

DrPH PROGRAM
IN
GLOBAL HEALTH LEADERSHIP

Academic Policies, Procedures and Guidelines

INDIANA UNIVERSITY
RICHARD M. FAIRBANKS SCHOOL OF PUBLIC HEALTH
DEPARTMENT OF COMMUNITY AND GLOBAL HEALTH

2024 - 2025 Academic Year

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These Policies, Procedures, and Guidelines provide operational details for the Doctoral Program in Global Health Leadership (DrPH), in the Department of Community and Global Health at the IU Richard M. Fairbanks School of Public Health. Each student should thoroughly familiarize themselves with the material and refer to it as needed throughout their time in the program. For additional guidance or clarification, please contact the program director.

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GENERAL INFORMATION

Doctor of Public Health (DrPH) Program Mission and Background

The program's mission is to produce globally minded practitioner-leaders prepared to advance organizational- or policy-level change that improves the public's health.

This mission responds to the urgent need for leaders equipped to improve the health of the public, both domestically and internationally. The Institute of Medicine's landmark 1988 report, *The Future of Public Health*, brought this need into sharp focus. The report concluded, "... public health will serve society effectively only if a more efficient, scientifically sound system of practitioner and leadership development is established." Since 1988, the Bureau of Health Professions, the Joint Council of Governmental Public Health Agencies, the Centers for Disease Control and Prevention, the World Health Organization and others have called for improved training of top health leaders. The need persists, underscored by global leadership failures associated with the COVID-19 pandemic.

In 2003, the Institute of Medicine renewed and strengthened its call for improved training of future health leaders in two major reports. One of these reports, *The Future of the Public's Health in the 21st Century*, recommended that "leadership training, support, and development should be a high priority." The other report, *Who Will Keep the Public Healthy*, focused on "Educating Public Health Professionals for the 21st Century", as its subtitle states. The report notes that much has changed since the original 1988 IOM report was issued, and these changes require modification and improvement of the education of top health leaders. The pedagogy and curriculum of the DrPH in Global Health Leadership responds to this need.

Focus on Change Leadership

The DrPH program focuses on **change leadership** by using practice-oriented research methods to collect evidence in real-world settings. That evidence, coupled with sound, culturally relevant leadership principles, is used in the doctoral project, completed at the end of the program. The doctoral project includes a plan for organizational shift that, if implemented, would produce effective and sustainable change. The competencies mastered and demonstrated by graduates of this program are the ability to recognize and describe a complex, significant public health problem and associated solutions, and to detail an evidence-based plan for advancing that solution through change in a practice setting.

The Global Context

A hallmark of our program is the global perspective infused throughout the DrPH program curriculum. We believe that excellent public health leadership requires awareness of and appreciation for the political, social, financial, and organizational conditions, both locally and globally, of where we practice. Courses in the program incorporate an international perspective wherever possible, including course content and resources, as well as international guest faculty.

Our extensive global network enhances the diversity of opportunities for students, faculty, and staff to learn from each other. It serves to enrich the teaching and learning environment and broaden personal and professional networks.

Close collaboration with global partners, including the diverse program faculty, helps to ensure the curriculum has a global perspective, better preparing graduates to practice across varied global settings and cultures.

The Fairbanks school and the DrPH program are accredited by the Council on Education for Public Health (CEPH) and the Agency for Public Health Education Accreditation (APHEA), the latter including a process of continuous improvement via international peer review.

Our Students

The DrPH program targets mid- to senior-level professionals working full time anywhere in the world with the potential and ambition to become top health leaders. Examples include health directors, program officers, ministers of health, mid- to senior-level managers, and leaders in government agencies, foundations, nonprofit, and non-governmental organizations, hospitals, and businesses. The program may also be appropriate for entrepreneurs and individuals working in nontraditional settings where they directly impact the public's health. Students and alumni represent all World Health Organization (WHO) regions.

Because the mission of the program is to produce graduates who will lead change to improve the public's health around the world, the curriculum focuses on developing advanced skills for practice-based careers and does not focus on preparation for research positions in academia or other settings.

DrPH Global Health Leadership Program Governance

Responsibility for academic conduct, standards, and requirements of the DrPH program rests with the faculty of the Department of Community and Global Health and the Fairbanks School of Public Health, through duly appointed representatives, in accordance with other school and university policies.

The director and associate director of the DrPH program oversee most operational aspects of the program, with support from various school units. Questions or concerns about any aspect of program governance should generally first be directed to the director or associate director, and they will refer requests to appropriate individuals as needed.

Director: Suzanne (Sue) Babich, DrPH, MS, RDN
Associate Dean of Global Health
Professor of Community and Global Health

Associate Director: Miguel Reina-Ortiz, MD, PhD, CPH, FAIM, FASTMH
Associate Professor of Community and Global Health

Program Costs

Please check our program website for the most recent tuition rates and fees. Students take 18 credit hours in each of years one and two, and in the third year, students take nine credit hours. The DrPH program is a total of 45 credit hours.

We do not accept transfer credits from other doctoral programs. Any supplementary coursework that a student may need to fulfill prerequisites, specialized training, or extra desired coursework will incur credit hours that are in addition to the 45 program credit hours.

Students are responsible for travel expenses related to two annual visits to campus (or an alternate location) in each of the first two years and any desired campus visits in the third year. Once a year, the program may meet in an international or domestic location outside of Indianapolis.

Financial Aid

General university information regarding financial assistance is available on the [Office of Student Financial Aid](#) website. If you are in the military, the university's military tuition benefit is outlined on the [Office for Veterans and Military Personnel](#) website.

Program Advising

The DrPH program director and associate director serve as the faculty advisors of the program, guiding students in interpreting course and program requirements and helping to identify potential doctoral project committee chairs. Project committee chairs are typically identified toward the end of the first year of study based on mutual scholarly interests. Chairs help students identify additional committee members and advise students on their doctoral research from the point of proposal development through the research process and until final defense of the doctoral project. The Fairbanks School's Division of Student Success is available to help students with course registration and other administrative questions throughout their time in the program.

