This Doctoral Program Handbook provides guidance for enrolled students, and faculty engaged in their advisement or supervision, on policies, processes and procedures for the DrPH in Leadership in Global Health and Humanitarian Systems program. The handbook is subject to revision.

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1. OBJECTIVES
2. METHODS
3. ANTICIPATED SCHEDULE
4. PRELIMINARY OUTLINE
CHECKLIST FOR AN EFFECTIVE DISSERTATION PROPOSAL
1. Program Objectives

The DrPH in Leadership in Global Health and Humanitarian Systems seeks to:

- Provide advanced public health research skills relevant to the specific contexts of developing countries and humanitarian crises;
- Reflect a practice-based focus by enabling deployment of these skills with regard to program measurement and evaluation;
- Emphasize critical, innovative thinking rooted in best practices and rigorous research;
- Equip students for advanced leadership and management roles reflecting a strong understanding of systems approaches;
- Strengthen cross-national connections and networks amongst faculty and a diverse student body; and
- Prepare students to advocate for sustainable public health goals within governments, non-governmental organizations and academic institutions.

The DrPH program is distinctive in both its focus and delivery. With regard to focus, the Heilbrunn Department of Population and Family Health (HDPFH) is home to a number of distinguished initiatives active in global health and humanitarian practice and research. Major programmatic initiatives such as Averting Maternal Death and Disability (AMDD) and the Reproductive Health Access Information and Services in Emergencies (RAISE) address women’s health in countries such as Colombia, Democratic Republic of Congo, Ethiopia, India, Southern Sudan, Tanzania, Thailand, and Uganda. The Department also has significant engagement in operations research and demographic analysis supporting health systems development in Tanzania, Ghana, Rwanda and Nigeria through the ARCHES program and the Systems Improvement at District Hospitals and Regional Training of Emergency Care (sidHARTE) project. Through collaboration with the Child Protection in Crisis (CPC) Learning Network, the Department develops innovative tools and methodologies to better measure children’s care, protection, and welfare ranging from program-level evaluations to broader research methods focused at the policy level.

The program in Forced Migration and Health (PFMH), which is located within the HDPFH, focuses its work in humanitarian and post-conflict settings. Within the last five years, PFMH has supported programs in Liberia, Sierra Leone, Cote D’Ivoire, Sudan (Darfur), South Sudan, Central African Republic, Rwanda, Democratic Republic of Congo and northern Uganda, with focused post-crisis work in Nigeria and Kenya. Strong research and programmatic engagement has indicated to faculty the significant needs for capacity development in leadership and advanced public health research in these fields. Advanced doctoral training promises to contribute to advancing professional development in humanitarian and post-conflict settings and by bring increased rigor and management informed by a systems perspective.
In terms of delivery, the program has been designed to enable opportunities for rich field-based learning and research and to accommodate mid-career professionals whose study needs to exist side-by-side with continuing work obligations. During the first 3 semesters of study, students are required to be in residency at Columbia. Online resource materials are utilized throughout the first year of the program for the doctoral seminar, establishing a pattern of the class reviewing and annotating material in advance of group discussion. Students who successfully complete all academic requirements during their first 3 semesters of study are then eligible to work remotely in subsequent semesters with permission from their advisor and the DrPH Co-Directors and while maintaining, a strong sense of a cohort across students based in the US and in a range of global locations.

2. Applying to the Program
The program is intended for leaders and future leaders in public health looking for a flexible career combining high-level leadership, management, and research skills. It is aimed at public health professionals who are invested in applied science and seek to utilize a systems approach to research, program management, and policy development in practice-based settings in developing and crisis-affected contexts. Graduates are armed with the advanced skills in evaluation, organizational management, and technical expertise needed to advance professionally, while allowing them to maintain careers and leadership positions within their current organization and/or home country during the course of study.

Entrants to the DrPH program typically hold an MPH, MSW, MD, or similar advanced degree that has introduced them to concepts of statistics, healthcare management, social sciences, and population-based sciences, and have several years of professional experience working globally in health and protection in humanitarian and/or developing country settings. Most students in the DrPH program continue to work during their term of study, including summers, with the exception of their first three semesters (Fall of year 1, Spring of year 1, Fall of year 2) when many choose either to work part-time or cease non-academic work as they fulfill the DrPH residency requirement as full-time students residing in New York.

Admission Requirements
Applicants must meet the following admissions criteria:

- Five years of post-graduate experience in global health, development, humanitarian work, or a related area, in a substantial management or leadership role;
- A prior master's or doctoral degree (not necessarily in public health);
- Grade Point Average (GPA) of at least 3.5 in prior graduate study, or equivalent at institution of graduate study;
- Combined score of 1000 or score of 50th percentile or greater in the verbal and quantitative sections of the Graduate Record Examination (GRE). GRE scores must not be more than five years old. Applicants with professional doctoral degrees (MD, DDS, JD) from United States or Canadian schools are exempted from this requirement.
- MCAT scores may be submitted in lieu of GRE scores. MCAT scores must be above the 50th percentile (25 for the pre-2015 MCAT and 500 for the post-2015 MCAT), with most admitted students obtaining a score of 40 or higher on the new, post-2015 MCAT and a score of 520 on the old, pre-2015 MCAT. For MCATs with a lettered writing score, a score of N or higher is required.
Demonstrated leadership potential;
Motivation to obtain senior-level positions within organizations committed to public health;
Evidence of excellent writing skills;
For international students: TOEFL or IELTS score. Minimum TOEFL score is 1000. A minimum score of 25 is required for the writing section, and preferred for all sections;
For international students: Financial Certificate (United States Immigration requirement for entry into the United States).

