



Doctor of Public Health Program Student Handbook

Welcome to the Doctor of Public Health Program at the Medical College of Wisconsin!

We are grateful that you have committed to pursue an advanced degree in public health practice and leadership with us. As a DrPH student, you will engage in a rigorous and challenging program that will equip you with the competencies needed to lead community health improvement efforts. This journey involves a wide array of learning experiences that we hope will be rewarding both personally and professionally. The academic relationships and community partnerships developed through this program will facilitate success over the course of your career.

The program director, associate program director, faculty and staff are here to support and assist you throughout the program. Students will also be matched with a faculty research advisor who will support and deepen an appreciation for a content area important to the student and the community.

This DrPH Student Handbook provides important information for current students regarding the program's guiding statements, curriculum, competencies, governance, advising, and various resources. This handbook is considered a supplement to the Graduate Student Handbook which provides information such as admission requirements, application and registration procedures, grading, tuition and fees, leave of absence, and all other policies and procedures students need to be familiar with. It is the student's responsibility to be aware of and comply with all requirements, policies, procedures, and deadlines in both documents. The DrPH Student Handbook is updated as needed and posted on the DrPH website. The Graduate Student Handbook can be found on the [Graduate School's website](#), under Current Students, MCW Graduate Student Handbook.

If you have any questions or if there is additional information that you would like to see incorporated into this handbook, please let us know. It is intended to be a useful resource and we are open to receiving your feedback.

Kind regards,

David Nelson, PhD
Program Director
danelson@mcw.edu

Christopher Simenz, PhD
Associate Program Director
csimenz@mcw.edu

Kim Contardi, MPH
Program Manager II
kcontardi@mcw.edu

Sarah Curry, MEd
Program Manager I
scurry@mcw.edu

Shannon Edminster, MS
Education Program Coordinator III
sedminster@mcw.edu

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Important Contact Information

Topic	Contact Information
Policies and Procedures such as: Admissions, Registration, Temporary or Permanent Withdrawal, Transfer of Credits, Student Affairs, Academic Calendar, Grievances, Probation, Graduation, etc.	Graduate School, gradschool@mcw.edu Angela Backus, Director of Enrollment 414-955-8218 https://www.mcw.edu/education/graduate-school
Policies and Procedures such as: Registration, Temporary or Permanent Withdrawal, Transcripts, Name Change, etc.	Office of the Registrar, acadreg@mcw.edu https://www.mcw.edu/education/academic-and-student-services/Registrar
Tuition and Billing	Office of Student Accounts, mcwtuition@mcw.edu
Financial Aid	Student Financial Services, finaid@mcw.edu
Brightspace	LMS Help Desk, lmshelp@mcw.edu
MCW Email and Password Issues	IS Help Desk, help@mcw.edu
MCWconnect Credentials	Information Services, MCWconnect_support@mcw.edu
Academic and Career Advising	David Nelson, danelson@mcw.edu Christopher Simenz, csimenz@mcw.edu Shannon Edminster, sedminster@mcw.edu Nai-Fen Su, naifensu@mcw.edu (career)
Coursework	Course Faculty (see syllabi for contact information)
Dissertation	David Nelson, danelson@mcw.edu Christopher Simenz, csimenz@mcw.edu
MCW Libraries	Medical College of Wisconsin Libraries Medical College of Wisconsin (mcw.edu) 414-955-8302
Student Governance and Involvement, Graduate Student Association	Graduate School-Graduate Student Association
Academic and Student Services <ul style="list-style-type: none"> • Student Inclusion • Academic Support and Enrichment • Health and Wellness • Career Services 	Academic and Student Services Medical College of Wisconsin (mcw.edu)

PROGRAM BACKGROUND

MCW's [Institute for Health & Equity](#) offers the first online DrPH program in Wisconsin designed to prepare experienced public health practitioners with the competencies needed to lead community health improvement efforts. Training will be self-directed, faculty and dissertation advisor guided, and cohort influenced. This will enable students to work on public health issues together, and to challenge one another in an environment built on trust. Academic relationships and community partnerships developed through this program will support success in the short term and over the course of a career. The program will enroll a cohort of approximately twelve students annually.

Graduates of the program will be prepared to work in senior level leadership positions in a variety of settings such as:

- Governmental agencies
- Non-governmental organizations
- Hospitals and healthcare systems
- Community-based organizations
- Academic institutions

GUIDING STATEMENTS

VISION

Healthy, thriving, and equitable communities

MISSION

Provide an exceptional educational experience emphasizing public health practice, leadership development, and community engagement.

PROGRAM GOALS

The overall goals to fulfill the mission fall into three categories that include education, research, and service.

Education

- Foster interdisciplinary learning in an inclusive environment for students and faculty of diverse backgrounds, interests, and experiences.
- Recruit and retain a diverse faculty and student population.

Service

- Partner with communities to address current and emerging public health issues.

Research and Scholarship

- Promote faculty and student scholarship and research that reflects the priorities of the communities, offers evidence-based public health knowledge and solutions, and advances the field of public health.

