of methods including discourse analysis, case studies, focus groups, unstructured interviewing, and direct observation
 - To analyze and interpret qualitative data

III. To understand and assess individual and environmental determinants of health

- Identifying Individual Determinants: Biomedical and Behavioral Sciences
 - To use molecular biology, genetics, physiological mechanisms, nutrition, principles of infectious disease, and tumor biology to analyze public health problems
 - To use psychological theories to analyze public health problems
- Identifying Environmental Determinants: Environmental, Social, and Political Sciences
 - To use social, anthropological, and cultural theories to analyze public health problems
 - To use physical environmental theories to analyze public health problems
 - To use political and economic theories to analyze public health problems
- Integrating Conceptual Frameworks
 - To identify the relationships among individual behavior, cultural beliefs, natural environment, and economic and political institutions
 - To use theories of sustainable development to analyze public health problems
- Methods for Retrospective and Prospective Research
 - To analyze strengths and weaknesses of different conceptual models for etiologic research
 - To identify problems in assigning causation
 - To design matched and unmatched case-control studies
 - To design longitudinal studies
 - To use geospatial techniques for examining health problems
 - To use multiple imputation methods for missing data
 - To conduct psychometric analyses to investigate data structure

IV. To design, implement, and evaluate public health programs and policies

- Design of Interventions
 - To design individual and group interventions based on cognitive and behavioral theories
 - To design community interventions based on theories about the physical, social, political, and economic environment

- Methods for Investigating Impact
 - To match designs to questions.
 - To draw probability samples.
 - To analyze the psychometrics of scales.
 - To design, run and interpret a descriptive analysis and exploratory analysis.
 - To design, run, and interpret regression analysis, including regression diagnostics
 - To run and interpret a hierarchical ANOVA.
 - To run and interpret survival analysis
 - To run and interpret time series analysis
 - To use smoothing methods and bootstrapping
 - To run and interpret nonparametric regression
- Program Evaluation
 - To formulate and select process and outcome measures with community participation in the design and implementation of evaluation procedures as well as interpretation of data.
 - To know how to develop realistic and reasonable budgets for program evaluation.
 - To use data from evaluation for program, individual, and organizational change.
 - To conduct a meta-evaluation
- Economic Evaluation
 - To conduct a cost analysis
 - To identify strengths and weaknesses of cost-effectiveness analysis, cost-utility analysis, and cost-benefit analysis
 - To conduct sensitivity analysis

V. To translate findings into policy recommendations and advocate for change

- Management
 - To identify potential human and monetary resources to address public health problems
 - To use information technology for planning, monitoring, and evaluating health services

- To identify strengths and weaknesses of management theories and implications of different theories for organization of health services
- To analyze organizational behavior
- To plan organizational structure, strategic alliances, and communication and coordination mechanisms
- To analyze strengths and weaknesses of theories of change and innovation strategies
- To identify legal and regulatory issues in the organization and delivery of health services
- To analyze strengths and weaknesses of different methods of planning, implementation, monitoring, and evaluation of health services
- To identify sources of public health funding and write a grant proposal
- Policy Development and Analysis
 - To use health policy information to identify positions of major stakeholders and analyze policies in terms of stakeholder interests
 - To identify policy alternatives
 - To identify evaluation criteria
 - To analyze alternatives using criteria to recommend a course of action
- Leadership
 - To establish and maintain linkages with key stakeholders
 - To create shared values and vision within project team and larger coalitions
 - To use persuasive communication, conflict management strategies, negotiation, and interpersonal influence to promote public health
 - To inform and mobilize appropriate audiences through dissemination of knowledge by partnering with key constituencies, and use appropriate media venues.
 - To use mass media advocacy to support policy initiatives

Teaching Practices

Teaching practices are drawn from problem-based learning theory and cooperative learning theory and include: analytic-conceptual methods (theory-based and practice-based readings), experiential methods (group problem solving), self-reflective methods (journals and case analyses), and integrative methods (community health and prevention research project). Formative assessment is used to identify the nature of student

challenges to guide subsequent instruction, and problem-based summative assessment is used to evaluate student competencies.

Organizational Structure

The Department of Community Health and Prevention has a Chair, who oversees departmental issues. The DrPH program director is responsible for the DrPH Program, and the program manager serves as the graduate advisor for all doctoral students, and is responsible for daily program operations.

Program Management

The DrPH in Community Health and Prevention is supervised by the DrPH program director. The DrPH program director reports to the chair of the Department of Community Health and Prevention.

Interdisciplinary Nature of Program Faculty

Our department is a diverse community of scholars and public health practitioners with faculty trained in disciplines such as sociology, psychology, history, public health, medicine and theology among others. Research and service initiatives led by department faculty include substance use and misuse, HIV/AIDS, chronic disease disparities, global health, maternal and child health, LGBT health, spirituality and health, public health ethics, history of public health, risk and health communication, and evaluations of city and state public health initiatives. The CHP department also emphasizes the use of community informed research methods based on the principles of community engagement and participatory action. We have a long history of partnerships with local, national and global organizations in which students can hone the public health practice and research skills necessary for rewarding and successful careers.

Resources and Environment

Students in the DrPH Program have work stations available on the 4th Floor of Nesbitt Hall, which will be assigned through the department. Classes are held in classrooms across Drexel University's main campus.

Degree Requirements

Completion of the DrPH in Community Health and Prevention requires:

1. 60.0 quarter credit hours of coursework beyond the master's degree;
2. a minimum cumulative grade point average of 3.3;
3. completion of a practicum experience;
4. passage of the doctoral comprehensive/candidacy examination; and
5. completion of a dissertation that is highly relevant to community health practice and involves applied research, policy analysis, or management analysis.

Students will be required to complete 60 quarter credits, comprised of three school-required doctoral courses (9 credits), eight department-required courses (24 credits), two required electives (6 credits), three chosen electives (9 credits), a practicum (3 credits), and a minimum of nine credits for the dissertation sequence. Among the required courses, CHP 810 Practicum Seminar and CHP 902 Dissertation Seminar II are offered as one-on-one courses with the supervising professor.

Required courses develop the five core competencies of the DrPH program, while the elective courses allow doctoral students to expand and enhance skills within specific competency areas, according to the student's learning goals. The three-credit practicum involves supervised applied research experience culminating in an abstract, case example for class, and either a manuscript or dissertation research grant. The nine-credit dissertation sequence includes development and defense of the dissertation proposal, dissertation research, and defense of the dissertation.

The listing of the required courses for the DrPH in Community Health and Prevention program is below. For detailed descriptions of these courses, please visit the DrPH Degree

Requirements page of the Drexel Catalog:

<http://catalog.drexel.edu/graduate/schoolofpublichealth/communityhealthandprevention/#degreerequirementsdrph>.

School Required Courses (9.0 credits)

The three school-required courses are:

- EPI 560 – Intermediate Epidemiology
- BST 560 – Intermediate Biostatistics I
- HMP 802 – Health and Human Rights

Department Required Courses (24.0 Credits)

The eight Community Health and Prevention-required courses are:

- CHP 801 – Theory & Practice of Community Health & Prevention I
- CHP 802 – Theory & Practice of Community Health & Prevention II
- CHP 803 – Research Methods for Community Health and Prevention
- CHP 804 – Qualitative Research in Community Health
- CHP 805 – Outcomes and Impact Evaluation
- CHP 806 – Community Based Participatory Research
- CHP 807 – Public Health Ethics
- CHP 808 – Measuring Health

Practicum (3.0 Credits)

The required practicum is CHP 810 – Practicum in Community Health and Prevention.