Program Design

Residency

In each of the first two years of the DrPH program, students visit Indianapolis for three to five days in late August and mid-May. Once a year, an alternate site may be chosen which may require travel outside of the U.S. or Indiana. Students are given ample time to make travel arrangements in these cases.

During the first visit in August, students begin their studies with several days on campus. First year students participate in orientation that covers the program, department, school, and university. First and second year students participate in group discussions with top health care and public health leaders and are introduced to the first semester curriculum. Students will complete the majority of their studies at home after residency.

Coursework

The DrPH program makes substantial use of Canvas and Zoom to allow students and faculty to interact productively and support live video, audio, and data sharing. These technologies can also be used to connect guest speakers with students without having to bring everyone together in the same room. **NOTE: Students must have a high-speed internet connection of sufficient quality and reliability to enable them to be online each week on audio and video .**

Each week students receive course materials via email or their course Canvas sites. They study these materials on their own but must have completed required tasks before a regularly scheduled class session which will meet live via Zoom. These three-hour, synchronous time blocks are divided into two course sessions each week led by course instructors.

- First-year students meet for class on Tuesdays
- Second-year students meet for class on Wednesdays.
- Class times vary from cohort to cohort, depending upon the locations of students. However, typical connection times are 4-7pm ET or potentially 5-8pm ET when cohorts include students in China or other Far East locations. During the three-hour time block, the first class session runs from 4:00pm - 5:25pm ET. There is a ten minute break, then the second class session runs from 5:35pm – 7:00pm ET. Students are expected to be on time for class, and instructors are expected to start and end class sessions on time.

Students return for residency to Indianapolis (or an alternative location selected by the program) between semesters to conclude work on the preceding semester and begin work on the next semester's curriculum. This process is repeated throughout the first two years of the curriculum.

All students in a cohort move through the curriculum together at the same pace. Every course in the first two years is required of every student. (Note: Transfer credits from other doctoral programs are not accepted.) Some students are expert at some elements of the curriculum, but every individual completes all elements. Students are encouraged to share their expertise with others in the cohort. Active interaction among students is a critical element of learning that takes place in our leadership program.

The focus of the third year is on completing the doctoral project. Students are expected to proceed through the program with their cohort and to defend their projects within three years of matriculation. At the discretion of the program director and project chair, that time frame may be extended, and, in rare cases, extensions of up to five years from matriculation may be permitted.

Attendance

Participation in the DrPH program requires attendance at the in-person residency sessions during years one and two, as outlined in the previous section.

At least one of these two residencies per year will be in Indianapolis, Indiana. The others could take place at a location outside of Indianapolis, including elsewhere in the U.S. or abroad.

Exceptions to attendance at residencies include:

1. Illness or death in the immediate family.
2. Health emergency or condition that does not allow for travel (e.g. pregnancy).
3. Mandatory organizational obligation (one time only) acknowledged in writing by employer.
 - a. In the case of #3, the student is responsible for obtaining any notes, instructions, etc. from cohort mates.

All incoming first-year students must attend the residency orientation session in August in its entirety, with no exceptions. Anyone unable to attend will be considered for program deferral to the following year.

We understand that important professional and personal opportunities may conflict with scheduled residency sessions. However, priority must be given to attendance at in-person sessions. Only in rare cases will other extraordinary circumstances be considered.

Punctual attendance is required at all weekly class sessions throughout years one and two of the program. Students are expected to arrange vacation and work-related travel plans to accommodate class session times. ***Failure to attend class sessions and/or residential experiences in their entirety, or chronic tardiness for class sessions, will disqualify a student from continuation in the program.***

Program Interruptions

Courses are arranged in a tightly choreographed sequence, and each course is offered once per year. If a student does not successfully complete a course on schedule, they will be unable to proceed through the program with the same cohort.

Any student experiencing difficulties completing coursework in sequence with their cohort should consult the program director for guidance.

If a leave of absence is required, space may be available in the next year's cohort. If the student is in good academic standing, it may be possible for that student to rejoin the program the next year at the point where they left off. Such situations will be managed on a case-by-case basis between the student and the program director, at times in consultation with the DrPH program academic progress committee.

ACADEMIC REQUIREMENTS

Program Competencies

The curriculum is displayed by category and term on the following page. The curriculum competencies are aligned with the CEPH DrPH foundational competencies and adapted for this

program, which emphasizes a global perspective. A mapping of the competency model and curriculum is available in Appendix B.

Course Requirements

Printable versions of this curriculum table and the degree requirements checklist can be found in Appendices A and B.

The DrPH program is rigorous. It requires strong writing and analytical skills. All students have to manage demanding, full-time jobs while simultaneously progressing in a year-round doctoral program.

At times, it may be necessary for some students to independently take additional coursework (with or without credit) or to supplement their education (via textbooks or other readings or lessons, coaching, or tutoring) if remedial or additional knowledge or skills are required to help them master program courses or support their unique doctoral projects. The university offers some resources, or other supports, at no extra charge. Students are responsible for the costs of any other supplemental coursework or support they may need to successfully complete the program.

DrPH IN GLOBAL HEALTH LEADERSHIP CURRICULUM*Course sequence, title, and (credit hours)*