PROGRAM VALUES

Program values are reflected in:

- Justice
- Inclusion
- Equity
- Excellence
- Social Responsibility

PROGRAM ACCREDITATION

The Medical College of Wisconsin (MCW) is accredited by the Higher Learning Commission (HLC) and the Liaison Committee on Medical Education (LCME). The DrPH program is also individually accredited by the [Council on Education for Public Health](#) (CEPH). The Council on Education for Public

Health (CEPH) is an independent agency that accredits schools of public health and public health programs offered in settings other than schools of public health.

PROGRAM GOVERNANCE

The program director is responsible for all administrative affairs of the DrPH program, including administration of academic conduct, standards, and requirements in accordance with Graduate School guidelines. In addition, the director is responsible for recommending admissions with input from the Admissions Committee, helping to match dissertation advisors with students, approving DrPH dissertation committee chairs and members, advising these committees on interpretation of policies and requirements, and fulfilling any other administrative duties or responsibilities. The program director is a member of the Graduate Studies Council, which meets monthly to discuss and decide on recommendations for policies and procedures and opportunities for improvement. In addition, the program director leads the Faculty Committee comprised of all teaching and advising faculty. This committee meets at least biannually to discuss programmatic matters.

ACADEMIC AND CAREER ADVISING

The program director and associate program director serve as the primary academic and career advisors for the program, guiding the student in understanding course and program requirements and helping to identify a faculty member who serves as the research advisor and dissertation committee chair. The research advisor, a full-time MCW faculty and a member of the Graduate School faculty, is selected within the first year by mutual agreement between the student, the proposed advisor, the program director or associate program director, and the department chair. The research advisor must be on the list of approved mentors as established by the Graduate School Rank Committee of the Graduate Studies Council. The program director, associate program director, and research advisor help the student identify additional dissertation committee members and advise the student on their doctoral research from the point of proposal development through the research process and until final defense of the dissertation.

Students are also encouraged to consult with program staff to discuss coursework, career goals, registration, and administrative issues throughout their time in the program. The program coordinator meets with students at least annually to review progress toward achieving key milestones such as the applied practice experience and dissertation work. Students upload relevant materials to task lists on the Teams site where progress can be tracked. Once students defend their dissertation, the program coordinator meets with them prior to graduation to finalize any remaining tasks, answer questions, obtain feedback, and assess interest in engaging with the program as alumni. The program director also meets with each graduating student to discuss their experiences throughout the program. Career advisement resources are provided by the [Career Services](#) office as well.

Doctoral seminar also provides opportunities for students to assess progress and obtain further guidance pertaining to coursework, demonstrated mastery of doctoral competencies, service and scholarly activities, and portfolio development. Faculty discuss the applied practice experience and integrative learning experience/dissertation at length. During the dissertation year, students submit at least one progress report to their research advisor and other committee members to gauge progress toward dissertation completion. DrPH milestones and goals for the next academic year are also discussed. If progress is unsatisfactory, the student will plan a course of action with the program director and associate program director. Students who have received a less than satisfactory evaluation will be notified by the Dean of the Graduate School. Students with a GPA below 3.0 will be on probation and will receive notification from the Dean.

DrPH Program Teaching Faculty

Program faculty come from a variety of disciplines including public health, medicine, epidemiology, sociology, psychology, community engagement, and education. Students will be matched with a faculty advisor early in the process who will support and deepen an appreciation for a content area important to the student and the community.

David Nelson, PhD, MS

Professor, Department of Family and Community Medicine and Director DrPH and MPH programs, Institute for Health & Equity

Research Focus: Working with community partners to increase physical activity, improve food access, increase social support and the process of community engagement

Previous Education: University of Tennessee-Knoxville

John Meurer, MD, MBA

Professor, Institute for Health & Equity Director and Graduate Program Director

Research Focus: General pediatric clinician education, population health management, childhood asthma, and obesity coalition models to chronic disease control

Previous Education: University of Wisconsin Medical School

Staci Young, PhD

Professor, Department of Family and Community Medicine and Institute for Health & Equity

Research Focus: Advocacy for vulnerable patients and populations, the organization of work among health professionals in traditional and community-based clinical settings, and the relationship between the urban environment, acute and chronic life stressors, and health status

Previous Education: University of Wisconsin-Milwaukee

Leslie Ruffalo, PhD

Associate Professor, Department of Family and Community Medicine and Institute for Health & Equity

Research Focus: The use of community engagement strategies to address health disparities. Topics of interest include nutrition and access to healthy foods, physical activity, substance abuse and behavioral health.

Previous Education: University of Wisconsin-Milwaukee

Jennifer Freiheit, PhD

Assistant Adjunct Professor, Institute for Health & Equity

Research Focus: Strategic planning and leading organizational change; public health emergency preparedness and response; understanding of the socialization needs of new employees and formation of a public health professional identity

Previous Education: University of Wisconsin-Milwaukee

Christopher Simenz, PhD

Associate Professor and Associate Director DrPH and MPH programs, Institute for Health & Equity

Research Focus: Community based participatory research (CBPR) to study obesity reduction/prevention focused on underserved populations in Milwaukee's central city, projects aiming to address policies in the areas of nutrition, physical activity, land use, and education to reduce the incidence of obesity and related co-morbidities in the Milwaukee area

Previous Education: Marquette University

Jennifer Peterson, PhD

Adjunct Instructor, Institute for Health & Equity

Research Focus: Role of communication in the conceptualization and experience of illness, forms and functions of social support and how they impact people with rare or stigmatized illnesses, support experiences of women living with HIV, qualitative research