Dissertation Sequence (9.0 Credits minimum)

The dissertation sequence includes a minimum of nine credits. The three classes in the sequence are:

- CHP 901 – Dissertation Seminar I
- CHP 902 – Dissertation Seminar II
- CHP 998 – Dissertation Guidance

Required Electives (6.0 Credits)

The required program electives are:

- Leadership/Management Elective – 3.0 Credits
- Health Communication Elective – 3.0 Credits

Electives (9.0 Credits)

Students are required to successfully complete at least three electives (9 credits). These courses may be within the School of Public Health, or from other academic units within the University. It is the student's responsibility to determine course restrictions and the registration processes associated with electives.

It is important to note that students are not limited to electives offered by the department. Each student will be encouraged to choose electives that maximize the fit between the student's educational objectives and opportunities throughout the School and University. The ability to include educational opportunities throughout the School and University enhances student learning, and may ultimately increase research collaborations among students and faculty across the University.

Electives will be selected in consultation with supervising professor. Please see the [Drexel Course Catalog](#) for a listing of the possible elective courses.

All incoming or new teaching assistants are required to complete the one-credit Teaching Assistant Preparation Course offered through the Graduate College.

Practicum (Supervised Experience and CHP 810)

The practicum is a three-credit required course (CHP 810) that students take after the comprehensive examination and before the preliminary oral defense of the dissertation proposal. The practicum involves designing, participating in, and reflecting upon applied research experiences designed to increase DrPH competencies.

Practicum Components

The three-credit practicum includes three major components that must be completed in the order listed:

1 - Breadth of Practice Experience

- Supervised Hours: 240 hours in a public health practice or applied research setting
- Role: Internship or professional staff position
- Supervisor: Supervised by a faculty member with mentoring from a community preceptor

- Context: The project may be based in a community site, the student's workplace, or by working on a faculty member's applied research project
- Waiver: Practice experience prior to entering the DrPH Program may result in full or partial waiver of this component.
 - Practice experience includes a MPH degree from a SPH with a MPH practice component as well as other practice experience during or after the master's degree.
 - Students with prior practice experience complete a "Breadth of Practice Experience Waiver Request"; this request is reviewed by the DrPH Program with a decision back to the student within a month.

2- Depth of Practice Experience

- Supervised Hours: 120 hours working on a project linked to the student's dissertation, of which 30 hours involve direct faculty supervision
- Role: Internship or professional staff position
- Supervisor: Supervised by a DrPH Program faculty member with mentoring from a community preceptor
- Context: The project may be based in a community site, the student's workplace, or by working on a faculty member's applied research project

3- CHP 810 Seminar with Supervising Professor

- Guided reflection on advanced practitioner issues and workshops on scientific writing
- Completion and submission of abstract to a conference, a case for class, and either a manuscript or dissertation research grant

Process

- 1- Student and supervising professor complete a *Practicum Plan* form and submit the form to the DrPH Program Office.
- 2- Students with prior practice experience should complete a *Breadth of Practice Experience Waiver Request* form and submit the form to the DrPH Program Office.
- 3- Plans and waiver requests will be reviewed by the DrPH Program Director.
- 4- Students and supervising professors complete *Documentation and Evaluation of Breadth of Practice Experience* form and *Documentation and Evaluation of Depth of Practice Experience* form and submit both forms to the DrPH Program Office by August 15th, (one month before registering for CHP 810).

- a. Students who have approved waivers for Breadth of Experience should submit the *Documentation and Evaluation of Depth of Practice Experience* form only.
- 5- Forms are reviewed by the DrPH Program Office with a decision back to the student by September 1st.
- 6- All students with approved breadth and depth experience may enter CHP 810 Practicum course in the fall term. This seminar is offered as a one-on-one tutorial with the supervising professor.

Comprehensive Examination

The DrPH Comprehensive Examination is a two-part exam over the period of one week to test attainment and application of competencies from required coursework. The Comprehensive Exam is administered and graded by the DrPH Examination Committee, which consists of the DrPH Director, CHP faculty members who teach doctoral courses, and CHP faculty members who advise doctoral students.

The examination covers three areas of Community Health and Prevention. Examination areas and related required courses are listed below:

Examination Area	DrPH Required Courses
Theoretical Framework: The Public Health and Human Rights Approach to Prevention	CHP 801 CHP 802 CHP 807
Methodological Framework: Quantitative and Qualitative Research Methods	EPI 560 BST 560 CHP 803 CHP 804
Creating Change: Assessing Community Needs and Developing and Evaluating Public Health Programs and Policies	CHP 805 CHP 806 CHP 808

Section One

The first section is a general exam requiring the ability to describe and define key concepts of community health and prevention and apply principles of community health

and prevention to real world situations. The first section is taken in-house at the School of Public Health and monitored by DrPH Program Director and Senior Academic Coordinator. Eight hours are allocated for completion of the first section, which has seven parts:

- 1- Part A – Key terms/concepts (4 terms from each of the three examination areas for a total of 12.).
- 2- Part B1 – Theories on Determinants of Health
- 3- Part B2 – Public Health Interventions
- 4- Part B3 – Public Health Ethics
- 5- Part C1 – Biostatistics and Epidemiology
- 6- Part C2 – Research Methods
- 7- Part D – Creating Change

For Part A, students will provide short answers to 9 out of 12 key terms. For Parts B1, B2, B3, C1, C2, and D, students will write short essays in response to each question.

Section Two

Section two involves a specialty exam requiring the student to answer a question developed with their supervising professor and approved by the DrPH Program Director. The exam question should be designed to allow the student to apply the key concepts learned through coursework to an area of interest, which will later be developed into a dissertation proposal. However, the question should be broader than a dissertation question. The question must be answered within a 25-page limit (excluding references).

Section Two is take-home and students will have one week to finish it following completion of Section One.

Process and Grading

The DrPH Comprehensive Examination is offered in June and may be taken by students in good academic standing following the successful completion of all required first year courses. Successful completion of required courses means that students receive a grade of B or higher for each discipline-based course, and a grade of C or higher for courses outside of the discipline. Students will not be eligible to sit for the comprehensive exam with incomplete or missing grades for required courses.

Section One of the examination (Parts A-D) will be coded with a unique identifier and read and graded by two CHP faculty members independently.

Responses will be graded using the following scale:

- Pass
- Remediation
- Fail

Section Two of the examination will be read and graded by the supervising professor and one other CHP faculty member independently. Responses will be graded using the following scale:

- Pass
- Remediation
- Fail

Students will receive a total of eight individual grades: seven grades from Section One (Parts A-D) and one grade from Section Two. Following a discussion and determination of the exam results by the DrPH Committee, each student will receive one final grade based on the following criteria:

- Pass – All parts of Section One and Two received a grade of “Pass”
- Remediation – one or two parts received a grade of “Remediation” (including Section Two)
- Fail – three or more parts received a grade of “Remediation”; or one or more parts received a “Remediation” plus “Fail”; or one or more parts received a “Fail” (including Section Two)

In the case of a “Remediation”, the student will meet with the appropriate faculty member and develop a plan to address parts of the exam graded as remediation. Once the parts in question have been successfully remediated as determined by the appropriate faculty member, the student will receive a “Pass.” Ideally, remediation should be completed by the end of July.