The application is available through the online SOPHAS portal. In addition to the requirements listed above, all students must submit an official transcript showing courses and grades from each prior institution through the SOPHAS portal. Applicants must also submit a statement of academic purpose, a writing sample, and three letters of evaluation from academic and/or work sources. All international students whose native language is not English or whose undergraduate degree is from an institution in a country whose official language is not English must submit Test of English as a Foreign Language (TOEFL) or IELTS scores through the SOPHAS portal.

Through the SOPHAS application portal, students are required to submit a personal statement/statement of purpose of no more than 500 words. The personal statement should convey a clear understanding of the public health field and how the student hopes to work within the field. In the statement, the student must address the following: 1) what interests he/she/them in the field of leadership and global health or humanitarian systems; 2) what interests he/she/them specifically in the DrPH program of the HDPFH at the Mailman School; 3) the student's previous global health or humanitarian experience; and 4) how the student hopes to use training from a DrPH degree to help build on this experience and achieve long-term career goals. Be sure to proofread personal statements carefully for spelling and grammar.

Students are expected to have demonstrated competency in the core public health areas, as specified for MPH graduates by the Council on Education for Public Health (CEPH), the core accreditation body for schools of public health, prior to beginning their DrPH studies. The CEPH Core Competencies for a DrPH degree program and a proposed rubric for documentation of CEPH Core Competencies are outlined in Appendices 1 and 2. Students may fulfill similar coursework at CEPH-accredited outside institutions and submit transcripts and syllabi for review to ensure compatible competencies were met or fulfill coursework at Columbia. Students who do not have relevant, CEPH-accredited courses from a prior degree, are required to do so prior to admission into the program. If foundational core competency courses are taken during enrollment in the DrPH program, these credits are not counted towards the required credit load for the doctorate.

Candidates are expected to demonstrate a track-record of employment that indicates their capacity to access relevant work contexts to fulfill the work-based and dissertation/ILE requirements of the program.

Applicants to the DrPH degree program should submit their completed online applications to the Mailman School of Public Health by December 1st to ensure full consideration for admission and funding.
**Costs & Funding**
Candidates are responsible for all costs associated with the program, including tuition, Mailman School student activity, health service, international student, transcript and document fees, and relevant travel and accommodation costs. The tuition is determined by credits for courses taken. Each course beyond the MPH has a set number of credits. Tuition and fees are detailed here. The responsibility for funding is ultimately the student’s. Yet, there are several ways to cover some or all of the costs of the DrPH, including: scholarships and fellowships arising both inside and outside the University; research-based employment including graduate research assistantships (GRAs); or NIH individual dissertation/ILE grant awards (F31 and R36). The Mailman School of Public Health financial aid office is available to assist students with financial preparation and maintains a website of interschool and institutional fellowships as well as outside sources of funding. Additional funding resources are also outlined in Appendix 3. Applicants are strongly encouraged to proactively pursue funding alternatives inside and outside the university, including federally funded dissertation/ILE grants. A student must be up to date with any financial responsibilities to the University prior to registration for each year and before undertaking the qualifying exams. All financial requirements must be discharged before the degree is conferred.

3. **Core Competencies**

While addressing unique program objectives, the DrPH in Leadership in Global Health and Humanitarian Systems ensures that candidates acquire doctoral competencies reflecting the standards expected for a DrPH Professional Degree by the Council on Education for Public Health (CEPH). CEPH Core Competencies for this program are listed in Appendix 1.

Through successful completion of coursework, a practicum, qualifying examinations and an Integrative Learning Experience (dissertation/ILE or substantive project), students will fulfill these competences. Appendix 2 provides a template for documentation of these requirements, and their alignment with specified competences. These documents are normally drafted in the second year of study, and finalized before final submission of the Integrative Learning Experience (dissertation/ILE or substantive project). Students are expected to complete the entire DrPH program, including the elements listed above, within 7 years from matriculation.

**Faculty and Staff Roles**
The HDPFH’s Academic Coordinator, with administrative support from a Graduate Assistant for the Departmental DrPH Program, serves as the main administrative contacts for the program, supporting the Co-Directors of the Department’s DrPH Program. Drs. Samantha Garbers and Cassie Landers serve as co-directors of the HDPFH DrPH program and assume day-to-day leadership over the DrPH program structure and implementation while addressing student needs. Policies of the DrPH program are determined by the HDPFH Doctoral Committee and influenced by the Departmental Chair and Mailman School of Public Health school-wide policies.

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1. [https://www.mailman.columbia.edu/become-student/apply/tuition-fees/ms-doctoral-costs](https://www.mailman.columbia.edu/become-student/apply/tuition-fees/ms-doctoral-costs)
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Monette Zard, MA, LLB

**Co-Directors of the HDPFH Doctoral Program**
Samantha Garbers, PhD
Cassie Landers, EdD, MPH

**General Dept. Information**
Phone: 212-304-5200
Students are assigned an Academic Advisor upon entry into the program. The Academic Advisor serves as a guide to the student with regards to his/her academic program and supports the development of an approved Personal Learning Plan (see Appendix 4).

The Dissertation/Integrative Learning Experience (ILE) Sponsor (main supervisor) provides key subject-area and/or methodological guidance to students with regards to their dissertation/ILE. The Dissertation/ILE Sponsor is usually identified during the second year of study. The appointment of a Dissertation/ILE Sponsor is formalized by DrPH Program Co-Director, Dr. Samantha Garbers, and the Department Chair after discussion with the student, their Academic Advisor and other relevant faculty. While students are actively involved in the process of identifying potential sponsors, it is not appropriate for a student to invite faculty to officially serve as their Dissertation/ILE Sponsor.