Previous Education: University of Illinois Urbana-Champaign

Courtney Barry, PsyD, MS

Assistant Professor, Department of Psychiatry and Behavioral Medicine

Research Focus: Health psychology, trauma, trauma-informed care, biopsychosocial model, burnout, wellness, mental health, stress, coping, behavioral health, health equity, and resiliency

Previous Education: The Chicago School of Professional Psychology

Julie Willems Van Dijk, PhD

Assistant Adjunct Professor, Institute for Health & Equity

Research Focus: Community health assessment and improvement planning, health policy, executive leadership, public health accreditation, program evaluation, maternal child health, and emergency preparedness, planning, and implementation

Previous Education: University of Wisconsin-Milwaukee

Jessica Olson, PhD, MPH

Assistant Professor, Institute for Health & Equity

Research Focus: Reducing disparities in maternal and infant morbidity and mortality, equitable partnerships with community-based doulas, Black birth equity, reducing breast and lung cancer disparities in Wisconsin, and coalition building

Previous Education: Medical College of Wisconsin

Tarakee Jackson, DrPH, MPH

Assistant Adjunct Professor, Institute for Health & Equity

Focus: Community building and diversity training development on a staff and student level

Previous Education: Capella University and Grand Canyon University

Diamond D. Williams, DrPH, MPH

Associate Adjunct Professor, Institute for Health & Equity

Focus: Diversity, equity, inclusion, and belonging, community engagement, development and promotion of culturally relevant programs, and grant development and management

Previous Education: Howard University; Morehouse School of Medicine; Walden University

PROGRAM STRUCTURE AND ACADEMIC REQUIREMENTS

The program is a cohort model in that the students will work together over the three-year program. This will enable the students to work on issues together, and to challenge one another in an environment built on trust. Forty-six credits encompass applied course work culminating with successful defense of the dissertation. The curriculum is a “hybrid” in that synchronous and asynchronous online learning will occur in addition to three summer visits for on-campus learning.

Orientation

Students will receive communication from the Graduate School regarding information and resources that are available to review in Brightspace. In addition, the Graduate School will host a virtual orientation in August that students will be able to access at any time. This orientation will include various drop-in sessions to give students an opportunity to talk with representatives from various

departments such as Academic Support and Enrichment, Student Health and Wellness, and Career Services. The initial summer onsite experience will include activities to orient students to the program as well.

Foundational Public Health Course

Students who have not earned a CEPH-accredited degree are required to complete a no-credit, no-cost, online course that addresses public health foundational knowledge. Students will participate in a combination of asynchronous and synchronous sessions over the course of eight weeks during the summer prior to matriculation. All other DrPH students are eligible to enroll as well.

Summer Onsite Experience

All students are required to participate in three onsite learning experiences in Milwaukee during the month of August. These summer onsite experiences will be scheduled over the course of three to four days. Students will receive an agenda of events in early summer. These mandatory onsite experiences provide the opportunity to meet with other students, faculty, and public health practitioners. Students must make their own travel and lodging accommodations.

Participation is critical to successful completion of the program. Exceptions will be made only in the case of 1) illness or death in the family, 2) mandatory organizational obligation (one time only), acknowledged in writing by employer. We understand that important professional and personal situations may conflict with the scheduled onsite experience. However, priority must be given to attendance during the entire experience. Only in rare cases will other extraordinary circumstances be considered by the program director.

Students are responsible for attending all the sessions during the onsite experience and will need to remediate any missed sessions for any cause. Students are advised to work with the program leadership and/or dissertation chair to develop and submit a remediation plan to program leadership within two weeks of the conclusion of the onsite experience. Failure to do so means the students do not meet the requirements of the program.

Course Schedule

The program consists of a combination of synchronous and asynchronous coursework. As a condition of enrollment, students agree to attend online courses offered on Tuesdays from 6:00 – 9:00pm (Central Standard Time) for the first year and on Wednesdays from 6:00 – 9:00pm (Central Standard Time) for the second year. Weekly modules will be offered in both synchronous (live presentations with student interaction) and asynchronous formats. The mix between synchronous and asynchronous sessions will vary by course and therefore students will need to reserve 3-hour blocks of time each Tuesday (year 1) and each Wednesday (year 2) in their schedules. Students are expected to attend all weeks when lectures are presented live and are required to turn on their cameras. Students are expected to arrange vacation and work-related travel plans to accommodate class session times. Failure to attend class sessions and/or on-campus sessions as specified or chronic tardiness for class sessions will disqualify a student from continuation in the program. Classes are set up in sequence and each is offered only once a year. Therefore, if a student does not complete a class on schedule, he or she will have to wait one year before the course is offered again.

Competencies and Curriculum

Foundational Public Health Knowledge

Students will be grounded in foundational public health knowledge prior to matriculation. The program validates foundational public health knowledge by verifying the completion of a CEPH-accredited master's degree or requiring completion of an online course that addresses the 12 learning objectives.

Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services¹¹
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

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

DrPH Competencies

Upon completion of the DrPH program, students will demonstrate knowledge of the 20 foundational CEPH competencies as well as the 5 DrPH public health practice competencies. Students are expected to familiarize themselves with these competencies and collect evidence as part of their portfolio for how these competencies are met. Students will achieve these competencies through synchronous and asynchronous coursework, practical experiences, and other applied activities. Please refer to the competency mapping in Appendix A to review the learning experiences through which students in the DrPH develop and attain these competencies. In addition, the curriculum is grounded in the seven key practices necessary to be a high achieving Community Chief Health Strategist.

DrPH Foundational Competencies
Data & Analysis
1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health
Leadership, Management & Governance
4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions, sectors, and systems in addressing public health problems

7. Create strategic plans
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal
Policy & Programs
14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional and/or intersectoral team approaches to improving public health
Education & Workforce Development
18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational and community settings
20. Use best practice modalities in pedagogical practices
DrPH Concentration in Public Health Practice Competencies
1. Apply a set of ethical standards in the conduct and dissemination of research.
2. Assess the determinants of health and factors that contribute to health promotion and disease prevention.
3. Develop policy advocacy strategies at the legislative or administrative levels to influence health policies.
4. Apply leadership skills for building partnerships in public health.
5. Propose community-engaged research principles for public health practice and research.

Community Chief Health Strategist Practices

Practice 1: Adopt and adapt strategies to combat the evolving leading causes of illness, injury and premature death.

Practice 2: Develop strategies for promoting health and well-being that work most effectively for communities of today and tomorrow.

Practice 3: Community health strategists will identify, analyze and distribute information from new, big, and real time data sources.

Practice 4: Build a more integrated, effective health system through collaboration between clinical care and public health.

Practice 5: Collaborate with a broad array of allies – including those at the neighborhood level and the non-health sectors – to build healthier and more vital communities.

Practice 6: Replace outdated organizational practices with state-of-the-art business, accountability, and financing systems.

Practice 7: Work with corresponding federal partners – ideally, a federal Community Health Strategist – to effectively meet the needs of their communities.

Graduate School Competencies

All students in the Graduate School are also expected to develop competency in the following areas and are assessed by the program director on an annual basis:

- Research Skills (e.g. reading and understanding published research, project planning skills, etc.)
- Critical and Creative Thinking (e.g., the ability to judge the validity of information and results and to use valid information to reach new insights within the field of study)
- Interpersonal and Communication Skills (e.g., class discussions, question & answer sessions, formulating and writing essays or other assignments, working in groups, etc.)
- Professionalism (e.g., ethics, respect in interaction with others, completing assignments on time, punctuality, professional behavior in general)
- Lifelong Learning and Improvement (e.g., learning skills development, commitment to continued independent learning)
- Interdisciplinary Commitment (e.g., motivation and skills to pursue a career involving multiple disciplines)

Medical College of Wisconsin – Sample DrPH 3-Year Curriculum			
Course	Required or Elective	Faculty Director	Credits
Year 1			
Fall			
Public Health Practice I-Building a Foundation for Public Health	Required	D. Williams	3
Research Theory	Required	D. Nelson	3
Doctoral Seminar	Required	C. Simenz/J. Olson	1
Spring			
Public Health Practice II-Building Community Partnerships and Coalitions	Required	L. Ruffalo	3
Public Health Research Study & Design	Required	C. Simenz	3
Doctoral Seminar	Required	C. Simenz/J. Olson	1
Summer			
Introduction to Community Engagement	Required	T. Jackson	3
Doctoral Seminar	Required	C. Simenz/J. Olson	1
Year 2			
Fall			
Public Health Practice III-Strategies to Eliminate Health Disparities	Required	S. Young	3
Data Collection and Analysis	Required	D. Nelson and J. Willems Van Dijk	3
Doctoral Seminar	Required	C. Simenz/J. Olson	1
Spring			
Public Health Applied Research	Required	C. Barry	3
Executive Communication in Public Health	Required	J. Peterson	3
Doctoral Seminar	Required	C. Simenz/J. Olson	1
Summer			
Executive and Organizational Leadership	Required	J. Freiheit	3
Doctoral Seminar	Required	C. Simenz/J. Olson	1
Year 3			
Fall			
Dissertation	Required	Advisor	5
Spring			
Dissertation	Required	Advisor	5
Total Credits			46

All students move through the curriculum together at the same pace. Every DrPH course is required of every student. The focus in the third year is on writing the dissertation. Students are expected to proceed through the program with their cohort and to defend their dissertation within three years of matriculation. If a student completes 10 dissertation credits but the dissertation is not completed by the required due date, the student may register for Doctoral Dissertation Continuation. This is a

0-credit course with a fee of \$225. A student may only register for this course for three consecutive semesters. Continuation beyond three semesters requires Graduate School Associate Dean approval. Any student experiencing difficulties completing coursework in sequence with their cohort should consult the program director for guidance.

Doctor of Public Health Course Descriptions are located in the [Academic Bulletin](#).