In the case of a “Fail”, parts that received “Remediation” or “Fail” can be retaken one time at the discretion of the DrPH Committee. Parts that received “pass” will not be required to be retaken. Students who receive a Fail will meet with the DrPH Director, their supervising professor, and other appropriate faculty members to discuss future options,

including retaking courses, a tutorial with faculty, or self-instruction. Any student who does not pass the examination after one retake must withdraw from the program.

Comprehensive examination results will be returned to students approximately two weeks after turning in Section Two.

After successful completion of the comprehensive exam, examiners will sign and submit the *Report of DrPH Candidacy Requirements* (University form D-2) and the *Candidacy Examination Committee Member Report* (University form D-2a) to the Academic Program Coordinator's Office. Upon receipt, the examinees' status will change to Dissertation Candidate (DC).

- Once the student enters DC status, students will pay for only one course credit per quarter, despite number of credits they are enrolled in.
- Students in DC status will continue taking mandatory courses as outlined in the department schedule, in addition to other courses they, or their supervising professor, deem necessary for their dissertation research.
- Once a student passes the candidacy examination, he or she must be continuously enrolled for a minimum of one credit for three quarters per academic year until all degree requirements are fulfilled, including the filing of an approved dissertation in the library.

Dissertation Proposal Development and Seminars (CHP 901-902)

Proposal Development

After passing the comprehensive examination and fulfilling the practicum requirements, each student will prepare a dissertation proposal detailing a scholarly project that is highly relevant to community health practice. The proposal should be developed in consultation with the student's supervising professor and practice mentors, and through participation in the Dissertation Seminars (CHP 901-902). The proposal should provide evidence about the feasibility of the research and include a discussion of ethical procedures if the research involves human participants.

CHP 901 – Dissertation Seminar I (3 credits)

This is a required doctoral course to develop the doctoral dissertation proposal. Class participants will select their dissertation topic, identify specific aims, complete a critical analysis of literature, and select appropriate research methods. The course will include self-assessment of dissertation proposal development and peer critiques of dissertation proposals

CHP 902 – Dissertation Seminar II (3 credits)

This is a required doctoral course to revise and refine the dissertation proposal. During this course, students will meet individually with their supervising professor to advance all aspects of the dissertation proposal, including the Drexel University Internal Review Board (IRB) protocol for their research and the oral defense of the proposal.

Thesis Advisory Committee

After developing the proposal concept, the student selects a thesis advisory committee. The committee consists of at least five members, at least three of whom must be tenured or tenure-track Drexel University faculty members. The chair is the supervising professor. At least one member must be from another department with graduate faculty status, or a faculty member from another university holding a position commensurate to graduate faculty status at Drexel University. At least one member must be from public health practice. In selecting committee members, the student should consider the range of substantive and methodological expertise needed for his/her program of doctoral study, and choose members accordingly.

Proposal Review by Thesis Advisory Committee

After the chair has reviewed the proposal, the student will give the proposal to the other members of the committee, discuss the proposal with them, and incorporate suggestions made. If committee members recommend substantial changes in any aspect of the student's research, the changes should be discussed with the chair. Any difficulties should be resolved through the chair. After the final draft is approved by the chair, the proposal will be submitted to committee members. Within two weeks, committee members will decide whether the proposal is ready for oral defense. All but one committee member must agree that the proposal is ready to be defended before the candidacy examination can be held. At the point that this agreement is reached, the department will set the candidacy examination date.

Preliminary Oral Examination

The examination will begin with a presentation by the student about his/her dissertation research proposal. Following the student's presentation, the committee members will ask questions to assess the student's general knowledge and research capacity. Immediately following the examination, the committee will meet privately to evaluate the success or failure of the student by a closed ballot. The closed ballot will be administered prior to the discussion of the candidate's performance. The options for evaluating a student include:

- 1- Unconditional Pass – all members vote "unconditional pass" on the first ballot;
- 2- Conditional Pass – further evidence of qualifications is necessary with the nature of the required condition(s) decided by consensus and that a conditional pass must be remediated and approved by the committee before the student can continue to conduct dissertation research and;
- 3- Failure – a majority of the committee decides that the student has failed the examination. If the student fails the examination, the committee may recommend a reexamination. If the student is permitted a reexamination, he or she must be reexamined within six months. The student will be informed of the committee's decision immediately following the vote by the chair.

Timing

It is expected that all full-time students will successfully complete their preliminary oral examination by the end of their third year, and that all part time students will complete this examination within one year of completing all required course work and successfully passing their comprehensive exam. Students should meet with their advisor at least once per term to ensure they are making satisfactory progress, and are on target to meet these expectations.

Dissertation Research and Defense (CHP 998)

Conducting Research and Writing Dissertation.

Students should meet with their chairs regularly while conducting their research. Students should also informally consult with Thesis Advisory Committee members as needed. Upon completing analyses, the student should use the [Drexel University Thesis Manual](#) to prepare a draft of the dissertation.

CHP 998 – Dissertation Guidance (3 terms; 1 credit/term – minimum)

Directed guidance of dissertation research including base-building and consent, data collection and intervention, analysis and interpretation of data, and implications for future research, policy, and practice. The guidance will also include preparation for presenting dissertation research to colleagues at the dissertation seminar and preparation for the final defense. CHP 998 will be offered in the Fall, Winter, Spring & Summer quarters. Prerequisites include completion of school and department required courses, comprehensive examination, practicum, CHP 901, and CHP 902.

Grading for CHP 998

Doctoral students registered for CHP 998 should meet with their supervising professor at the start of each quarter to discuss goals to be accomplished during that quarter. Goals may pertain to a range of dissertation activities, such as proposal development, dissertation committee selection, IRB submissions, data collections, data analysis, and the final defense. Goals should be calibrated based upon the number of credits the student is registered for CHP 998. It is recommended that the student submit a written summary of the goals to their supervising professor, and that both student and professor agree upon the goals at the start of the quarter. The supervising professor will determine a grade for CHP 998 based upon progress toward achieving that stated goals and quality of the work produced during the quarter. Grading will be assigned in accordance with [Letter Grade Definitions](#). Students should discuss their grade with the supervising professor at the start of the following quarter to understand progress made on their dissertation and to help set goals for the next quarter.

Reviewing Dissertation

After the chair has reviewed the dissertation draft, the student will give the draft to the other Thesis Advisory Committee members, discuss the dissertation with them, and incorporate suggestions made. After the final draft of the dissertation is approved by the chair, the dissertation will be submitted to the committee members. Within three weeks, committee members will decide whether the dissertation is ready for a final defense. All committee members must agree that the dissertation meets the scholarly expectation as a noteworthy contribution to knowledge before the final defense can be held. At the point

that this agreement is reached, permission for a final defense date is requested from the Graduate College at least four weeks prior to the defense date (Form D-4).

Final Defense

Oral defense of the dissertation is the final step for the doctoral degree. The student's Thesis Advisory Committee chair will be the chair of the final defense examination. The final defense will begin with a brief presentation by the student about the research. Following the student's presentation, the committee members will ask questions to assess the student's judgment and scholarship.