The roles of Academic Advisor and Dissertation/ILE Sponsor are distinct. However, there is no barrier to an Academic Advisor being nominated as Dissertation/ILE Sponsor if the Advisor is willing and possesses relevant expertise.

Additional information on the Integrative Learning Experience (ILE) process, including processes for establishing a Dissertation/ILE Committee, are in Section 5.

4. Curriculum Overview

Foundational Courses
Columbia University’s Mailman School of Public Health, in line with the Council on Education in Public Health (CEPH), requires entering DrPH students to have completed, or to complete, coursework covering the five core areas of public health knowledge. These foundational courses include Biostatistics, Epidemiology, Environmental Health Sciences, Social and Behavioral Sciences, and Health Policy and Management. For students entering the doctoral program without an MPH or completion of these courses through a CEPH-accredited program, options to meet these requirements are detailed below.

Course Substitution
Foundational course requirements may be satisfied prior to matriculation through one of many CEPH-accredited programs at other institutions. This option may be a cost-effective and flexible way to complete individual courses and can potentially be done through intensive sessions or online. Students who consider that prior coursework may potentially satisfy one or more of the five foundational courses required should contact the HDPFH Assistant Director of Academic Programs and provide 1) the name of the course; 2) the institution at which the course was taken; 3) a copy of the syllabus; and 4) documentation of the final grade received. These materials may also need to be sent to, and verified by, other departments within the Mailman School of Public Health on a per-case basis. This will enable adjudication of potential substitution. Courses in other departments within the Mailman School of Public Health may also be considered for substitution, using the same process.

Components of MPH Core Curriculum
Students may enroll in one or more studios within the Columbia MPH Core. Studios meet for various lengths of time. Some are thirteen weeks in length and others eight. All Core lectures are recorded and available for review as a supplement to lectures. Contact the HDPFH Academic Coordinator.
and the Office of Educational Programs (msph-oep@cumc.columbia.edu) for more detailed information on the days of classes for various MPH Core studios.

Requirements for the DrPH Program
Consistent with CEPH guidelines, for award of the DrPH, students are required to satisfactorily complete all course requirements, including completion of a minimum of 36 credits, attaining passing grades in written comprehensive examinations and successfully completing a practicum project and an integrative learning experience via dissertation/ILE or substantive project.

Program Schedule and Timeline
The DrPH is structured to be fulfilled over a period of three years, with four consecutive semesters of coursework, excluding summers, followed by one year of dissertation/ILE writing. Students are expected to be in residency at Columbia for the first three Fall and Spring semesters. During residency, students take a minimum of 12 credits per semester, with most students taking 15 credits per semester in residency.

The years of the program after residency are designed to provide flexibility for mid-career professionals. Students working with employers may, with doctoral committee and instructor permission, work remotely during the second half of Year Two (fourth semester of coursework) and Year Three (dissertation/ILE writing and defense). Students may also continue in residence at Columbia, working part-time on research projects or programs as they complete the degree requirements.

Irrespective of their resident location, DrPH students must take 36 credits of coursework and must be continuously registered until the semester in which they are depositing their dissertation/ILE. While in residence during the first three semesters of the program, international students must maintain full time status but all other students may maintain status as part-time (1-5 credits) or half-time (6-11 credits).

After students complete the required 36 credits of coursework, all students, international or domestic, must register every semester (except summer) for doctoral research registration (zero credit course to maintain status). Further information on the Mailman School's continuous registration policy is described below and can be found in the Mailman School Handbook5.

Mailman School of Public Health Continuous Registration Policy
Doctoral education is an investment in time and money for students, for the academic departments, and for the Mailman School. This investment is based on a mutual contract between the student and the department that includes providing students with opportunities to explore research interests, opportunities to develop academic advising and mentoring relationships, and access to other academic resources to carry out their academic goals. Because of this, it is important to ensure that each student’s progress toward completion of his/her degree is being made at the appropriate pace expected of doctoral students. In support of this goal, the Mailman School has developed a policy of continuous enrollment for its DrPH students:

5 https://www.mailman.columbia.edu/people/current-students/academics/student-handbooks
DrPH students must be continuously enrolled at the Mailman School. This continuous enrollment requirement will be in effect for the 36 points of academic coursework. Students who register for additional classes must pay the current Mailman School tuition. To be continuously enrolled, after completion of academic coursework, DrPH students must register for one of the following in all spring and fall semesters:

**Doctoral Research Registration**
- RSRH P0001 - charged one credit of tuition - full time status.
- RSRH P0003 - must have department approval - charged one credit of tuition - part time status.

The continuous enrollment policy begins with the semester in which the student first enrolls in the DrPH program and continues through the semester the dissertation is deposited.

Waivers to the continuous registration requirement will be rare and considered on a case by case basis. Such rare cases should begin through a petition to the student’s academic department with a recommendation from the department made to the Mailman School’s Office of Student Affairs. Reasons for requesting a waiver would include maternity/paternity leave, serious personal illness, or other serious life events. Such a petition should include the reason for requesting the waiver and a proposed plan for completing the remaining DrPH degree requirements. For all students, after two years’ leave of absence, the student must reapply to the Mailman School.