OTHER PROGRAM REQUIREMENTS

Applied Practice Experience (no credit)

DrPH students are required to engage in an applied practice experience (APE) in which they are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice. Relevant organizations may include governmental, non-governmental, non-profit, industrial, and for-profit settings. The applied practice experience may be completed within a student's own work setting. All APE sites must be pre-approved by the program director and there must be an Affiliation Agreement established prior to the start of the APE. The deliverable must contain a reflective component that includes the student's expression of personal and/or professional reactions to the applied practice experience. It must cover a minimum of five foundational and/or concentration-specific program competencies including at least one from the leadership, management, and governance domain. The minimum number of hours for the applied practice experience is 40, but most projects will likely exceed the minimum. The APE must involve a substantive, quality experience that addresses the identified competencies and should be completed within the first two years of the program. Although not required, students are encouraged to link their applied practice experience to their dissertation. The student will develop a project proposal under the guidance of the program director, faculty advisor, and site preceptor.

Institutional Review Board (IRB)

MCW's Institutional Review Board must review all research involving human subjects including class research projects, applied practice experiences, and dissertations. Students must submit a proposal to the IRB even if the planned research may be exempt since only the IRB can make that determination. It is essential to receive IRB approval prior to conducting research. MCW requires that all faculty, staff and students who are engaged in the planning, conduct or analysis of research involving human subjects complete an online training module. This CITI (Collaborative Institutional Training Initiative) training must be completed before beginning work on the applied practice experience and the dissertation. It is recommended that this module be completed during the first year in the program. The CITI training in the Protection of Human Research Subjects may be accessed at www.citiprogram.org. Click on Register and select MCW as the institution. You do not need to pay for this training. The majority of students will complete the Social/Behavioral Research, Stage 1 course. CITI contains modules on topics such as informed consent, vulnerable populations, ethical principles, and IRB regulations. Each module has a short quiz at the end to assess understanding.

Dissertation/Integrative Learning Experience

The DrPH dissertation or Integrative Learning Experience (ILE) is the ultimate academic test of a student's competency. Students have flexibility in designing a dissertation project, but all DrPH candidates will generate a field-based product consistent with advanced practice designed to influence programs, policies or systems addressing public health. The dissertation will demonstrate synthesis of foundational and concentration-specific competencies and be of

publishable quality. Selecting a dissertation topic should begin very early after entering the program, recognizing that topic selection requires much reflection and refinement to move from a broad area of interest to a focused set of study questions. Students will have the opportunity to engage in this reflection and refinement as they complete coursework including the doctoral seminar, develop their portfolio, participate in advising sessions and on campus visits, and discuss their interests among peers and with faculty. Details regarding the dissertation process can be found in the Dissertation Guide.

Graduate School Forms and Graduation Requirements

All doctoral students are required to accomplish the following in sequential order before defending and/or submitting a dissertation for graduation.

1. Approval of the dissertation committee. Committee Approval form and Committee Change Approval form: www.mcw.edu/graduatestudentforms
2. Approval of the research proposal/outline. Dissertation or Thesis Proposal Approval form: www.mcw.edu/graduatestudentforms. Outline approval must be granted by the Dean, at least 9 months before the defense is held.
3. Intent to graduate. Students will be notified via email regarding the timeframe and instructions to submit the Application for Graduation in MCWconnect:
 - Log into MCWconnect: <https://sis.mcw.edu>
 - On the right side of your home page, click on Student Records. Then click on Apply for Graduation.
 - Answer the few questions and submit.
 - After submitting, your account will be charged a one-time graduation fee. To view and pay: on the right side of your home page, click on Tuition and Financial Aid. Then click on My Tuition Account.
4. Degree Completion deadlines and Checklist with required forms can be found on the Graduate School website: www.mcw.edu/graduatestudentforms.
5. Submission of the defense announcement to gradcompletion@mcw.edu 30 days prior to your defense using the DrPH Dissertation Defense Announcement Template found on the Graduate School website: www.mcw.edu/graduatestudentforms
6. Submission of the preliminary copy of the dissertation to the Dean, two weeks before the defense.

Degree paperwork for DrPH students is due two weeks after the dissertation defense. Students may email gradcompletion@mcw.edu once their defense date is set to discuss the [Degree Completion Checklist](#) and required forms.

ACADEMIC INTEGRITY

Honest, ethical, and responsible behavior is as essential to the scientific and health professions as is academic excellence and scholarship. For students, such behavior is necessary in all areas of the educational experience, including, but not limited to: academic course work, scientific research, ethical use of information, and relationships with peers. It is incumbent on all members of the academic community to uphold high standards, to monitor these standards, and to bring to appropriate Medical College administrators concerns regarding dishonest, unethical, or irresponsible behavior.

It is the students' responsibility to ensure that they know and understand the requirements of this document and conduct themselves with the highest degree of integrity throughout the

preparation and execution of their doctoral qualifying examinations, dissertation proposal and advancement to candidacy.