Immediately following the examination, the committee will meet privately to evaluate the success or failure of the student by a closed ballot. The closed ballot will be administered prior to the discussion of the candidate's performance. The range of decisions following the defense is the same as those for the preliminary oral examination:

- 1- Unconditional Pass – all members vote "unconditional pass" on the first ballot;
- 2- Conditional Pass – the required condition(s) decided by consensus and a conditional pass must be remediated and approved by the committee before the final proposal is submitted to the University; and
- 3- Failure – a majority of the committee decides that the student has failed the examination. If the student fails the final defense, the committee may recommend a reexamination. If the student is permitted a reexamination, he or she must be reexamined within six months.

The student will be informed of the committee's decision immediately following the vote by the Chair. Results of the Committees decision should be forwarded to the Graduate College (form D-5).

Final Draft of Dissertation

The final draft of the dissertation should not be prepared until the student has passed the final defense. It is not unusual for some modifications to the dissertation to be required by the committee due to the defense. The chair will be responsible for ensuring that any changes recommended by the committee are carried out. Other committee members may make final approval of the dissertation contingent upon their review and approval of the revisions. The *Dissertation Approval Form* finalizes the approval of the final dissertation. It requires signatures from the committee, graduate advisor, and department chair.

Thesis and Dissertation Submission

Upon successful completion of dissertation, students will follow University policies for submission and publishing.

Doctoral Degree Clearance

The Graduate College will be responsible for granting final approval to award doctoral degrees upon the recommendation of the doctoral committee, supervising professor and department.

Dissertation Format

Students have two dissertation format options. One is the traditional monograph. The second is a three-paper dissertation with an opening and closing chapter tying together three publishable papers. For the three-paper format, it is acceptable for students to submit journal length papers that are formatted according to target journal requirements. Students should use additional sections or appendices to provide the detail traditionally included in a monograph but that page limits on journal articles typically do not allow. For example, an introductory chapter based heavily on the dissertation proposal may provide the detailed literature critique that is not usually included in empirical journal articles. A closing chapter would synthesize findings across dissertation papers and discuss their implications for future research, practice, and/or policy.

The nature of the three chapters written as free-standing articles varies from student to student. For example, a student may:

- present a critical review of the literature, written in the style of an article prepared for the *Annual Review of Public Health*, followed by two original research reports, each written in the style of an article prepared for the *American Journal of Public Health*;
- prepare three original research reports, each of which includes an extensive review of the literature in discursive form in the style of an article prepared for *Population and Development Review*;
- present a critical review of the literature, written in the style of an article prepared for the *Annual Review of Public Health*, one original research report written in the style of an article prepared for the *American Journal of Public Health*, and a policy analysis written in the form of an article prepared for the *Milbank Memorial Quarterly*.

In selecting the format, the student must consult with her/his advisor and dissertation committee to determine the most appropriate format, given the dissertation subject matter and organizational possibilities. The final arbiters of whether the thesis is sufficient are the members of the student's dissertation committee.

Dissertation Candidates must register for CHP 998 (Dissertation Guidance) for Fall, Winter, and Spring terms until graduation. Dissertation Candidates are not required to register for Summer term classes.

DrPH Curriculum Plan: Full-Time

The most up-to-date sample plan of study for the DrPH in Community Health and Prevention can be found on the Drexel Catalog website:

<http://catalog.drexel.edu/graduate/schoolofpublichealth/communityhealthandprevention/#sampleplanofstudydrphtext>.

DrPH Curriculum Plan: Part-Time

Students in the Part-Time DrPH program take two courses per term, and should decide upon courses for a given term in consultation with the department graduate advisor and their supervising professor. Once finalized, the department graduate advisor will update the student's official University records with the student's plan of study.

Grading and Academic Performance

Quarter Credit Load

All full-time DrPH students must register for a minimum of nine credits per quarter. Permission to take credits more than the typical load may be obtained from the Program Director and Department Chair.

Grade Point Average Requirements

Doctoral students must have a minimum 3.30 cumulative GPA to graduate. The computation of academic standing is based on hours earned each term.

Grading and Credit Hour System

Letter Grade Definitions

A+	Outstanding	Outstanding work, complete mastery of class objectives, outstanding application of knowledge and skills to problems, ongoing critical reflection about learning
A	Excellent	Excellent work, mastery of class objectives, excellent application of knowledge and skills to problems, critical reflection about learning most of the time
A-	Very Good	Very good work, complete mastery of most class objectives, very good application of knowledge and skills to problems, critical reflection about learning often
B+	Good	Good work, mastery of most class objectives, good application of knowledge and skills to problems, critical reflection about learning sometimes
B	Satisfactory	Average work, mastery of many class objectives, fair application of knowledge and skills to problems, limited critical reflection about learning
B-	Minimally Acceptable	Below average work, incomplete mastery of class objectives, poor application of knowledge and skills to problems, extremely limited critical reflection about learning
Lower than B-	Not Acceptable	Work is not acceptable

Calculation of Grade Point Average

Grade point average is based on the grade weighted by the credit hours for all courses taken at Drexel University while classified as a doctoral student, whether the course is part of a degree program or not. Only grades of A, B, and C are acceptable to fulfill doctoral studies requirements. Grade point averages are computed from letter grade equivalencies as follows:

Grade	Grade Points per Credit Hour
A+	4.0
A	4.0
A-	3.7
B+	3.5
B	3.0
B-	2.75
C+	2.5
C	2.0
F	0.0
W	0.0

Letter grades are given for individual courses, and grade points are used to compute grade point averages for each student at the end of each term, on both a term and a cumulative basis.

Incompletes

At the discretion of an instructor, the grade of "INC" may be reported in place of a grade for any course in which the instructor deems that the work has not been completed and that the student can complete the work within an agreed-upon amount of time (which must be in accordance with University policy and the statute of limitations governing grade changes). A grade of "INC" may be entered for a student at the time grades are submitted for the course. The instructor also fills out an incomplete form describing the agreement for completing the course and submits the form to the Academic Program Coordinator. The conditions and terms for the completion of the course are at the discretion of the instructor and are to be mutually agreed upon by the instructor and the student. If the grade is not submitted within one year, the "INC" will turn into an "F" on the student's record and will be reflected in the student's GPA. The grade of "F" will be considered a permanent grade unless there are extenuating circumstances. The student will be required to repeat the course for credit if the student remains in the program. The Program Director, Department Chair, and the Office of Academic Affairs will monitor these students. A student with two or more incomplete grades will not be allowed to register for additional courses.

Audit Grading Option

Doctoral students may audit a course when they wish to receive instruction in an area but do not wish to receive a grade or credit. Per University policy, the credits for courses taken using this option count toward the maximum term credits allotted to full-time students for their program of study. Full-time graduate students and all part-time students will be billed for the audited course on a per-credit basis. This option may be added up to the last day of classes and before the final examination.

Recording, Reporting and Monitoring of Grades

Grade Reporting

Instructors are required to enter grades by the University due dates. Before the start of each quarter, the Office of Academic Affairs will run a class list showing the grade for each student. Any student with a grade below "B" will be reported to the Program Director and Department chair.