	LEADERSHIP	PUBLIC HEALTH	RESEARCH*
Year 1			
Fall	PBHL-A 755: Org Leadership Theory and Practice (2) PBHL-A 756: Leadership in Global Health Law & Ethics (2)**	PBHL-A 757: A Population Perspective for Global Health (1)	PBHL-A 758: Initiating the Research Process (1)
Spring	PBHL-A 759: Leadership in Global Health Systems (2)**	PBHL-A 760: Essentials of Practice-based Research (2) ***	PBHL-A 761: Literature Review & Appraisal (2)
Summer	PBHL-A 762: The Science of Global Health Implementation (2)***	PBHL-A 763: Leadership Challenges in Global Health Informatics (2)	PBHL-A 777: Doctoral Project Preparation and Planning I (2)
Year 2			
Fall	PBHL-A 765: Financing Global Health (2)	PBHL-A 768: Global Health Policy Analysis and Advocacy (2)***	PBHL-A 766: Fundamentals of Research Analysis (2)
Spring	PBHL-A 670: Global Health Diplomacy (2)** PBHL-A 670: Design and Systems Thinking in Global Health (2)**	PBHL-A 769: Strategic Theory & Practice in Global Health Leadership (2) PBHL-Axxx: Global Health Diplomacy (2)	
Summer	PBHL-A 767: Executive Communication for Global Health Leaders (2)**		PBHL-A 771: Program Evaluation for Global Health Leaders (2) PBHL-A 778: Doctoral Project Preparation and Planning II (2)
Year 3			
Fall			A805: Doctoral Project (3)
Spring			A805: Doctoral Project (3)
Summer			A805: Doctoral Project (3)

* First year research courses help with the doctoral project proposal preparation. Second year courses focus on conducting the doctoral project.

** Also, under "Public Health."

*** Also, under "Research."

Grades and Academic Progress

DrPH Grade Policies:

- Only courses with a grade of “B-” or better will count toward graduation. If a C+ or lower is earned, the student will be placed on academic review and the course must be repeated until a grade of B- or better is earned. Students will be subject to academic release if they fail to remediate their course grade at the first opportunity.
- If two C grades (C+, C, or C-) or a single grade of D or below are received, a student will be subject to academic release from the program. The Program Director, with input from the Academic Progress Review Committee, and Student Success makes recommendations to the dean for final decisions regarding student academic release. To be considered for continuation in the program, the student must petition for reinstatement and comply with any recommendations made by the Program Director and Academic Progress Review Committee.
- “Incompletes” in courses will only be permitted, with the instructor’s approval, for students who have completed at least 75% of the course and are passing the course at that time. If an “Incomplete” is given, the instructor and student must agree on a timeline for course completion, not to exceed three months.
- A cumulative 3.0 grade point average is required to graduate from the DrPH program.
- Students must be in good academic standing, with at least a 3.0 grade point average, to be eligible to take the comprehensive written examination at the end of Year 2 of the program.
- If a student does not pass all sections of the exam, the academic progress review committee will deliberate on remedies. Remedies may include an opportunity to retake the exam once or other remedies up to and including dismissal from the program.
- Students must pass the written comprehensive examination before they can enroll in doctoral project credit hours. (Note that it may be possible to defend a project proposal slightly ahead of having taken the written comprehensive exams. In this case, even if the student passes the proposal defense, they must wait until passing the written comprehensive exam before commencing work on doctoral project.)

Reinstatement Procedures:

When a student becomes academically ineligible to continue in the program, they may petition the Program for reinstatement. The student should complete the Program Reinstatement request form found in the school’s student portal after one semester (Fall or Spring) has elapsed from the date of dismissal. The Program Director will then convene an ad hoc review committee comprised of the program director, 1-2 faculty members, and the department chair. The committee will review the request and make a recommendation to the dean for final approval.

Written Comprehensive Examination

A written comprehensive examination is administered at the end of the second year of the

program. Students take the exam via distance from their homes or offices. The exam integrates key concepts from the overall program curriculum.

Students have two 10-hour sessions in which to take the exam. Specific logistical details about the examination are initially confirmed and then reconfirmed with students at least one week before the exam is scheduled to take place. Accommodations are made for time zone differences.

Exams are double blind graded by faculty associated with the program. If graders disagree on exam results, a third faculty grader may be engaged.

Exams are graded pass/fail, and detailed feedback is not provided. All portions of the exam must be passed for the exam to be deemed passed. If a student fails any portion of the exam, general feedback about the nature of the deficiency will be provided to the student by the program director.

If a student does not pass all sections of the exam, the academic progress review committee will deliberate on remedies. Remedies may include an opportunity to retake the exam once or other remedies up to and including dismissal from the program.

Applied Practice Experience (APE)

The Applied Professional Experience (APE) is a professional service project that helps an organization and/or advances public health practice. The APE provides students an opportunity to apply program knowledge and skills to further develop and demonstrate attainment of program competencies. Organizations that may be suitable for an APE include governmental, non-governmental, non-profit, industrial, or for-profit settings, and could be the student's own work setting.

The APE can be completed anytime during the doctoral program, but it must be finished before a student can graduate from the program.

At the culmination of the APE, students will submit to the DrPH program director:

- The deliverable provided to the organization.
 - A single item such as a report, evaluation, or training workshop.
 - Or a body of work.
- A reflection that describes the student's personal or professional reactions to the applied experience.
 - This can be accomplished through an essay, journal or other written product approved by the program director.

The APE must be approved in advance by the program director. It must cover a minimum of five foundational and/or concentration-specific program competencies. APE proposals are

submitted online using an electronic form that routes to the program director, the link for which can be found on the DrPH Canvas program site. (Note: Program competencies are included in an Appendix at the end of this handbook, on the online proposal form and also on the program page on the FSPH website at <https://fairbanks.indianapolis.iu.edu/academics/doctoral/public-health/drph-comptencies.html>.) At least one APE competency must be from the leadership, management, and governance domain or from the global health leadership domain.

There is no minimum number of hours or other prescribed level of depth or scope required for the APE, but it must involve a generally substantive, high-quality experience, that addresses the identified competencies. Final APE deliverables are sent to the program director via email for approval. Finished APE projects are noted and retained in student's electronic academic record files maintained by the school.

Samples of exemplary APEs can be found on the DrPH Canvas program site.

Teaching and Learning Professional Development

The DrPH program hosts a series of professional development seminars and trainings, delivered virtually and created especially for our program by the IU Center for Teaching and Learning. By the end of August in year two of the program, each student is required to have completed the series, documented their participation and reflected on the experience in a reflection journal.