At a minimum, this includes avoiding the following:

- **Plagiarism:** Plagiarism occurs when individuals present the ideas or expressions of another as their own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others.
 - **Cheating:** Cheating occurs when students circumvent or ignore the rules that govern an academic assignment. It can include using notes (in physical or electronic form) in a closed-book exam, or submitting the work of another as one's own. If students are not sure about the rules that govern an assignment, it is the students' responsibility to ask for clarification.
 - **Research Integrity:** The integrity of data in public and community health research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason, any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data reported in any portion of the dissertation is a clear violation of the rules and requirements of academic integrity and honesty.
 - **Authorship:** The Doctor of Public Health program, along with the Graduate School follow the [MCW Corporate Policy: Authorship on Scientific and Scholarly Publications](#):
 - Definition: Scholarly Publications - Scholarly publications include articles, abstracts or any other dissemination of written or electronically organized findings, thoughts, or analyses.
1. The Medical College of Wisconsin adopts the ethical principles embodied in the *Uniform Requirements for Manuscripts*, composed by the [International Committee of Medical Journal Editors](#), as revised in 2003. These principles, which are compatible with ethical and editorial policies of highly reputable biomedical journals, include the following:
 - a. The qualifications for authorship are the following: (1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; (2) drafting the article or revising it critically for important intellectual content; and (3) final approval of the version to be published. *Authors should meet qualifications 1, 2 and 3.*
 - b. All individuals who qualify for authorship should be listed. However, any person can refuse to be an author if (s)he elects to do so.
 - c. Each author should have participated sufficiently in the work to take public responsibility for appropriate portions of the content.
 - d. Multi-center projects should identify the individuals who accept direct responsibility for the manuscript. These individuals should each meet all three conditions for authorship given above. When submitting a group authored manuscript, the corresponding author should clearly indicate the preferred citation and should clearly identify all individual authors as well as the group name. Other members of the group may be named in the acknowledgements.
 2. Honorary or courtesy authorships are inconsistent with the principles above and are considered unacceptable. The following activities do not justify authorship: acquisition of

funding, collection of data, general supervision of the research group, donation of materials, writing assistance and general support (e.g., provided by the departmental chair or laboratory head).

3. Contributors should be listed either in a byline for contributors, as requested by some journals, or in an acknowledgements section. Under either declaration, groups of persons who have contributed may be listed under heading, such as “clinical investigators” or “participating investigators.” Further details of function or contribution may be described as in these examples: “critically reviewed the study proposal,” “collected data,” or “provided and cared for study patients.” Endorsement of the data and conclusions may be inferred by acknowledgement and, therefore, all persons so listed must give permission to be acknowledged.

Alleged violations will be brought to the attention of the Graduate School Dean.

STUDENT COMMITMENT TO SERVICE

All students in the program are expected to provide service to the communities in which they live and/or work. The program will obtain this information from students on an annual basis. Service opportunities may come from activities such as class projects, the applied practice experience, or volunteer work.

STUDENT GOVERNANCE AND INVOLVEMENT OPPORTUNITIES

Students are encouraged to take an active role in the governance of the program. Following are avenues in which students can get involved in program activities. If interested in any of these opportunities, please contact the DrPH program, drph@mcw.edu.

1. Graduate Student Association (GSA) – consists of all degree-seeking graduate students and provides a mechanism for voicing collective graduate student opinions to the faculty and administration while aiding in the dissemination of information to graduate students. Each department or program elects a student to be on the representative council. This group meets once a month.
2. Advisory Committee – consists of representatives from the public health workforce, faculty, students, administration, and alumni. The committee participates in strategic planning processes providing recommendations and guidance to the program administration. Input may also be solicited on topics such as service activities, student diversity, curriculum development, research opportunities, workforce development, marketing, and accreditation.
3. Peer Mentor Program – consists of doctoral students who are interested in mentoring other doctoral or master’s degree seeking students. Peer mentors provide first-year students with support and give advice based on their own graduate school experiences. Mentors check in monthly with their assigned students and address academic, social, and professional topics with their mentees.
4. Admissions Committee – consists of the program director, associate program director, program manager, faculty, and a student representative. The committee reviews applications annually and makes recommendations regarding admission to the DrPH program.

TECHNOLOGY AND LEARNING RESOURCES

System Requirements for DrPH Web-Based Learning

Students should have access to Brightspace, A PC running MS Windows OS or a Mac running OS X. Firefox, Safari Chrome, or Microsoft Edge are recommended. Internet Explorer is no longer supported. Microsoft Office 2007 or newer and Adobe Acrobat Reader may be required. Students must have a high-speed Internet connection. It is recommended that students use headsets or earbuds if they choose to connect to class audio using their computers.

Brightspace is a web-based learning management system where all course materials can be found. With Brightspace, students can take surveys, quizzes and tests, send and receive course mail, post to threaded discussions and chat rooms, upload assignments using drop-boxes, view lectures, and more. Students will access their synchronous course sessions through Brightspace as well. Students can check their progress and grades at any time during the course and can create groups and teams for project or committee work. Resources for learners can be found at:

<https://documentation.brightspace.com/EN/learners/learners.htm>

An office suite such as Microsoft Office and Adobe Reader or other compatible PDF readers are also required. Video-conferencing platforms such as Zoom and Microsoft Teams will be utilized in various courses to allow students and faculty to interact productively. Students are expected to have video on during synchronous class sessions unless otherwise specified due to alternative agreements with faculty. These platforms will also be used to connect guest speakers with students during synchronous sessions.

Statistical Software Requirements

The use of a statistical software package may be required for some courses. Information will be found in the course syllabus.

Library

MCW Libraries consist of the central Todd Wehr Library located in the MCW Administrative Building and two branch libraries located at Froedtert Hospital and Children's Hospital of Wisconsin.

Library resources are available to all registered students. Library information can be accessed at <https://www.mcw.edu/departments/libraries>. Enrolled students are provided remote access to the libraries. This access includes the multitude of library resources, particularly the electronic journals and books.