If any DrPH candidate fails to register for one continuous point of credit during a particular fall or spring semester without having been granted a waiver or leave, then the Office of Student Affairs will notify the student and the student’s department at the start of that semester. To remain in good standing, the student will have to take one of the following actions:

- Register for one doctoral research credit immediately;
- Submit a formal request for leave; or
- Agree to some other arrangement with the approval of his/her advisor and department chair.

Any student who misses one or more semesters without permission will have to pay for an additional point of credit for each semester missed at the time he/she registers once again.

The above policy is similar to the policy for Ph.D. students at GSAS, who also must be continuously enrolled until graduation. Any current DrPH student wishing to be grand-parented into this continuous registration requirement can do so by petitioning the Office of Student Affairs, outlining a proposed course plan to complete their degree.
Required, Electives, and Selectives Courses

Mailman School of Public Health DrPH Core – First Year
All DrPH students across the departments of Mailman School of Public Health are required to take the following courses in their first year of study:

- Science, Practice & Leadership in Public Health (3 credit doctoral seminar)
- Interdisciplinary Seminar on Teaching, Training & Communication (1.5 credit doctoral seminar)

Departmental Courses – First Year
The first year provides a strong foundation in systems thinking, program development and evaluation, research methods and substantive areas of global health and humanitarian intervention. Students register for the following classes:

Semester 1:
- Principles and Policy for Global Health & Humanitarian Systems 1 (P9672; 1.5 credit doctoral seminar)

Semester 2:
- Principles and Policy for Global Health & Humanitarian Systems 2 (P9673; 1.5 credits)
- One selective in program planning, evaluation and/or implementation science:
  - Public Health Program Planning (P8601; 3 credits) or
  - Methods in Program Evaluation (P8640; 3 credits) or
  - Applications of Implementation Science in Low & Middle Income Countries (P9620; 1.5 credits) or

Departmental Courses – Second Year
The second year provides structured opportunities to relate learning to work and other field-related contexts, while allowing students to develop a particular and more concentrated focus of study. Students are expected to register for the doctoral DrPH seminar classes:

Semester 1
- Advanced Research Methods in Global Health (P9652; 3 credit doctoral seminar)

Semester 2:
- Dissertation/ILE Proposal Writing Seminar (P9651; 1.5 credit doctoral seminar).
  - Students not on campus for their fourth semester may, with the permission of the instructor and the DrPH Co-Directors, complete this course remotely.

At the beginning of the academic year, students should develop a planned program of study in consultation with their Academic Advisor, informed by their agreed Personal Learning Plan (Appendix 4). In addition to the foundational and required courses listed above, students register for additional credits in accordance with their planned program of study. As part of this plan, students are required to complete methodologic courses.
A list of methods courses to fulfill methodologic course requirements will be finalized in the month prior to the opening of the registration period. Students may review and preregister for desired classes in August of each year, and confirm or amend course schedules in the first week of the term. A student’s final program of study is subject to approval by the Program Co-Directors.

**DrPH Snapshot: Recommended Course of Study**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 &amp; Beyond</th>
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<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td><strong>MSPH DrPH Courses</strong></td>
<td>Science, Practice &amp; Leadership in Public Health</td>
<td>Interdisciplinary Seminar on Teaching, Training &amp; Communication*</td>
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<tr>
<td><strong>Departmental Courses</strong></td>
<td>Public Health and Humanitarian Action (P8687)</td>
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<tr>
<td><strong>Program selective (1.5-3 credits required)</strong></td>
<td>Public Health Program Planning (P8601)</td>
<td>Methods in Program Evaluation (P8640)</td>
<td>Applications of Implementation Science in Low &amp; Middle-Income Countries (P9620) *</td>
</tr>
<tr>
<td><strong>Methods selective (6 credits required)</strong></td>
<td>See table of recommended courses</td>
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<tr>
<td><strong>Advising &amp; Progress Reporting</strong></td>
<td>Personal Learning Plan (PLP)</td>
<td>PLP Review</td>
<td>PLP Review</td>
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Unless indicated, courses are 3 credits
* Course 1.5 credits
** SIPA registration period opens 2 weeks before Mailman’s registration. Mailman students are not guaranteed spots in SIPA courses. Students interested in a SIPA course should email the instructor to express to obtain instructor permission.
<table>
<thead>
<tr>
<th>DrPH Courses: Methods Selectives</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>EPID P8432: Environmental Epidemiology</td>
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<td>EPID P8488: Epidemiologic Research Topics in Developing Countries</td>
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<tr>
<td>HPMN P8508: Analysis of Large-Scale Data</td>
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<th><strong>Spring Semester</strong></th>
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<tr>
<td>POPF P8617: Research Design and Data Collection: Service Based Research</td>
</tr>
<tr>
<td>POPF P6615: Demographic Methods and Principles*</td>
</tr>
<tr>
<td>POPF P8679: Investigative Methods in Complex Emergencies</td>
</tr>
<tr>
<td>POPF P9675: Reducing Maternal Deaths: Strengthening Health Systems with Systems Thinking</td>
</tr>
<tr>
<td>EHSC P6360: Analysis of Environmental Health Data</td>
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<tr>
<td>EPID P8417: Selected Problems of Measurement in Epidemiology</td>
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<td>EPID P8422: Perinatal Epidemiology</td>
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<td>EPID P8430: Public Health Surveillance</td>
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<td>EPID P8438: Epidemiology II: Design and Conduct of Observational Epidemiology</td>
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<td>EPID P8483: Applications of Epidemiologic Research Methods</td>
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<tr>
<td>EPID P8499: Field Methods in Epidemiology</td>
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<tr>
<td>HPMN P8586: Applied Methods in Health Services and Outcomes Research*</td>
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<tr>
<td>SOSC P8766: Designing Needs and Assets Assessments in Public Health **</td>
</tr>
<tr>
<td>SOSC P8777: Survey Research Methods</td>
</tr>
<tr>
<td>SOSC P8792: Dissemination and Implementation Science</td>
</tr>
</tbody>
</table>

Unless indicated, courses are 3 credits
* 1.5 credit course
** 2 credit course

Tutorials
Students may use tutorials to fulfill up to 6 credits of their required coursework. Based on agreement between students, their Academic Advisor and the faculty member, a specific plan will be outlined for the specified tutorial. Such tutorials may be in residence or abroad, and will normally involve a structured program of communication, supervised reading and/or practical fieldwork and a writing assignment. (See the Tutorial Form, Appendix 5).