The teaching and learning training series includes the following learning objectives:

1. Upon completion of the virtual teaching and learning trainings students will demonstrate competencies in:
 - a. Assessing an audience's knowledge and learning needs.
 - b. Delivering training or educational experiences that promote learning in academic, organizational or community settings.
 - c. Using best practice modalities in pedagogical practices.
2. Review the teaching and learning resources available online through [IU Indianapolis Center for Teaching and Learning](#) website including the videos available [here](#). Pick three to four of these resources and reflect on them in a journal delivered via the Canvas module site (link will be provided during program orientation in August).

Final Integrative Experience

The Doctoral Project

The doctoral project marks the culmination of the program. It is the final demonstration that students have mastered the program competencies.

The doctoral project is a practice-based, applied research project. It requires students to use a scholarly, systematic approach to gather evidence and coupled with sound leadership principles, to create a plan for change that would implement a solution to a complex, significant global public health problem.

Because the DrPH is a practice-oriented degree, the doctoral project takes a practical approach. Students are free to focus on a challenge at the policy or organizational level including at their own organization or another setting. The emphasis is on gathering evidence under “real world” conditions, and applying it with sound leadership principles, to create a plan for change that, if implemented, would be likely to result in effective and sustainable change. Note that the plan does not have to be implemented before completing the DrPH, but we hope it will serve as a blueprint for future action.

The final deliverables for the doctoral project include:

- A presentation of the research to the doctoral project committee. This presentation is called the “doctoral project defense.” Students make a formal PowerPoint presentation to summarize the overall rationale, approach taken to collect and analyze data, and findings of the doctoral project. The presentation includes the centerpiece of the doctoral project – the plan for change – that stems from this work (more details about the doctoral project defense can be found in the section on Doctoral Project Defense).
- A manuscript formatted as a paper for submission to a peer-reviewed journal that stems from the doctoral project work. The paper is written according to the author’s guidelines for a practice-oriented journal chosen by the student in consultation with doctoral committee members (more details can be found in the section on Doctoral Project Paper.)

Overview of the Doctoral Project Process

Early in year one, students are asked to identify a general topic area and specific practice-related problem that they would like to focus on for their doctoral project. **Since the program focus is on how to influence and implement change, the doctoral project will focus on a “change leadership” challenge.**

Coursework in year one helps students reflect on and narrow their focus to a specific, well-defined, and documented problem, as well as the specific change that needs to be moved forward to address the problem. Throughout the coursework, students practice expressing this problem in the form of a researchable question. The change leadership challenge may be within an organization, or it may be a policy change at any level of governance.

A course in the summer of year one, focused on doctoral project planning and preparation, helps students refine their topic, focus their project into a narrow researchable question, and identify a doctoral project chair who will advise and support them as they move through the development of their project.

During year two, students work independently, with input from their project chair, to make progress on drafting a doctoral project proposal. During this period, which is concurrent with year two coursework, students identify and add (in consultation with their project chair) two additional members to their doctoral project committee (more details can be found in the section on Doctoral Project Committee Composition)

Students are expected to finalize and defend a doctoral project proposal between spring of year two and fall of year three. The proposal “defense” is an oral examination of the student by their doctoral committee, during which the student demonstrates their academic readiness to proceed with conducting their doctoral project work. Once students successfully defend their doctoral project proposal, and after they have passed their written comprehensive exam at the end of year two, they are eligible to enroll in doctoral project credit hours and proceed with completing the final component of the program (e.g., the doctoral project).

We expect most students to complete their doctoral project by August in year three of the program. A few students may finish earlier; some finish later. Students have up to five years to complete all degree requirements. Once the project is finished and a draft manuscript has been finalized, a final doctoral project defense is held (more details about defense protocols are included separately in this Handbook.)

Doctoral Project Committee Composition

Doctoral project committees consist of three individuals.

1. Chair of the doctoral committee, who is an FSPH faculty member
2. Another FSPH faculty member
3. Affiliated faculty member
 - a. May be drawn from outside the university with the approval of the program director and the chair of the Department of Community and Global Health
 - b. May be an external practitioner who is granted affiliate status at the FSPH

Students are free to identify their own doctoral project chair, and the program director can assist by recommending potential project chairs for the student to explore. If a student cannot identify a suitable doctoral project chair, the program director or department chair may assign one from the Department of Community and Global Health faculty. Some affiliated faculty who teach regularly in the program may, with the approval of the chair of the Department of Community and Global Health and the program director, be permitted to chair a doctoral project.

Once all three members of a doctoral project committee have been identified, the student is responsible for completing the doctoral committee composition form (linked on the DrPH program Canvas site). The form is routed to the program director for approval and then to the Division of Student Success where it is filed.

Outline of Approach to Conducting a Doctoral Project

Coursework through the first two years of the DrPH program prepares students for conducting the doctoral project. Because our students come from diverse disciplinary backgrounds and work experiences, there is often wide variability in the types of projects they pursue. Some students may need to supplement their knowledge through additional readings or trainings outside the program curriculum. For example, they may want to review a text on a specialized methodology or learn how to use a new electronic tool for text analysis.

The following outline is provided to assist students with understanding the typical process for conducting a doctoral project:

Step 1: Choosing the Topic

The topic addressed by the doctoral project should be innovative and significant, focusing on implementing a specific change to help solve some aspect of a complex and substantial global health problem.

“Innovative” means the project must either identify new approaches to addressing existing or past problems, or it may apply existing approaches to new problems.

“Significant” means that the project’s implementation plan must have the potential to advance important improvements in the public’s health, or that the identification and understanding of past failures and successes provide important insights to inform organizational or policy change to improve the public’s health.

Quality or process improvement projects, or evaluations, may be viable doctoral projects if they include a focus on change leadership.

- **Focus:** Most projects will focus on either:
 - A change at the top level of an organization, or a set of organizations, that improves the organizations’ abilities to improve the public’s health; or
 - Policy development and implementation at the local, regional, state, or national level aimed at improving the public’s health.
- **Researchable:** The topic must be able to be stated as a research question. That question must be clear, succinct, and written precisely enough that it can be operationalized as an academically sound research project.

