

Integrated Learning Experience (ILE)
 DrPH Program in Global Health Leadership
 Indiana University Richard M. Fairbanks School of Public Health

| | N/A | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|-----|----------------------------|--------------------|----------------------|
| Overall Dissertation Evaluation Criteria | | | | |
| Considered as a whole, are the dissertation, its methods and findings, significant and innovative? | | | | |
| Is the literature review thorough and applicable, and has it been synthesized effectively? | | | | |
| Are relevant leadership theories cited and explained? | | | | |
| Needs or Problem Statement | | | | |
| Is the need for the project clearly identified? | | | | |
| Goals and Evaluation Criteria | | | | |
| Does the dissertation include a description of policy goals and relevant evaluation measures (e.g., cost, resources needed to implement, feasibility of implementation, political feasibility)? | | | | |
| Generating Alternative Options | | | | |
| Does the dissertation identify appropriate options that could be used to address the problem? | | | | |
| Data or Policy Analysis | | | | |
| Have appropriate research and data analysis methods been employed? (For example, has the student used appropriate quantitative, qualitative, or policy analysis methods to evaluate competing options?) | | | | |
| Does the project describe how populations and communities will be affected by the change? | | | | |
| Are the pros and cons in terms of effect on populations thoroughly analyzed? | | | | |
| Are considerations of the ethical implications of the change adequate and appropriate? | | | | |

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| Implementation Plan (Plan for Change: Students should address some or all of the following, as appropriate to the dissertation.) | | | | |
| What resources (financial, human and other) are/were needed to implement and maintain the change? | | | | |
| Have the effects of the laws and policies that bear on this issue been adequately addressed? | | | | |
| Are/Were the relevant policy makers and stakeholders identified? What are/were their positions? | | | | |
| Has the student described a plan to obtain stakeholder support and/or reduce stakeholder opposition? | | | | |
| For dissertations focusing on past policy, has the student identified the role that stakeholder groups played in the project being evaluated? | | | | |
| Is/Was the proposed schedule of implementation realistic? Does/Did it make sense in the context of the project's budget and resources? | | | | |
| Have the appropriate policy analyses, social forecasts, assessments, negotiations, communications, and other applications methods been identified and integrated appropriately into the plan? | | | | |
| Are the marketing and public relations plans sound? | | | | |
| For projects focusing on historical policies, have these facets been examined? | | | | |
| Evaluation Plan: NOTE: In those cases in which the implementation plan or the principles cannot be applied within the third year, the dissertation committee members must assess of the potential "real world" utility of these "products." | | | | |
| Is the proposed evaluation plan sound? | | | | |

Faculty Signature: _____ Date: _____