Textbooks

A list of required textbooks will be emailed to all students and uploaded to the DrPH Students Microsoft Teams site. Students may acquire textbooks from any convenient source. Students are advised not to purchase books far in advance of enrollment as texts are frequently published in new editions or courses are revised to newer, more current texts.

Writing Resources

- APA is the citation style preferred by the DrPH program.
- [Purdue University online writing lab](#)
Free online writing resources

- [Center for Plain Language](#): The "learning tab" has tools and other resources, and the CareMark awards feature "before" and "after" examples.
- Grammarly: <https://www.grammarly.com/proofreading>
- Writing tutors: Schedule online through Academic Support and Enrichment using [WcOnline](#).
Navigate to the 'Peer Tutoring' schedule, and then use the 'Limit To' function to find the 'All Writing' category.

Career Advising

Students are encouraged to utilize career advisement resources provided by the Graduate School such as the Graduate School [Career Services](#) office. Students may also seek guidance from the DrPH program director, associate program director, and staff.

ONLINE LEARNING STRATEGIES

Whether you are experienced or new to the online learning world, there are some evidence-based strategies for success in the DrPH online program. Also provided are references and links for additional resources.

Access

- Make sure that you have the right technology (e.g., hardware, software, internet connectivity) to complete assignments.
- Spend some time navigating your way through the class files and folders to make sure that you can access desired course menus and materials.⁵
- Download or print out pages for reference and review away from the computer.⁵

Time Management

- It is estimated that students spend approximately 15 hours a week on their coursework, but this can vary depending upon their course load. A better indicator of the amount of time it will take to complete the coursework is six hours a week for every credit hour. This estimate includes time to view course materials and time to work on assignments.
- Determine what time is best for you to study and complete assignments and schedule times in which to read, complete assignments, and post dialogue to other classmates.
- Be sure to find a private place to study which is free from distractions.^{1, 4, 3}

Communication

- Interaction and discussion with classmates and instructors still occur in online learning through reading and responding to classmates' introductions, facilitated course discussions, or engaging in ongoing dialogue about issues. Just as in face-to-face learning, we expect that you will learn from and provide insights to your peers.
- Start by posting your own introduction—as the first step in building your online learning community.
- Participate. Whether you are working alone or in a group, contribute your ideas, perspectives, and comments.²
- Log on to your course each day to at least check discussions and course updates/announcements.

- Be polite and respectful. Remember that you are dealing with real people online. Being polite and respectful is obligatory for a productive and supportive online environment.² Find a list of online [etiquette rules](#).

Trouble Shooting and Other Tips

- Ask for help early. Remember that your instructor wants you to succeed.
- Be patient. As much as your instructor will try to be prompt in answering questions, please do not expect instantaneous responses to your queries. Learn how to set break points in your study so that you can return exactly to that point when your question is answered. Be patient with yourself as well—give the material a chance to soak in.⁵

Additional Reading/ Resources on Strategies for Effective and Efficient Online Learning

- ¹ Arkansas State University. *Study Skills Links*.
- ² Illinois Online Network. *Tips for online success*.
- ³ Purdue University. *Tips to enhance your online learning experience*.
- ⁴ Roper, A. (2007). *How students develop online learning skills*. *EDUCASE Quarterly*. 30.
- ⁵ Texas A & M University. *Tips for taking online courses*.

TUITION AND FEES

If you have questions regarding tuition or your account, please contact the Office of Student Accounts, at (414) 955-8172 or mcwtuition@mcw.edu.

Current MCW Employees

[Tuition Course Approval Form - Human Resources](#) (PDF)

Financial Aid

The [Financial Aid Office](#) is available to assist students with securing financial aid.

Late Fees

There will be a \$100 late registration fee for anyone not completing registration by the date indicated on the schedule each semester.

There is also a \$250 late payment fee for tuition not paid on time according to the Tuition Payments policy in the Graduate Student Handbook.

Late payment fee is in addition to any late registration fee.

FORMS

Many forms such as those required to graduate, request a leave of absence, request transcripts, etc. are available through the Graduate School Office. Please refer to the Graduate School website, Current Students, for links to the forms and instructions for completion. Scroll down toward the bottom of the page under the [General Student Information](#) section and you will find General Student Forms, Preliminary Requirements and Degree Completion forms. Questions? Contact the Graduate School at gradschool@mcw.edu or 414-955-8218.

COMMENCEMENT

A formal commencement ceremony takes place once a year in May. All students receiving their degrees are expected to participate in the commencement exercise. If distance or other obligations

prevent attendance, the Dean should be notified in writing at the earliest opportunity. Dissertation advisors are expected to attend commencement and hood their students. When this is not possible, the program director or graduating student should designate an alternate and advise the Graduate School office of this arrangement.

Disclaimer

The DrPH Handbook is updated as needed and is posted on the DrPH website and the student Teams site. The right to alter content at any time is reserved by MCW. MCW reserves the right to increase tuition without prior notice. It further reserves the right to alter the schedule of courses, the requirements for degrees, and other regulations affecting the student body. Such requirements and regulations are considered effective whenever determined by a department or by a general MCW directive. The student is expected to stay well informed with respect to regulations and requirements.