Step 2: Reviewing the Literature

To help in deciding on a suitable topic for the doctoral project, students must conduct a review of the literature to understand the magnitude and/or scope of the problem, the history and status of efforts to address it, and any other background that may help to frame an approach to the project. In this way, the doctoral project requires a scholarly analytical summary of the research on the topic and any relevant related bodies of literature (such as, for example, literature that may inform an approach to methodology.) The literature review should identify gaps in the literature – what is not known or is inadequately addressed. Students should be able to explain how the literature informed the approach to the doctoral project.

Step 3: Drafting the Proposal

Students craft a proposal outlining the objectives, methodology, expected outcomes, and the project's significance which includes who will benefit from this work and why. Students should work closely with the program director and doctoral project committee to ensure that their ideas and approach meet program expectations, and, once the proposal has been completed and successfully defended, that they apply for and receive required institutional review board (IRB) approval. While the program curriculum is designed to prepare students to embark on this work, special emphasis and support will be provided during summer doctoral project planning and preparation courses in years one and two of the program to help ensure that students meet expected milestones and keep pace in the program.

Step 4: Collecting the Data

Doctoral projects in our DrPH program typically use a nonexperimental, descriptive research design. The research question determines the type of data needed, and the data needs determine the appropriate research methods and tools needed for data collection analysis.

Taking the lead from the research question, students determine what data they need to address the research question. For example, many students use interview data from semi-structured interviews or focus groups, and they may use objective data taken from reviews of documents such as memoranda, reports, meeting notes, government hearings or testimony.

Once they know what data they need, students choose an appropriate approach to gather and analyze the data (the evidence) while ensuring ethical standards and confidentiality are maintained. These data are what will ultimately support the plan for change.

Data collection and analysis methods may include such approaches as:

- Qualitative analysis of semi-structured key informant interviews or focus group data
- Analysis of objective data from review of documents such as reports, organizational memoranda, media stories, and other sources
- Program evaluation
- Process improvement

- Policy analysis

Quantitative data analysis, including the use of large data sets, and mixed methods approaches to research are seldom, if ever, used in this program. That is because the program focus on leading change necessitates research questions that usually require data from qualitative sources, such as semi-structured key informant interviews or focus groups, as well as, potentially, objective data from document review. Experience has shown that when mixed methods or quantitative analysis are used, they add little value in answering the research questions and may detract from effort which might otherwise have been invested in richer approaches. In the unusual case that quantitative data might be used, they would need to be used in conjunction with additional sources of data that inform the change leadership process.

Step 5: Reporting and Analysis of the Results

Once the data has been collected, they are organized and displayed using tables, figures, charts or graphs, as appropriate. Analysis may include discussion of themes, patterns, or other findings relevant to the project focus.

The results and analysis should be interpreted in the context of the public health problem being addressed, the solution that is the focus of the change effort, and any context that may be relevant from the literature review. It is sometimes even appropriate at this stage to conduct additional review of literature to aid in more fully understanding the results. In this way, the research process may be iterative in nature.

Step 6: Crafting the Plan for Change

This step is the centerpiece of the doctoral project and should be comprehensively detailed. It draws from the data that were collected and analyzed for the project. This step presents evidence-based recommendations for implementing change, applying sound, and culturally relevant leadership principles. The recommendations should address the resources, players, and contextual parameters affecting the problem and should include an evaluation plan.

What do we mean by resources, players and contextual parameters?

- **Resources** that are necessary to implement to maintain the organizational change or policy. They may include people, funding and other infrastructure elements.
- **Players** include the stakeholders or interested parties needed to implement the recommended changes.
- **Contextual parameters** focus on what you need to initiate changes. These may impact organizational structure, organizational policies, social environment, ethics, or norms. You may need to draw on principles of communication, diplomacy, project planning, informatics, or other content covered in the DrPH curriculum.

Step 7: Preparing the Doctoral Project Presentation and Paper

Prepare a presentation, supported with PowerPoint slides, which includes the background, methodology, results, and the evidence-based plan for change. Explain how the plan will improve the public's health. Identify any limitations and discuss how the plan might be advanced in practice or shared out in the field.

At the same time, prepare a paper for a practice-oriented, peer-reviewed journal that substantially shares the work conducted for the doctoral project. The paper should be written according to the author's guidelines for the journal and in consultation with doctoral committee members (more details can be found in the section on Doctoral Project Paper.)

Step 8: Defend the Doctoral Project

Prepare for the oral defense of the doctoral project by reviewing the work and anticipating questions from committee members and others who may be present. Present the project orally to the committee, defending the methodology, findings, and proposed plan for change, and successfully answering questions or challenges posed by committee members or other attendees.

Make any necessary revisions to the paper draft and finalize it for submission to the selected journal. Complete any further work required by the doctoral project committee and submit the final doctoral project report to the program committee for evaluation and final approvals.

Actual implementation and evaluation of the plan for change is not required for graduation from the doctoral program. However, we hope that students later will work to implement the plan and assess its impact.

A final defense announcement that includes an abstract of the doctoral project is sent out via email by the FSPH Division of Student Services. In advance of the defense, students should work with their doctoral committee chair to prepare the abstract and submit it to the Division of Student Services. . The announcement informs the school community about the presenter, topic, date, and location of the defense meeting.

Note about the iterative nature of conducting a doctoral project:

The doctoral project is a major undertaking. The entire third year of the program is devoted to the project. Students should expect it will take at least one year from the time of the doctoral project proposal defense to the time of the final defense and graduation. This process may take longer for some students than others. At times, it may require that students pause and retrace steps in the process to ensure the work is academically defensible.

Steps in the doctoral project process that some students find the most challenging, and where they may need to spend more time, include:

- Ensuring the significance and appropriateness of the issue chosen at the outset and the framing of the research question. The focus of the work must lead to an evidence-based plan for change.
- The appropriateness of and execution of the methodology used. Some students may need to get additional support from external sources such as texts, tutorials, or other resources if they do not have sufficient training in the methodology they want to use.
- Whether the results logically follow from the findings.
- The completeness and feasibility of the proposed plan for change and evaluation plan, and the appropriateness with which leadership principles are applied.