Cross Registration Policies
Candidates interested in cross-registration at another Columbia University school need two types of permission. The advisor should first confirm approval to apply a course from another school to their degree program. Then, they must obtain permission from the school that offers the course in order to secure a space in the course. The process of obtaining permission to enroll in a course as a cross-registrant is overseen by the other school (not the Mailman School). The other school may provide a physical form that tracks permission granted either by the instructor or the student affairs office at that school, or both. The candidate must contact the HDPFH Academic Coordinator as well as the other school about the cross registration process and how to obtain permission to enroll in a course.
Additional information on registration policies and procedures may be found in the Mailman School of Public Health Doctoral Student Handbook\(^6\). In instances where content from the Mailman School of Public Health Doctoral Student Handbook differs from the content of this departmental handbook, information found in the HDPFH Doctoral Handbook takes precedence.

5. Personal Learning Plan and Review

The Personal Learning Plan (PLP) (see Appendix 4) documents students’ key goals and objectives throughout the DrPH program. The document is used to structure discussions between the student, and his/her/their Academic Advisor. Copies of the Personal Learning Plan should be kept by the student, the student’s advisor and the Graduate Assistant for Academic Programs. The Personal Learning Plan serves as an on-going record of achievement throughout the doctoral program.

Upon matriculation at the start of the program, doctoral students should record on the Personal Learning Plan a preliminary statement of goals and objectives for the first year of doctoral study (specifying thoughts regarding substantive areas of study and methodological/analytical skills to be developed), longer term objectives for leadership within the field of global health and humanitarian systems, and preliminary thinking regarding their potential focus of dissertation/ILE fieldwork during year three of the program. None of these statements are binding, but they form a basis for initial and ongoing dialogue between the student and their Academic Advisor.

Within six weeks of beginning the first academic year a statement of doctoral program goals should be completed and approved by the doctoral student and his/her Academic Advisor. The statement should include:

- Descriptions of the thematic, substantive foci of intended coursework;
- Specific methodological or analytic skills to be targeted; and
- Professional and managerial research competences to be developed during the first year of study.

A mid-year review involving the doctoral student and Academic Advisor will be conducted some time during the course of the second semester. An outline to guide discussion during the mid-year review may be found in the Personal Learning Plan in Appendix 4. The review examines progress toward the attainment of targeted goals and objectives and any adjustments required in the plan. The goal and objectives previously specified should be reviewed, evidence of progress noted, challenges that have arisen acknowledged and adjustments to the plan recorded.

An end-of-year review involving the doctoral student and Academic Advisor should be conducted before early September of the second year of study. An outline to guide discussion during the end-of-year review may be found in the Personal Learning Plan in Appendix 4. The focus is on the extent to which targeted goals and objectives (adjusted, as appropriate, at the mid-year review) have been met and agreeing on objectives for the second and third years of the program.

6. Applied Practice Experience (Practicum)

\(^6\) https://www.mailman.columbia.edu/people/current-students/academics/student-handbooks
Applied Practice Experience (Practicum) for DrPH Students

Regardless of the amount or level of prior experience, all DrPH students are required to complete an applied practice experience. Students are responsible for completing at least one project deliverable that advances their work and/or contributes to the activities of the host organization.

The work product may be a single project or a set of related projects that demonstrate a depth of competence. The deliverable must contain a reflective component that includes the student’s expression of personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another deliverable that serves to assess students’ fulfillment of departmental and school competencies.

The applied practice experience should take place within an organization external to the student’s school or program so that it is not merely an academic exercise, but application of learning to a “real world” setting. Relevant organizations may include governmental, non-governmental, non-profit, industrial and for-profit settings. The Office of Field Practice and individual departments identify sites in a manner that is sensitive to the needs of the agencies or organizations involved, and sites should benefit from Mailman students’ experiences. The applied practice experience may be completed within a student’s own work setting, as long as the applied practice experience differs substantially from a student’s current job description and meets the required competencies described below.

The applied practice experience must meet a minimum of five (5) foundational and/or concentration-specific competencies as specified in Appendix 1. A worksheet to guide fulfillment of these competencies is provided in Appendix 6. One of these competencies must be a school-wide or a departmental-specific competency in leadership, management, and governance. Competencies for the applied practical experience must be agreed upon by the student, advisor, and site supervisor, as specified in the statement of work form.

University International Travel Policies and Procedures
Columbia University has policies about international travel that apply to affiliates (students, officers of administration, and support staff) conducting Columbia-related (that is, not personal vacation) or Columbia-facilitated travel. These policies also apply to faculty, postdocs, and officers of research if they are accompanying students or support staff; these parties should also make sure that the students traveling in their party are in compliance with the policies. DrPH candidates who are not in residence (even if employed full time elsewhere) but are traveling for work related to their dissertation/ILE or other Columbia-related (e.g. funded by Columbia) must also adhere to these policies.