Grade Changes and Statute of Limitations

Grades appearing on a student's academic record may not be changed after one calendar year from the end of the term in which the grade was received. Exceptions due to extenuating circumstances require approval of the Program Director, Department Chair, Associate Dean of Academic Affairs, and the Dean of Graduate College. Final grades appearing on a student's academic transcript cannot be changed after the graduation date. Changes requested to correct administrative errors require the approval of the Office of the University Registrar.

Grade Not Reported

If an instructor fails to report a grade for a student, an automatic notation of "NGR" is recorded. This is not a grade, but a temporary indicator that requires prompt resolution leading either to the removal of the course from the student's record or to the assignment of a grade. If a final grade is not reported by the end of the next calendar term, an administrative grade of "F" will be recorded on the student's transcript. It will be calculated as a failure in the student's GPA and is considered a permanent grade. Students are urged to check their records each term and follow up when required.

Academic Standards and Evaluation

Continuation in doctoral studies requires satisfactory progress toward a doctoral degree. Evidence of such progress includes maintenance of a minimum 3.30 cumulative grade point average each term. The progress of each student is reviewed each term. Failure to maintain the minimum 3.30 cumulative GPA will result in placement on probation. Any student on probation must not only achieve a 3.30 cumulative average within two successive terms following the term in which the deficiency occurred, but must also maintain at least a 3.30 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from doctoral studies at Drexel, unless the Program Director and Department chair request a waiver which is approved by the Dean of the School of Public Health. All decisions are subject to appeal to the Student Academic Appeals Committee of the University.

A doctoral student about to be dismissed for academic reasons may be given the opportunity to withdraw voluntarily from the Dornsife School of Public Health before final action is taken. The student must meet with the Assistant Dean for Students, complete the form for University Withdrawal, and follow the procedure outlined on the form.

External Transfer Credit

Acceptance of transfer credit from approved institutions is dependent on the pertinence of the work to the DrPH program. Coursework that lies outside the scope of the degree program is not necessarily applicable for degree credit. Doctoral students should confer with the Program Director and Department Chair at an early date to ensure that no misunderstanding occurs regarding the use of transfer credit in their degree plans.

Doctoral transfer credit must be approved by the Program Director and Department Chair and may be allowed subject to the following restrictions:

- At least 45 graduate term credits of the DrPH program coursework must be taken at Drexel;
- All transfer credit must have a grade of B or better, and the student's overall average in all prior graduate work must be a minimum of B;
- Transfer graduate credit will not be accepted unless it was taken within the general time limit of seven years prior to receipt of the degree

A student who wants to take a course off campus should submit a course syllabus to his or her supervising professor, Program Director, and Department Chair to have it pre-

approved. If the course can be included in the plan of study, the student may take the course off campus; if the grade is B or better, the student should submit the transcript to the supervising professor for final approval.

Planning, Monitoring, and Evaluating Progress

Advising

Students entering the DrPH Program come from different disciplines and are at varying developmental stages with respect to their career plans. Academic advising and planning play a critical role in sustaining the interdisciplinary focus of the program, the diversity of students, and responding to the evolutionary nature of public health.

Advising and Planning at Entry to Program

All entering DrPH students are matched to a supervising professor during the admissions process. This faculty member is one of the full-time CHP faculty members, eligible under University policy to supervise the dissertation process.

Each student should work with their supervising professor and other key faculty to develop an initial plan of study describing how career goals will be achieved through his/her learning experience in the program. Students are encouraged to use multiple methods for achieving objectives, including coursework, research activities, and other professional activities.

Students complete the *Supervising Professor Appointment Form* (D-1) for approval by the department and Graduate College. The supervising professor will help the student to finalize the academic plan of study and will guide the student's applied research efforts. It is strongly recommended that students meet regularly with the supervising professor so that doctoral work proceeds successfully and at a reasonable pace, making completion possible within the time requirements set by the University.

Plan of Study and Self-Assessment

Plan of Study

Students are expected to be actively involved in planning, implementing and evaluating their program of study. The supervising professor will assist in choosing coursework and practicum experiences necessary to allow the doctoral student to meet the standards and requirements for his or her area of interest and career objectives within the framework of the department's requirements. After the plan is complete (Plan of Study Form D-1), the plan will be sent to the Graduate College for final approval.

Self-Assessment

Students complete a self-assessment of DrPH competencies at entry to the program. The self-assessment is repeated every year to track progress.

Annual Evaluation

Students update their plans of study and self-assessments, and each student's supervising professor evaluates the student at the end of the summer term. The DrPH Director and CHP faculty meet annually to review plans, self-assessments, and supervising professor evaluation reports to determine student progress and make recommendations as needed.

Student Portfolio

All students will keep a portfolio of doctoral projects that will be reviewed annually.

Professional Development

Teaching Experience

We recommend that DrPH students interested in teaching take the University's mandatory course for all Drexel Teaching Assistants. Completion of the course confers eligibility for department teaching positions, and provides critical skill development for academic careers.

Responsible Conduct for Research (RCR)

All DrPH students are required to complete a short course in the responsible conduct of research (RCR), which introduces students to major ethical and policy issues in research.

APHA Student Membership, Presentation Submissions

As a school of public health, the Dornsife School of Public Health encourages its students to become members of the American Public Health Association (APHA). A subsidized student membership rate is available through the Dornsife School of Public Health.

Doctoral students are strongly encouraged to become members and maintain membership in APHA throughout their academic studies and throughout their professional careers. In addition, students are strongly encouraged and supported to submit abstracts to APHA for professional presentations and publications on their practicum and research projects. In addition, students are encouraged to present their work at state and local public health conferences and meetings, as well as Drexel University's research events for students and faculty.

Community Health Education Specialist Credential

CHP students are encouraged to sit for the Community Health Education Specialist (CHES) exam that is offered by the National Commission for Health Education Credentialing (NCHEC, www.nchec.org). The CHES credential has three levels of competencies, including advanced responsibilities and proficiencies for those at the doctoral level.

Student Profiles on the School of Public Health Website

Doctoral students are an integral part of the Dornsife School of Public Health. The DrPH program has provided a page on its website in the DrPH program section to provide profiles of all current DrPH students. Students are encouraged to provide their profiles and update on an ongoing basis based on their growing public health research, practice interests, and experience. Profiles will be updated during the fall quarter of each academic year.

Fellowships, Scholarships, and Financial Assistance

Provost Fellowships

Each year, the two highest ranked applicants are nominated by the DrPH Program Director for the Graduate College Fellowship Program. If selected, students receive a \$5000/year stipend.

Financial Assistance

Drexel University's DrPH program is committed to eliminating financial barriers for qualified students enrolled in the DrPH program. Many students receive financial assistance through doctoral fellowships, tuition remission, and by participating in community-based research projects as part of faculty grant awards. All efforts are made to include DrPH students in Community Health and Prevention grants. For additional information on opportunities for scholarships, grant programs, and student loans, students are encouraged to contact the University's financial aid office.

Financial Aid Process and Awards

The Financial Aid office makes every effort to assist students in finding the resources necessary to attend Drexel University. The school recognizes, however, the primary responsibility of the individual to provide funds to achieve the objective of a post-secondary education. The Financial Aid office assists students in seeking and applying for grants, scholarships and loans to meet their costs above and beyond what can be contributed by the student and the student's family.

Drexel University awards funds to students through numerous loan, scholarship, and grant programs, including Federal Work-Study. Funds are awarded to students based on financial need with the neediest students funded first. Some scholarship funds are available for students based on financial need and academic merit.