Doctoral Project Paper

In addition to the oral doctoral project defense, the doctoral project work is submitted as a publishable paper to a peer-reviewed journal. The paper does not have to be published prior to program completion, but it must be submitted to an appropriate peer-reviewed journal before program completion.

Students prepare the paper according to the journal's author guidelines. Students provide the doctoral committee members with the details of the journal and a link to the author guidelines. Journals should be recognized as reputable and significant in the field, usually with an impact factor. Students are responsible for any fees that may be associated with publication. Students should confer with their doctoral committee members and the program director for help, as needed, in identifying an appropriate peer-reviewed journal for submission, taking care to avoid predatory publications.

Doctoral Project Defense (Proposal and Final Defense)

For all doctoral projects, a doctoral project committee of at least three people, approved by the program director, evaluates the quality of the proposal and final project. (See the earlier discussion of doctoral committee composition on page 15.)

Doctoral project proposal and final defense meetings may be conducted online via Zoom, in person, or using a hybrid approach, whichever is most convenient for the participants.

The committee reviews and approves the doctoral project proposal, provides guidance to the student in conducting the project, and judges whether the project meets the expectations for a scholarly work.

Doctoral project chairs have leeway in the actual format of the doctoral project proposal defense and the final oral project defense.

The doctoral project proposal defense is usually conducted with only the student and committee members present. The final defense is typically open to the school of public health community (other students, faculty). A final defense announcement that includes an abstract of

the doctoral project is sent out via email by the Division of Student Services. The announcement informs the school community about the presenter, topic, date, and location of the defense meeting.

Doctoral Project Final Defense Procedures:

1. Doctoral project committee holds an optional, closed executive session of committee (without the student present) to clarify any remaining initial concerns before commencing the defense.
2. Doctoral project committee chair begins the defense with introductions (as needed), greetings/welcome, and a review of the procedure/plan for the defense.
3. Candidate's presentation of 20-30 minutes. Questions from the committee/audience (if present) should be held to the end, unless for clarification only.
4. In advance of the defense, committee members should be provided with the PowerPoint slide set and draft paper.
5. Questions are directed to the student first from the committee then from the audience in an open session.
6. The student is then excused from the room after all questions have been answered.
7. The committee then holds a closed executive session to discuss the doctoral project and the defense, additional requirements, if any, and the outcome of the defense. The closed session typically lasts for 10-20 minutes but may vary.
8. The student is invited back into the meeting and briefed by the committee on the outcome.
9. If the defense has been successful, signatures are collected by the student or doctoral committee chair, as needed, and sent to the Division of Student Services. Since most defenses are conducted via distance, this step is usually accomplished via email.
10. Detailed feedback is provided to the student by the doctoral project committee chair immediately, and/or in writing within one to two days, regarding any corrections, necessary changes, elaborations, and any additional work required for the doctoral project.
11. The doctoral committee chair may want to ask other committee members to delegate authority to the committee chair to determine whether/when the necessary revisions have been successfully completed and the student can proceed to graduation.

Chair Responsibilities for the Defense:

1. All doctoral committee members should be in agreement that the student is ready ahead of the final defense. If a favorable outcome, albeit with minor changes or elaborations, is not likely, then the defense should not yet be scheduled.
2. Run the defense efficiently, fairly, and comprehensively.
3. Take notes during the defense of all committee member (and audience) questions in order to provide feedback to the student. This is particularly important regarding corrections, changes, elaborations, and any additional work required.
4. Celebrate the completion of the doctoral program!

Note: Candidates for graduation must be registered during the semester in which they defend.

Progress Reporting for Students Enrolled in Doctoral Project Hours

Students registered for A805 (doctoral project) must communicate their progress on their project to their doctoral project committee chair and the doctoral program director before the end of each semester in which they are enrolled in A805. It is the student's responsibility to keep their project chair and Program Director informed of their progress and any situations that cause deviations from their project timeline. There is no specialized form on which to submit the update; students are expected to send the information via a detailed email message covering the items noted below.

For students who have not defended their project proposal, the progress update should include:

- Details on progress of their proposal during the past year
- Timeline for scheduling their proposal defense
- An explanation of delays in progress.

For students who have defended their proposals, the message should include:

- The date of the proposal defense
- Names of the project committee members
- Progress to date on research, including status of the IRB application, data collection, and overall status of work compared to project timeline.

Students are expected to move in lock step with their cohort and to defend their project within three years of matriculation. When there are extenuating circumstances, it may be possible to extend work in the program to not more than five years from matriculation.

Should the doctoral project chair determine that sufficient progress has not been made, a grade of F (fail) for A805 or the doctoral project may be assigned. Failure to provide timely progress updates to the project committee chair and program director, or repeated failure to make sufficient progress, may result in dismissal from the program. In the event of insufficient progress, the program director will work with the student to explore their options.

ETHICS, DISCRIMINATION, INSTITUTIONAL REVIEW BOARD & HIPAA

Ethics and Honor Code

The responsibilities section of the Code of Student Rights, Responsibilities, & Conduct ([link here](#)) contains detailed information about illegal drugs, ethics, the honor code, non-discrimination, racial and sexual harassment, and the alcohol policy. You can also visit the registrar's website for information on the Family Educational Rights & Privacy Act [here](#).

Harassment and Discrimination

The university's policy on harassment and discrimination prohibits discrimination or harassment on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Students who want additional information regarding the university's process for investigating allegations of discrimination or harassment should contact the IU Indianapolis Office of Equal Opportunity (OEO).

IUI Office of Equal Opportunity
980 Indiana Avenue Suite 4443
Indianapolis, IN 46202
(317) 274-2306 or oeoIUI@IUI.edu

Student Grievances

In compliance with university policies, FSPH provides a fair and transparent process for students to address grievances related to academic matters, faculty interactions, or program-related issues. These procedures can be found on the school's website.