The full policy on travel should be reviewed here: http://policylibrary.columbia.edu/files/policylib/imce_shared/International_Travel_Planning_Policy.pdf Columbia maintains an international travel emergency service, ISOS, that provides emergency medical, security and general travel assistance.

There is a list of steps that must be gone through, depending on the official estimate of risk of the destination. For all trips, at a minimum, the “affiliate” (student, staff, or faculty member) must first register the international travel: http://globaltravel.columbia.edu/content/register-a-trip.
Depending on the destination and risk rating, additional steps for approval will also be required:

- **Insignificant-risk and Low-risk locations**: required to register international Columbia Travel;
- **Medium-risk locations**: required to register international Columbia Travel and have their itinerary reviewed by ISOS.
- **High-risk locations**: required to register international Columbia Travel, have their itinerary reviewed by ISOS, and secure written approval from their dean or unit head;
- **Extreme-risk locations**: required to register international Columbia Travel, have their itinerary reviewed by ISOS, and secure written approvals from the Dean of the school (and CUMC affiliates, Dean Goldman).

We recommend undertaking the travel approval process early. The Global Travel office at Columbia has a number of helpful resources around planning your trip: [http://globaltravel.columbia.edu/content/plan](http://globaltravel.columbia.edu/content/plan)

### 7. Comprehensive Examinations

Two comprehensive examinations will be administered in the second year of the program, a methods exam and a substantive exam. Passing the comprehensive examinations is a requirement for advancement to the dissertation/ILE phase of the DrPH. Examinations will assess integration of key concepts from the overall program curriculum, as well as more specialized knowledge within the thematic focus chosen by the student. Students must have obtained a passing grade in all required coursework and receive acceptance from the HDPFH Doctoral Committee to proceed to the comprehensive exams. Acceptance to proceed to comprehensive exams will be communicated to the student by the Graduate Assistant of Doctoral Programs following the Fall semester of the second year of study.

Comprehensive examinations, comprised of written papers and oral examinations, provide a critical and necessary opportunity to assess attainment of the core doctoral competencies relevant for public health professionals working in the field of global and humanitarian health.

**Methods Exam**
The Methods Exam is administered in January of each calendar year. The Methods Exam assesses assimilation and application of skills from required methods coursework. A core focus of the Advanced Research Methods in Global Health (P9652) class is preparation for the Methods Exam.

**Substantive Exam**
The Substantive Exam is administered in March of each calendar year. The Substantive Exam includes two components: a comprehensive reading list and an oral exam. Together these two pieces assess the integration of key concepts of the overall program curriculum, and knowledge of a personal field of study.

Students will first be required to compose an annotated bibliography of readings integrating a comprehensive set of knowledge: core readings from the first year departmental doctoral seminar classes and additional readings reflecting their personal area of interest. A draft individualized
reading list is a key output of the second year Global Health and Humanitarian Systems Leadership (P9650) class.

The second component of the Substantive Exam is an oral exam, demonstrating knowledge both of core concepts and a personal area of interest (as outlined in the annotated bibliography). The oral exam will be delivered to a panel of three Departmental faculty members, including the student’s Academic Advisor.

8. Integrative Learning Experience (Dissertation/ILE or Substantive Project)

Overview
The student may choose to write a dissertation/ILE or a substantive project as an Integrative Learning Experience.

The form, topic and scope of the dissertation/ILE is proposed by the student. The student must defend his/her proposal prior to approval. The practicum may, but is not required to, inform the selection of a dissertation/ILE. As with the practicum requirement, the student’s Integrative Learning Experience is expected to highlight the application of knowledge and skills acquired to policy, programmatic work and/or systems evaluation. It is also expected to represent the culmination of the development of a focused area of expertise by a student, demonstrating potential for practical application within the student’s professional context.

Option 1: Dissertation/ILE Format
Students may elect between two alternative formats for a dissertation/ILE. A dissertation/ILE can be presented as a single, integrative, coherent thesis. Alternatively, a candidate may present their dissertation/ILE in the form of three papers prepared for publication, one or more of which may have been submitted for publication (and, indeed published) before the dissertation/ILE defense. In either case, the dissertation/ILE must be prepared with respect to guidelines regarding content, style and length provided to candidates.

Option 2: Substantive Project Format
Alternatively, students may choose a substantive project as the form of their Integrative Learning Experience. In a substantive project, the student will identify an important public health problem and detail a programmatic response to the specified problem. The programmatic response proposed might include designing an intervention, evaluating an intervention which has been implemented, crafting an empirical research paper, a systematic review expanding understanding of the challenge or interventions, or a combination of several of these responses. A 3,000-word proposal of the proposed substantive project would need final approval by the Department DrPH Committee prior to undertaking and completing the project.
Following completion of the substantive project work, a comprehensive written report summarizing the work is required. The report should outline goals, programmatic approach(es), methods, and findings (with appropriate accompanying appendices). The report should also provide a strategy to move forward to act on or implement the findings of the project. An example might include a dissemination plan for a successful intervention or proposals for alternatives should such an intervention prove unsuccessful. Finally, the student will give a public presentation of the substantive project report to an interdisciplinary audience followed by a private defense to the established Committee.

The Dissertation/ILE Process: Forming a Committee

Prior to forming a dissertation/ILE committee, the student should meet with their Academic Advisor to outline potential dissertation/ILE topics and identify potential Sponsors. Potential sponsors are then proposed to, and formalized by, the Program Co-Directors after discussion with the student, their Academic Advisor and other relevant faculty. Once a proposed Sponsor is identified, the Academic Advisor will extend a formal invitation.