All students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for any financial aid. The electronic version of this form, as well as additional Drexel University financial aid information can be found here: www.drexel.edu/src.

Students wishing to be considered for financial assistance may also be required to complete an institutional financial aid application.

DrPH Academic Policies

Academic Integrity

As detailed in the Drexel University Student Handbook, plagiarism, cheating, forgery or other forms of academic misconduct are not tolerated at this institution. If allegations of misconduct related to academic integrity are upheld, a student may be expelled from the school. It is the responsibility of each student to ensure that his/her study and participation in the academic process is so conducted that there can be no question concerning his/her integrity. All assignments are expected to be the work of the individual student. Any use of ideas, data or wording of another person must include explicit acknowledgement of the source. Failure to give such credit is plagiarism. Any alteration/fabrication of data or inaccurate reporting of actual participation in an assignment are examples of academic misconduct. Any violations of the above will be dealt with utilizing the procedures outlined in the University Student Handbook which is available online at: http://drexel.edu/studentaffairs/community_standards/studentHandbook/.

Turnitin

All student papers must be submitted to the course professor through Turnitin plagiarism software, run through Blackboard. Any papers not submitted through Turnitin will be submitted by the course professor or the DrPH Program Coordinator. Turnitin checks student work against materials available on the internet, highlighting word-to-word matches found within outside materials.

DrPH Turnitin Drafts

The DrPH Turnitin Draft shell is available to students through Blackboard. Students may submit their work to that shell to see the Turnitin analysis before submitting their final paper. Professors do not have access to the Turnitin shell. The DrPH Coordinator has access to the shell for administrative purposes; however, student work submitted within that shell may not be examined nor shared among faculty or administration without the express permission of the student.

Attendance and Missed Sessions

The Dornsife School of Public Health's curriculum is built upon the active participation of students in all educational activities. A fundamental component of the program is the sharing of information among students. The learning of each student relies on the active participation and involvement of the others. Therefore, the following policies on attendance, missed sessions and leaves of absence have been adopted by the Dornsife School of Public Health:

- All curricular requirements must be fulfilled prior to graduation;
- All missed material in a course must be made up to the satisfaction of the appropriate faculty as soon as possible;
- Attendance, punctuality, and participation is expected for all required activities. Chronic tardiness or absence from scheduled class time may result in a student's completing remediation or repeating the course. Excused absences must be negotiated in advance with the facilitator, except for emergencies such as serious illness or death in the family. When emergencies make class attendance impossible, the student must advise the facilitator as soon as the emergency is known;
- Absences from any small group sessions should be discussed within the group, in advance if possible. Illness and other emergencies should be discussed with the instructor;
- All other missed activities must have adequate justification. Alleged violations of these policies will be referred to the Assistant Dean for Student Affairs for review and action. At the discretion of the Assistant Dean for Student Affairs, the student matter under review will be referred to the Associate Dean for Academic Affairs for evaluation and recommendation.

Change of Supervising Professor

A student may request a change of her/his supervising professor based on her/his research interests and availability of the faculty member. Requests for such a change must be made with the DrPH Program Director and a new Supervising Professor Appointment Form completed.

Grievance Policies and Procedures

The Dornsife School of Public Health encourages open student-faculty communication and discussion to affect a satisfactory solution to problems relating to academic matters.

Academic issues should be discussed with the faculty member, Program Director and Department Chair. If the issue is not resolved at these levels, the student may seek help or advice informally by contacting the Assistant Dean for Student Affairs of the Dornsife School of Public Health. The student may speak to the Assistant Dean for Student Affairs confidentially and informally, without filing a complaint. If no complaint is filed, no record will be kept. Further consideration may be pursued through the Drexel University Academic Appeals Process as outlined in the Drexel University Handbook.

To submit a formal complaint, the student must address a letter to the Associate Dean for Academic Affairs and the Dean, stating the specific complaint. The Dean will review the complaint, gather supporting material and render a decision within ten days from receipt of the letter.

Leave of Absence

Graduate students who find it necessary to take a leave of absence from the University should seek advice from their departmental advisor or supervising professor. Graduate students must submit a request in writing with the approval of their departmental Graduate Advisor and Supervising Professor to the Graduate College. The Vice Dean for Graduate College will give the final approval. The leave cannot exceed one year, and an approved leave of absence does not extend the time limits allowed for the DrPH degree completion.

Probation/Dismissal

A student may be placed on probation or dismissed from the DrPH program due to academic misconduct, a GPA falling below a 3.0 (note that a 3.30 or above GPA is required for graduation), or unsatisfactory completion of the practicum, comprehensive exam, or dissertation. Remediation is at the discretion of the DrPH Director and Faculty Advisor. For additional information on probation or dismissal, see the Graduate Academic Standing Policy: <http://drexel.edu/graduatecollege/forms-policies/policies-procedures-guidelines/academic-standing/>

Time Limits and Extension Policy

A student has a total of seven years from initial enrollment to completion of dissertation to satisfy requirements for the DrPH degree. Exceptions to the time limits must be supported by the student's program and are subject to approval through the Graduate College.

A graduate student who is unable to complete the requirements for the DrPH degree on time must submit to the director of the DrPH program a written request for an extension. The request should include the reason the extension is needed, a specific date by which the student proposes to complete the work, and a plan of study. If the extension is approved by the department, then all the above documents will be forwarded to the Graduate College for final review and approval by the Dean.

DrPH Student Resources

Student Housing

Students who wish to live on campus should contact the Residential Living Office through the contact information listed on their website at

http://drexel.edu/studentaffairs/get_involved/campus_living/.

Off campus housing is also available through the office of Student affairs. More information about off campus housing can be found at

<http://offcampushousing.drexel.edu/>.

Student Affairs Office

There are a variety of student services available to Drexel University students through the office of Student Affairs, which “encourages involvement in campus life, supports student initiatives and organizations and serves as a primary liaison for all students.” These include but are not limited to:

- Graduate Student Association: <http://www.drexelgsa.com/>
- International Students and Scholars Services advises international students, scholars and faculty on immigration, cultural, financial, academic and personal concerns: http://drexel.edu/studentaffairs/get_involved/international_students_scholars/.
- Student Center for Diversity and Inclusion develops programs and advises student groups promoting intercultural understanding, interaction and dialogue: <http://drexel.edu/diversity/center/diversity-inclusion/>.
- The Counseling and Health provides support to students with personal, physical, and psychological challenges that interfere with their ability to complete their academic goals; educates students to embrace good health practices; offers programs and services which help students maintain good health; and functions as a resource for

faculty and staff:

http://www.drexel.edu/studentaffairs/support_health_services/cc_ucmc/.

- Veteran Student Services provides a campus-wide services, support and mentorship for veteran students:

http://www.drexel.edu/studentaffairs/student_family_resources/veterans/.

Students seeking other services, and who are unable to identify whom they should contact for help, should consult with the Assistant Dean for Student Affairs. Additional student services information is available here:

<http://www.drexel.edu/studentlife/default.htm>.

DragonCard

The DragonCard is the Drexel University Identification card for students, staff, and faculty. The card should be carried at all times as it allows access to campus buildings and is also a way to access campus printers and photocopiers. You can learn more about the card at <http://www.drexel.edu/dragoncard/>.