Appendix A

Mapping of DrPH Foundational Competencies

Assessment of Competencies for DrPH in Public Health Practice Concentration	
Competency	Course number(s) and names*
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	28153 Executive Communication in Public Health 28151 Data Collection & Analysis 28150 Research Theory 28201 Public Health Practice I: Building a Foundation for Public Health 28160 Public Health Research Study & Design 28301 Doctoral Seminar
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	28151 Data Collection & Analysis 28170 Public Health Applied Research
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	28151 Data Collection & Analysis 28201 Public Health Practice I: Building a Foundation for Public Health 28160 Public Health Research Study & Design 28301 Doctoral Seminar
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	28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28153 Executive Communication in Public Health 28151 Data Collection & Analysis 28150 Research Theory 28160 Public Health Research Study & Design 28106 Intro to Community Engagement 28152 Executive and Organizational Leadership 28301 Doctoral Seminar
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	28301 Doctoral Seminar 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28153 Executive Communication in Public Health 28151 Data Collection & Analysis 28201 Public Health Practice I: Building a Foundation for Public Health 28160 Public Health Research Study & Design 28152 Executive and Organizational Leadership
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions, sectors, and systems in addressing public health problems	28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28170 Public Health Applied Research 28151 Data Collection & Analysis 28150 Research Theory 28152 Executive and Organizational Leadership 28301 Doctoral Seminar
7. Create a strategic plan ¹	28150 Research Theory

8. Facilitate shared decision making through negotiation and consensus-building methods	28202 Public Health Practice II- Building Community Partnerships and Coalitions 28150 Research Theory 28152 Executive and Organizational Leadership 28301 Doctoral Seminar
9. Create organizational change strategies	28152 Executive and Organizational Leadership 28201 Public Health Practice I: Building a Foundation for Public Health 28160 Public Health Research Study & Design
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems	28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28106 Intro to Comm. Engagement 28150 Research Theory 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28153 Executive Communication in Public Health 28151 Data Collection & Analysis 28152 Executive and Organizational Leadership 28301 Doctoral Seminar
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	28301 Doctoral Seminar 28152 Executive and Organizational Leadership 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28150 Research Theory
12. Propose human, fiscal and other resources to achieve a strategic goal	28202 Public Health Practice II- Building Community Partnerships and Coalitions 28150 Research Theory 28160 Public Health Research Study & Design
13. Cultivate new resources and revenue streams to achieve a strategic goal	28301 Doctoral Seminar 28150 Research Theory 28160 Public Health Research Study & Design 28201 Public Health Practice I: Building a Foundation for Public Health
Policy & Programs	
14. Design a system-level intervention to address a public health issue	28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28150 Research Theory
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs	28202 Public Health Practice II- Building Community Partnerships and Coalitions 28150 Research Theory 28201 Public Health Practice I: Building a Foundation for Public Health 28106 Intro to Community Engagement 28301 Doctoral Seminar
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis	28151 Data Collection & Analysis 28150 Research Theory 28201 Public Health Practice I: Building a Foundation for Public Health 28160 Public Health Research Study & Design 28106 Intro to Community Engagement 28152 Executive and Organizational Leadership
17. Propose interprofessional and/or intersectoral team approaches to improving public health	28153 Executive Communication in Public Health 28150 Research Theory 28160 Public Health Research Study & Design 28152 Executive and Organizational Leadership 28301 Doctoral Seminar

Education & Workforce Development	
18. Assess an audience's knowledge and learning needs	28301 Doctoral Seminar 28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28153 Executive Communication in Public Health 28151 Data Collection & Analysis 28150 Research Theory 28160 Public Health Research Study & Design 28106 Intro to Community Engagement 28152 Executive and Organizational Leadership
19. Deliver training or educational experiences that promote learning in academic, organizational and community settings	28202 Public Health Practice II- Building Community Partnerships and Coalitions 28153 Executive Communication in Public Health 28150 Research Theory 28201 Public Health Practice I: Building a Foundation for Public Health 28106 Intro to Community Engagement
20. Use best practice modalities in pedagogical practices	28301 Doctoral Seminar 28152 Executive and Organizational Leadership

Mapping of DrPH Concentration Competencies

Coverage of Competencies for DrPH Degree in Public Health Practice	
Competency	Course number(s) or other educational requirements
1. Apply a set of ethical standards in the conduct and dissemination of research.	28170 Public Health Applied Research 28106 Intro to Community Engagement 28301 Doctoral Seminar
2. Assess the determinants of health and factors that contribute to health promotion and disease prevention.	28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28201 Public Health Practice I: Building a Foundation for Public Health 28301 Doctoral Seminar
3. Develop policy advocacy strategies at the legislative or administrative levels to influence health policies.	28203 Public Health Practice III: Strategies to Eliminate Health Disparities 28201 Public Health Practice I: Building a Foundation for Public Health 28152 Executive and Organizational Leadership
4. Apply leadership skills for building partnerships in public health.	28202 Public Health Practice II- Building Community Partnerships and Coalitions 28106 Intro to Community Engagement 28152 Executive and Organizational Leadership 28301 Doctoral Seminar
5. Propose community-engaged research principles for public health practice and research.	28106 Intro to Comm. Engagement 28202 Public Health Practice II- Building Community Partnerships and Coalitions 28170 Public Health Applied Research 28301 Doctoral Seminar