Once the Sponsor is identified and agrees to serve the role, the student and potential Sponsor work together to define a dissertation/ILE project, identify appropriate data, discuss possible committee members, and construct a timeline for completing proposal and research steps. Support in this process is also provided to students in their second year doctoral seminar, Dissertation/ILE Proposal Writing Seminar (P9651; 1.5 credit doctoral seminar).

Composition of the Dissertation/ILE Committee

The Dissertation/ILE Committee for the DrPH is composed of a minimum of five faculty members: a Sponsor, a Chair, and three additional Readers. At least two of the committee member faculty must hold the rank of Associate Professor or higher (senior faculty), two members usually hold the rank of Associate Professor or lower (junior faculty) and at least one must be from outside the Department of Population & Family Health. A senior faculty member other than the candidate’s Dissertation/ILE Sponsor is designated to be the Chair of the Committee. Special justification must be provided for the proposed inclusion of adjunct faculty, or faculty from outside Columbia. The Sponsor will finalize the selection of committee members and again present the nominations to the Program Co-Directors for approval. Then, it is the responsibility of the Sponsor—not the student—to formally request committee members’ and the Chair’s agreement to participate; however, it is expected that the student will have input into their selection and be introduced to faculty they may not know.

A senior faculty member of the dissertation/ILE committee must serve as the Chair of the committee. The role of the Chair of the committee is to ensure that the dissertation/ILE process moves forward smoothly in accordance with guidelines. In the event conflict arises between the student and sponsor or another committee member, the Chair will serve as mediator.

Following the formation of the Dissertation/ILE Committee, the process proceeds through the following steps:

- Proposal defense: Defending the proposal at a face-to-face meeting with the Dissertation/ILE committee
- Making all revisions indicated by the Dissertation/ILE Committee;
• Presenting the proposal at a formal, public, and advertised seminar (optional);
• Writing and revising the dissertation/ILE consistent with the proposal;
• Circulating a completed dissertation/ILE to the entire Committee;
• Presenting dissertation/ILE findings at an open departmental seminar (optional);
• Defending the dissertation/ILE to the Dissertation/ILE committee;
• Making revisions required by the committee and receiving signatures on the dissertation defense form by all who reviewed and accepted revisions;
• Formatting the dissertation/ILE following MSPH requirements; and
• Depositing the completed dissertation/ILE and Dissertation Defense Form to Lillian Morales, Associate Director in the Office of Student Affairs (lm31@cumc.columbia.edu)

**Format of the Dissertation/ILE Proposal Defense**

The Dissertation/ILE Sponsor will determine when the proposal is ready for defense. Proposals are then submitted to all DrPH Committee Members with copies also submitted to the Academic Coordinator and the Graduate Assistant to the Departmental DrPH.

The Sponsor makes the determination of when the proposal defense is ready to be scheduled. Once the Sponsor has determined that the proposal defense is ready to be scheduled, the student works with the committee Chair and committee members to identify potential dates for the proposal defense. The Chair will extend a formal dissertation/ILE invitation to committee members and identify a timeline by which to report results.

During the proposal defense, the student should outline the project, discuss its methods and substance, and explain the rationales underlying decisions that were made as the proposal developed. A guideline on the format and preparation of dissertation/ILE proposals is provided in Appendix 7. The proposal defense generally lasts between 1.5-2 hours. The Committee will take a critical look at the research plan with the aim of ensuring the student will execute an adequate and feasible study. The student may be asked to revise the proposal if the committee members agree that there are weaknesses in the plan that are not resolved during the meeting. Another meeting of the Committee may be convened before the proposal is approved.

**Progressing the Dissertation/ILE**

Once the student's proposal has been approved and IRB approval, if needed, obtained, dissertation/ILE research can begin. The student should maintain regular and ongoing contact with his/her Dissertation/ILE Sponsor for guidance. Students are responsible for establishing ongoing communication with the Committee members regarding their progress.

**Format of the Dissertation/ILE Defense**

The defense will be scheduled when both the Dissertation/ILE Sponsor and at least one other Committee Member have signified that, in their judgment, the dissertation/ILE is acceptable and thus, ready for a formal defense. At this point the Dissertation/ILE Sponsor will contact the Chair and request a time and date for the defense be scheduled.
The closed-door defense portion is attended by the student and his/her committee members and will normally be 1.5-2 hours in length. The Chair of the committee runs the defense, which begins with a short discussion (without the student present) to determine the general focus of the defense. Next, the student makes a brief presentation, 15-20 minutes in length, highlighting the conclusions of the dissertation/ILE research with respect to sources, findings, interpretations and conclusions. The candidate is expected to show expertise with regard to the research and literature pertinent to his or her subject and the knowledge relevant to the research questions and methods.

Following the presentation, committee members ask questions about the research and its implications. After the questioning is completed, the student is asked to leave the room while the committee deliberates. Committee members discuss whether the dissertation/ILE is adequate, what revisions are required, and whether the dissertation/ILE merits an award of distinction. For those candidates whose dissertation/ILEs are deemed acceptable pending minor revisions, the Chair of the Committee shall, at the conclusion of the defense, call for a closed vote of committee members as to whether the degree should be awarded a distinction. A unanimous vote is required. Candidates are then called back into the examination room and informed of the results. To be judged acceptable, the dissertation/ILE must meet current standards in the student's dissertation/ILE topic and must add to the existing knowledge or concepts in the field. It is the responsibility of the Sponsor to communicate with the student about required revisions. Depending on the level of revision needed, the Sponsor and/or additional members of the committee will review the revised portions and determine whether the revisions are acceptable.