Institutional Review Board (IRB) and Research Involving Human Subjects

It is the policy of the Indiana University that all research projects which involve human subjects shall be subject to review and approval by an appropriate Indiana University Institutional Review Board or, as appropriate, an officially appointed, Institutional Review Board (IRB) registered with the Office of Human Research Protections (or other office designated by the United States Department of Health and Human Services) prior to project initiation and without respect to funding or the source of funding.

CITI Training

All students embarking on doctoral project work must have first completed the [Collaborative IRB Training Initiative](#) (CITI) training. It is an online research ethics training relating to human subject research. The training is renewed every three years until the doctoral research is finished.

CITI training contains modules on topics like informed consent, vulnerable populations, ethical principles, and IRB (Institutional Review Board) regulations. Each module has a short quiz at the end to assess understanding. ***This training must be completed before you can begin work on your doctoral project,*** and it is recommended that you complete this module during your first semester in the doctoral program.

A link to the online training module and details about the module can be found [here](#).

You must complete one of the following courses based on your main area of research:

- If you are mainly engaged in **biomedical research** complete: Biomedical Researcher, Stage 1 (this category is unlikely or never applicable to DrPH students).
- If you are mainly engaged in **social or behavioral research** complete: Social/Behavioral/Educational Researchers, Stage 1 (this is the category most relevant for DrPH students).
- VA researchers should complete the VA CITI course and should affiliate their CITI account with Indiana University. The VA CITI course fulfills the Indiana University researcher education requirement for VA researchers.
- For assistance with affiliating your CITI account with Indiana University, please email irb@iu.edu.

The length of the IRB approval process depends on the type of research. For example, approval of secondary data analysis or a study involving minimal risk to human subjects may be approved relatively quickly (e.g., within a week or two). Approval for collecting sensitive data about human subjects may require several revisions before IRB approval is granted (e.g., one to two months). If doctoral project research involves protected health information, then a student may also be required to complete HIPAA training.

It is imperative to plan ahead so that the research is not delayed. In general, the process is:

1. Complete the proposal—either immediately after successfully defending the proposal, or after it is in relatively final form. If significant modifications are made to the proposal, then IRB approval of the modification is required.
2. Submit completed IRB application online.

The IRB for the Fairbanks School of Public Health is the Non-Biomedical IRB (Committee E). For questions about the IRB process or how to complete particular aspects of the application, please contact the IRB office at 317-274-8289 or by email at irb@IU.edu. For technical questions about online submission of IRB applications, contact the IU IRB Help Desk at 812-856-4242.

FORMS

Required Forms

A number of forms must be completed and submitted to FSPH during the doctoral program (see Table 1 below). All required forms are available from the FSPH Division of Student Success and are linked on the DrPH Canvas home page. Students should check with the Division of Student Success to ensure that the appropriate forms are filed on their behalf and at the appropriate times. ***Students are responsible for initiating and ensuring follow through for all relevant forms. ALL FORMS SHOULD BE SUBMITTED TO THE department of student success via email (fsphdrph@iu.edu) or mail (Indiana University, Richard M. Fairbanks School of Public Health, Health Sciences Building (RG), 1050 Wishard Blvd. Floor 5, Indianapolis, IN. 46202-2872)***

Table 1: Required Forms

	Report	Filed after	Responsible party
1	Curriculum vitae	Each year	Student
2	Preliminary Doctoral Written Examination	Taking written comprehensive exams	Program Director
3	Doctoral Committee Composition Note: When applicable, students are responsible for submitting forms to have non-IU faculty appointed to FSPH to serve on their doctoral committees.	Assembling a project committee	Student
4	Approved Project	Defense of the project proposal (first oral examination)	Student
5	Oral Examination	Defending the project proposal (first oral examination)	Committee or Committee Chair
6	IRB Approval	Getting IRB approval	Student
7	Application for Graduation	Completing all requirements (except project defense), about 3 months before graduation	Student
8	Final Oral Examination	Defending the final project	Committee or Committee Chair

Report of Preliminary Doctoral Written Examination (Part I: Doctoral Exam Report Form).

- Filed after taking written comprehensive exams
- This form reports the results of the written comprehensive exam and is filed regardless of whether the outcome of the examination is a pass or fail.
- The program director is responsible for filing this form for students.

Report of Doctoral Committee Composition (Part I: Report of Doctoral Committee Composition & Report of Approved Project)

- Filed after assembling a project committee.
- The doctoral project committee must be approved by the program director and the chair of the Department of Community and Global Health.
- Often this form is completed at the same time as the oral defense of the project proposal.
- The student is responsible for filing this form with FSPH Student Success.

Report of Approved Project (Part II: Report of Project Committee Composition & Report of Approved Project)

- Filed after defending the project proposal (first oral examination).
- The project committee signs this form indicating approval of the proposed project.
- The student is responsible for filing this form with FSPH Student Success.

Report of Oral Examination (Part II: Doctoral Exam Report Form)

- Filed after defending the project proposal (first oral examination).
- This form reports the results of the project proposal defense and is filed regardless of whether the student passes or fails the examination.
- The doctoral project committee chair is responsible for filing this form.

IRB Approval

- Filed after defending the project proposal: See section on IRB.

Application for Graduation

- Filed after completing all requirements (except project defense), about three months before graduation (please check University calendar for the exact filing date).
- Degrees are awarded three times a year: May, August, and December.
- A student who expects to finish soon must notify the department of their intention to graduate by submitting an application for graduation on a specific date.

- In order to have the degree awarded at the desired time, all degree requirements must be completed (except the project defense) no later than the deadline specified in the University Registrar's Calendar.
 - **December graduation: Second Friday in October**
 - **May graduation: Second Friday in February**
 - **August graduation: Second Friday in June**
- **The Fairbanks School cannot make exceptions to this rule.**
- If the student submits an application but does not satisfy the degree requirements by the deadline for graduation (*e.g.*, because of a failed final oral examination, outstanding grade of IN, etc.), the application will roll forward to the next commencement.
- After one year a new graduation application must be submitted.
- The student is responsible for filing this form.