Computer Access

Doctoral students are encouraged to obtain a laptop computer and bring their computer to classes. Many of the assignments, especially the methods courses, require individual or small group computer work. Drexel IRT has a helpful website identifying free software available to students, and other University computing resources:

<http://drexel.edu/it/computers-software/software/software-list/>.

International Students

The DrPH program includes a significant number of international students. This is consistent with the global health, human rights and elimination of health disparities emphasis of the Drexel School of Public Health. International students are encouraged to apply to the DrPH program and efforts are made to accommodate students who would like to conduct their dissertation research in their native country. International students who have studied in a country where English is not their primary language must have their university transcripts translated into English by an internationally-accepted translation service. In addition, international students on a student visa must meet course credit and financial requirements to maintain their student visa status. The Dornsife School of Public Health

professional staff and faculty are available to assist interested international student applicants.

Library

Public health students have access to several libraries located throughout Philadelphia. The W.W. Hagerty library is located on the Drexel main campus and is the best resource for public health students. The library has many paper and electronic resources available, as well as support staff to assist students in locating materials and information. The Learning Resources Center on the Queen Lane campus and the Hahnemann Library, located on the first and second floors of the New College Building on the Center City campus are alternate library sites available to public health students. Learn more about the Drexel library system here: <https://www.library.drexel.edu/>.

School of Public Health Student Government

Consistent with the School's mission and values statement, the Dornsife School of Public Health is committed to a philosophy that embraces and endorses both the rights and responsibilities of its student body. As such, the School is pleased to listen and receive input from its student body. Moreover, student representation is included within appropriate standing committees of the School. The School of Public Health Student Organization is the vehicle for formal representation. The overall purpose of the organization is to promote communication, collaboration between the School and the student body, and intellectual stimulation among students, Drexel University and the community-at-large.

All Dornsife School of Public Health students are voting members within this organization and are encouraged to contribute their time and services to the activities of the organization. These activities provide an avenue for students to participate actively in all levels of Drexel University's governmental system and ensure that the student body is kept informed of School and University policy matters. The School of Public Health Student Government Organization officers and graduate students who are representatives to councils and committees must be in good academic standing.

Transportation

Drexel University provides shuttle service between the three major campus locations: Main campus, Center City, and Queen Lane. Shuttles run on a regular schedule, which can be found here: <http://drexel.edu/facilities/transportation/busServiceSchedules/>. A valid DragonCard is required to use the shuttle services.

Handbook and Policy Notice

The Dornsife School of Public Health and Drexel University may, at any time, change any provisions, curricular requirements, bylaws, rules, regulations and policies and procedures as may be necessary in the interest of the University, the School, and its students.

Appendices

Competency Rating Form

Listed below are the five overarching competencies for the DrPH Program. Within each of the five areas, are specific competencies. Please rate your competency at entrance to the DrPH Program for each item. You may consult with your advisor to use these ratings to develop your academic plan, track your progress, and to understand the needs of all DrPH students.

Name:

Advisor:

Date:

Area of Competency & Specific Learning Objectives

**Rating of Competency
(Low = 1 | High = 4)**

Understand mission, goals and strategies of community health and prevention

Population Health Perspective

To use public datasets to characterize a population, identify patterns of disease, and identify population health priorities, including census, vital statistics, national health data, regional health data, and data from law enforcement and social services.	1	2	3	4
To obtain, critically analyze, and integrate public media, library, internet, and community sources of health information.	1	2	3	4
To identify major characteristics of health systems in developed and developing countries	1	2	3	4
To identify global burden of disease	1	2	3	4
To analyze fit between population health need and system of care	1	2	3	4
To apply population health methods to analyze and solve professionally relevant public health problems	1	2	3	4
To identify ethical challenges in public health research and practice	1	2	3	4

Population Health Research Methods

To formulate and select research questions, identify and critically analyze literature, determine the significance of the proposed research, and use qualitative and quantitative methods as needed for specific research aims.	1	2	3	4
To select appropriate designs, sampling strategies, measurement methods, and data analysis strategies for specific research aims.	1	2	3	4
To obtain, critically analyze, and integrate public media, library, and internet sources of research methods information.	1	2	3	4
To apply research methods to analyze and solve professionally relevant public health problems.	1	2	3	4
To apply ethical principles to research	1	2	3	4

Policy Analysis, Advocacy, and Leadership

To develop policy and/or program options	1	2	3	4
To design an action plan responsive to a proposed policy and/or program	1	2	3	4
To evaluate a proposed policy and/or program	1	2	3	4
To develop an advocacy strategy	1	2	3	4

Understand and assess community health status and needs

Identifying Needs Using Survey Research Methods

To select a study design for a community survey	1	2	3	4
To select a sample for a community survey (stratified and cluster designs)	1	2	3	4
To develop base building processes, consent processes, and retention processes to maximize survey participation	1	2	3	4
To develop data collection methods, including interviewer training and supervision	1	2	3	4
To implement a community survey	1	2	3	4
To manage, analyze, and interpret data from a community survey.	1	2	3	4

Identifying Needs Using Qualitative Research Methods

To distinguish between qualitative methods, and to identify which methods are appropriate for particular research questions	1	2	3	4
To collect and analyze data through a variety of methods including discourse analysis, case studies, focus groups, unstructured interviewing, and direct observation	1	2	3	4
To analyze and interpret qualitative data	1	2	3	4

Understand and assess individual and environmental determinants of health

Identifying Individual Determinants: Biomedical and Behavioral Sciences

To use molecular biology, genetics, physiological mechanisms, nutrition, principles of infectious disease, and tumor biology to analyze public health problems	1	2	3	4
To use psychological theories to analyze public health problems	1	2	3	4

Identifying Environmental Determinants: Environmental, Social, and Political Sciences

To use social, anthropological, and cultural theories to analyze public health problems	1	2	3	4
To use physical environmental theories to analyze public health problems	1	2	3	4
To use political and economic theories to analyze public health problems	1	2	3	4

Integrating Conceptual Frameworks

To identify the relationships among individual behavior, cultural beliefs, natural environment, and economic and political institutions	1	2	3	4
To use theories of sustainable development to analyze public health problems	1	2	3	4

Methods for Retrospective and Prospective Research

To analyze strengths and weaknesses of different conceptual models for etiologic research	1	2	3	4
To identify problems in assigning causation	1	2	3	4
To design matched and unmatched case-control studies	1	2	3	4
To design longitudinal studies	1	2	3	4
To use geospatial techniques for examining health problems	1	2	3	4
To use multiple imputation methods for missing data	1	2	3	4
To conduct psychometric analyses to investigate data structure	1	2	3	4

Design, implement, and evaluate public health programs and policies

Design of Interventions

To design individual and group interventions based on cognitive and behavioral theories	1	2	3	4
To design community interventions based on theories about the physical, social, political, and economic environment	1	2	3	4

Methods for Investigating Impact

To match designs to questions.	1	2	3	4
To draw probability samples.	1	2	3	4

To analyze the psychometrics of scales.	1	2	3	4
To design, run and interpret a descriptive analysis and exploratory analysis.	1	2	3	4
To design, run, and interpret regression analysis, including regression diagnostics	1	2	3	4
To run and interpret a hierarchical ANOVA.	1	2	3	4
To run and interpret survival analysis	1	2	3	4
To run and interpret time series analysis	1	2	3	4
To use smoothing methods and bootstrapping	1	2	3	4
To run and interpret nonparametric regression	1	2	3	4
<u>Program Evaluation</u>				
To formulate and select process and outcome measures with community participation in the design and implementation of evaluation procedures as well as interpretation of data.	1	2	3	4
To know how to develop realistic and reasonable budgets for program evaluation.	1	2	3	4
To use data from evaluation for program, individual, and organizational change.	1	2	3	4
To conduct a meta-evaluation	1	2	3	4
<u>Economic Evaluation</u>				
To conduct a cost analysis	1	2	3	4
To identify strengths and weaknesses of cost-effectiveness analysis, cost-utility analysis, and cost-benefit analysis	1	2	3	4
To conduct sensitivity analysis	1	2	3	4

Translate findings into policy recommendations and advocate for change

<u>Management</u>				
To identify potential human and monetary resources to address public health problems	1	2	3	4
To use information technology for planning, monitoring, and evaluating health services	1	2	3	4
To identify strengths and weaknesses of management theories and implications of different theories for organization of health services	1	2	3	4
To analyze organizational behavior	1	2	3	4
To plan organizational structure, strategic alliances, and communication and coordination mechanisms	1	2	3	4

To analyze strengths and weaknesses of theories of change and innovation strategies	1	2	3	4
To identify legal and regulatory issues in the organization and delivery of health services	1	2	3	4
To analyze strengths and weaknesses of different methods of planning, implementation, monitoring, and evaluation of health services	1	2	3	4
To identify sources of public health funding and write a grant proposal	1	2	3	4
<i><u>Policy Development and Analysis</u></i>				
To use health policy information to identify positions of major stakeholders and analyze policies in terms of stakeholder interests	1	2	3	4
To identify policy alternatives	1	2	3	4
To identify evaluation criteria	1	2	3	4
To analyze alternatives using criteria to recommend a course of action	1	2	3	4
<i><u>Leadership</u></i>				
To establish and maintain linkages with key stakeholders	1	2	3	4
To create shared values and vision within project team and larger coalitions	1	2	3	4
To use persuasive communication, conflict management strategies, negotiation, and interpersonal influence to promote public health	1	2	3	4
To inform and mobilize appropriate audiences through dissemination of knowledge by partnering with key constituencies, and use appropriate media venues.	1	2	3	4
To use mass media advocacy to support policy initiatives	1	2	3	4

DrPH Program Academic Plan

Name:			
Date:			
Supervising Professor:			
Professional Goals:			
Dissertation Research Area:			
Coursework			
School Required Courses (9.0 credits)			
Course	Quarter Planned	Quarter Completed	Grade
EPI 560 - Intermediate Epidemiology			
BST 560 - Intermediate Biostatistics I			
HMP 802 - Health and Human Rights			
Department Required Courses (24.0 credits)			
Course	Quarter Planned	Quarter Completed	Grade
CHP 801 – Theory & Practice of Community Health & Prevention I			
CHP 802 – Theory & Practice of Community Health & Prevention II			

CHP 803 – Research Methods for Community Health and Prevention			
CHP 804 – Qualitative Research in Community Health			
CHP 805 – Outcomes and Impact Evaluation			
CHP 806 – Community Based Participatory Research			
CHP 807 – Public Health Ethics			
CHP 808 – Measuring Health			
Elective Courses (at least 9.0 credits)			
Course	Quarter Planned	Quarter Completed	Grade
1-			
2-			
3-			
Required Electives (6.0 credits)			
Course	Quarter Planned	Quarter Completed	Grade
<i>Leadership/Management Elective:</i>			
<i>Health Communication Elective:</i>			
Practicum (3.0 credits)			
Course	Quarter Planned	Quarter Completed	Grade
Breadth Hours			
Depth Hours			

CHP 810 – Practicum in Community Health and Prevention			
Dissertation Seminars, Dissertation Research (9.0 credits min.)			
Course	Quarter Planned	Quarter Completed	Grade
CHP 901 – Dissertation Seminar I			
CHP 902 – Dissertation Seminar II			
CHP 998 – Dissertation Guidance			
Projected Deadlines for Doctoral Benchmarks			
Doctoral Benchmark	Quarter Planned	Quarter Completed	
Completion of Course Work			
Comprehensive Examination			
Development of Dissertation Proposal			
Dissertation Preliminary Examination			
Dissertation Research			
Final Defense of Dissertation Proposal			

DrPH Program Practicum Plan: Breadth and Depth

Name: _____

Supervising Professor: _____

Date Submitted: _____

I. Breadth of Practice Experience (240 hours)

Context	
Learning Objectives	

Waiver Request Submitted

II. Depth of Practice Experience (120 hours)

Context	
Research Project	
Link to Dissertation	
Learning Objectives	

Signatures

Student: _____

Date: _____

Supervising Professor: _____

Date: _____

Action by DrPH Program Director

Waiver Approved Waiver Not Approved

DrPH Program Director: _____

Date: _____

DrPH Program: Breadth of Practice Experience Waiver Request

Name: _____

Supervising Professor: _____

Date Submitted: _____

- i. Experiences as part of master's degree
 - MPH Degree with Practice Component
 - Other MPH degree, Health-related Master's Degree, MD, JD, etc.

Context	
Role	
# Supervised Hours	
Supervisor	
Learning Activities	

ii. Professional Experience

Context	
Role	
# Supervised Hours	
Supervisor	
Learning Activities	

Hours Requested to be waived: _____

Action by DrPH Program Director

Waiver Approved Waiver Not Approved

DrPH Program Director: _____

Date: _____

DrPH Program: Documentation and Evaluation of Breadth of Practice Experience

** Not Required if Breadth Waiver Request Approved**

Name:

Supervising Professor:

Date Submitted:

Context	
Role	
Start Date	
End Date	
Total Supervised Hours	
Supervisor	
Community Preceptor	
Learning Activities	

Self-Evaluation of Learning:

- Excellent
- Good
- Fair
- Poor

Supervisor Evaluation of Learning:

- Excellent
- Good
- Fair
- Poor

Community Preceptor Evaluation of Learning:

- Excellent
- Good
- Fair
- Poor

Comments:

Signatures

Student: _____

Date: _____

Supervising Professor: _____

Date: _____

Community Preceptor: _____

Date: _____

Action by DrPH Program Director

- Breadth Hours Approved Breadth Hours Not Approved

DrPH Program Director: _____

Date: _____

DrPH Program: Documentation and Evaluation of Depth of Practice Experience

Name:

Supervising Professor:

Date Submitted:

Context	
Role	
Start Date	
End Date	
Total Supervised Hours	
Supervisor	
Community Preceptor	
Learning Activities	

Self-Evaluation of Learning:

- Excellent
- Good
- Fair
- Poor

Supervisor Evaluation of Learning:

- Excellent
- Good
- Fair
- Poor

Community Preceptor Evaluation of Learning:

- Excellent
- Good
- Fair
- Poor

Comments:

Signatures

Student: _____

Date: _____

Supervising Professor: _____

Date: _____

Community Preceptor: _____

Date: _____

Action by DrPH Program Director

- Depth Hours Approved
- Depth Hours Not Approved

DrPH Program Director: _____

Date: _____