Report of the Final Oral Examination (Part III: Doctoral Exam Report Form)

- **Filed after defending the doctoral project.**
- The final oral examination takes place at the time of doctoral project defense.
- The doctoral project committee chair is responsible for filing this form.

APPENDIX A

Degree Requirements Checklist

Theme	Course Number, Title and Description	Credit Hours	Date Completed
Prerequisite Coursework (Needed only if no MPH/MHA)			
	PBHL-P 510: Introduction to Public Health	3	
Fall, Year 1			
Leadership	PBHL-A 755: Org Leadership Theory & Practice	2	
Public Health	PBHL-A 757: Population Perspective for Global Health	1	
Leadership / PH	PBHL-A 756: Leadership in Global Health Law and Ethics	2	
Research	PBHL-A 758: Initiating the Research Process	1	
Doctoral Project	Identification of project topic (general description)		
Spring, Year 1			
Leadership	PBHL-A 759: Leadership in Global Health Systems	2	
Research	PBHL-A 761: Literature Review & Appraisal	2	
Research / PH	PBHL-A 760: Essentials of Practice-based Research	2	
Doctoral Project	Project topic finalized First draft of literature review completed		
Summer, Year 1			
Leadership	PBHL-A 762: The Science of Global Health Implementation	2	
Public Health	PBHL-A 763: Leadership Challenges in Global Health Info	2	
Research	PBHL-A 777: Doctoral Project Planning and Preparation I	2	
Doctoral Project	Research Question Draft Chapter 1: The Topic Revised Chapter 2: Literature Review		
Fall, Year 2			
Leadership	PBHL-A 765: Financing Global Health	2	
Research	PBHL-A 766: Fundamentals of Research Analysis	2	
Research	PBHL-A 768: Global Health Policy and Advocacy	2	
Doctoral Project	Continued development of project proposal Determination of methods		
Spring, Year 2			
Leadership	PBHL-A 670: Global Health Leadership	2	
Public Health	PBHL-A 670: Learning Health Systems	2	
Research	PBHL-A 769: Strat Theory & Practice in Global Health Leader	2	
Doctoral Project	Doctoral project proposal defense Research Question		

	Background and Significance Literature Review Methods Timeline		
Summer, Year 2			
Leadership	PBHL-A 767: Executive Communication for Global Health Leadership	2	
Leadership	PBHL-A 771: Program Evaluation for Global Health Leaders	2	
Research	PBHL-A 778: Doctoral Project Planning and Preparation II	2	
Comprehensive Exam			
Year 3			
Research	Doctoral Project	9	
Elective (optional)		3	
Elective (optional)		3	
Doctoral Project	Fall: Data collection completed		
	Spring: Type 1 → Draft Section 4: Results Draft Section 5: Implementation Plan Type 2 → Draft Section 4: Results Draft Section 5: Analysis		
	Summer: Doctoral project defense		
Applied Practice Experience (APE)	(Documented in reflective journal)		
Education and Workforce Development Training	(Documented in associated Canvas site via completed assignments)		
Total credits		45	

APPENDIX B

Course Competency Map

Competency	Course Number(s) and Name(s)*
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	PBHL-A 760: Essentials of Practice-based Research PBHL-A 768: Global Health Policy Analysis and Advocacy PBHL-A 771: Program Evaluation for Global Health Leaders
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	PBHL-A 768: Global Health Policy Analysis and Advocacy PBHL-A 771: Program Evaluation for Global Health Leaders
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	PBHL-A 763: Leadership Challenges in Global Health Informatics PBHL-A 771: Program Evaluation for Global Health Leaders
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	PBHL-A 755: Organizational Leadership Theory and Practice
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	PBHL-A 767: Executive Communication for Global Health Leaders PBHL-A 768: Global Health Policy Analysis and Advocacy
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems	PBHL-A 756: Leadership in Global Health Law and Ethics
7. Create a strategic plan	PBHL-A 769: Strategic Theory & Practice in Global Health Leadership

8. Facilitate shared decision making through negotiation and consensus-building methods	PBHL-A 767: Executive Communication for Global Health Leaders
9. Create organizational change strategies	PBHL-A 769: Strategic Theory & Practice in Global Health Leadership
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems	PBHL-A 759: Leadership in Global Health Systems
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency	PBHL-A 755: Organizational Leadership Theory and Practice
12. Propose human, fiscal and other resources to achieve a strategic goal	PBHL-A 765: Financing Global Health
13. Cultivate new resources and revenue streams to achieve a strategic goal	PBHL-A 765: Financing Global Health
Policy & Programs	
14. Design a system-level intervention to address a public health issue	PBHL-A 762: The Science of Global Health Implementation
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs	PBHL-A 768: Global Health Policy Analysis and Advocacy
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis	PBHL-A 756: Leadership in Global Health Law and Ethics
17. Propose interprofessional^ team approaches to improving public health	PBHL-A 762: The Science of Global Health Implementation
Education & Workforce Development	
18. Assess an audience's knowledge and learning needs	Seminar provided by IU Center for Teaching and Learning: Activity modeled background knowledge probe.
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings	Seminar provided by IU Center for Teaching and Learning: Activity

20. Use best practice modalities in pedagogical practices	Seminar provided by IU Center for Teaching and Learning: Activity on lesson planning and active learning
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DrPH Competencies in Global Health Leadership

Competency	Course Number(s) and Name(s)
1. Analyze the roles and relationships of international organizations and other entities influencing global health.	PHBL-A 768: Global Health Policy Analysis and Advocacy
2. Critique the impact of global policies on health equity and social justice across a range of cultural, economic and health contexts.	PBHL-A 759: Leadership in Global Health Systems
3. Apply an understanding of global economic, political, and social conditions on population health worldwide.	PHBL-A 768: Global Health Policy Analysis and Advocacy
4. Apply diplomacy and conflict resolution strategies with global partners.	PHBL-A 767: Executive Communication for Global Health Leaders
5. Exhibit communication skills that demonstrate respect for other perspectives and cultures.	PHBL-A 767: Executive Communication for Global Health Leaders