**Dissertation Outcomes**

Three outcomes are possible:

**Pass**

The dissertation/ILE is acceptable subject to minor revision (mainly editorial). Upon satisfactory completion of the required revisions, as judged by the Chair of the Dissertation/ILE Committee, the student is recommended for the DrPH degree. The student should deposit the revised dissertation/ILE along with a dissertation defense form signed by all who reviewed and accepted revisions (if applicable) no later than six months after the date of the dissertation/ILE defense. Dissertation and Dissertation Defense form should be deposited to the office of Lillian Morales, Associate Director in the Office of Academic Affairs:

Lillian Morales  
Associate Director  
Office of Student Affairs  
Columbia University Mailman School of Public Health  
722 West 168th Street, Suite 1014, New York, NY 10032  
212-342-3128| FAX: 212-342-3165  
lm31@cumc.columbia.edu

**Incomplete**
The dissertation/ILE is deemed acceptable, subject to major revision. Upon satisfactory completion of the required revisions, as judged by a minimum of three members of the committee, the student is recommended for the DrPH degree. All revisions must be satisfactorily completed and the dissertation/ILE deposited no sooner than three months, and no later than one year from the date of the dissertation/ILE defense.

**Fail**
The dissertation/ILE is not acceptable, and the student is not recommended for the DrPH degree. This result is unlikely if the student has worked closely with the faculty sponsor and has received adequate guidance. In exceptional circumstances—marked by an awareness of significant and substantive factors not known to the committee at the time of the initial examination—a candidate may be offered a second opportunity to demonstrate that the work has been strengthened to a passing standard.

**Dissertation Deposit**
There are three steps to completing a dissertation deposit - these steps can be done in any order, but a deposit is only considered complete when the student has completed all 3 steps.

- Complete the required [Survey of Earned Doctorates](https://sed-ncses.org/GradDateRouter.aspx)
- Upload and submit a PDF copy of the dissertation to [ProQuest ETD Administrator](https://secure.etdadmin.com/cgi-bin/school?siteId=494)
- Obtain and submit a signed Dissertation Defense form that certifies that all required revisions have been completed and that the dissertation has been approved for deposit by the student's sponsor and department chair.

There are specific formatting requirements for the student's dissertation. Visit the GSAS website to view the [guide to formatting](https://gsas.columbia.edu/student-guide/dissertation/formatting-guidelines). Students must not leave this process for the last day of a deposit deadline. Faculty do their best to provide feedback regarding formatting and other matters as quickly as possible, but it is ultimately students' responsibility to ensure that all parts of the deposit are completed by the deadline, including a correctly formatted dissertation. The Office of Student Affairs (OSA) reviews every dissertation that is submitted. Thus, uploading a dissertation a few days before the deadline ensures that the student receives feedback from the Office of Student Affairs on formatting and other matters in a timely manner. Visit the [GSAS Electronic Deposit FAQs](https://gsas.columbia.edu/student-guide/dissertation/electronic-deposit-faqs) for further information.

Finally, there is a possibility for a processing fee applied to the electronic deposit of the dissertation. Please check in with the Mailman School of Public Health [Office of Student Affairs](https://www.mailman.columbia.edu/office-student-affairs) regarding this fee.

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7 https://sed-ncses.org/GradDateRouter.aspx  
8 https://secure.etdadmin.com/cgi-bin/school?siteId=494  
11 https://www.mailman.columbia.edu/office-student-affairs
For More Information
All questions regarding the content of this handbook and procedures for the HDPFH DrPH program may be directed to Chelsea Kolff, Academic Coordinator, or Dr. Samantha Garbers, Associate Professor of Population and Family Health and DrPH Co-Director.

Chelsea Kolff
Academic Coordinator
60 Haven Avenue, Level B2, #208
New York, New York 10032
212-304-5703
Email: cak2190@cumc.columbia.edu

Samantha Garbers, PhD
Associate Professor and HDPFH DrPH Co-Director
Population and Family Health at the Columbia University Medical Center
60 Haven Ave.
New York NY United States 10032
Phone: 212-305-0123
Email: svg2108@cumc.columbia.edu

The Heilbrunn Department of Population and Family Health warmly welcomes students to Columbia University and to the Mailman School of Public Health! We look forward to collaborating toward the advancement of public health education and professionalization during the student's doctoral program in Public Health in Leadership in Global Health and Humanitarian Systems.

Follow us on Facebook, Twitter, and Instagram to keep up-to-date with our projects!

Columbia University Mailman School of Public Health
60 Haven Avenue
New York, NY 10032
Heilbrunn Department of Population & Family Health
Doctoral Program Handbook

Resource Annex

1. CEPH DrPH Core Competencies Framework
2. Documentation of DrPH Core Competencies
3. Funding Sources for DrPH Students
4. Personal Learning Plan
5. HDPFH Tutorial Form
6. Doctoral Practicum Experience Worksheet
Appendix 1: CEPH DrPH Core Competency Framework

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

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

Education & Workforce Development
- Assess an audience’s knowledge and learning needs
- Deliver training or educational experiences that promote learning in academic, organizational or community settings
- Use best practice modalities in pedagogical practices
Appendix 2: Documentation of Core Competences

Date:  Click here to enter a date.
1. Doctoral Student Name:
   Doctoral Student Signature:

2. Academic Advisor Name:
   Academic Advisor Signature

3. Dissertation/ILE Sponsor:
   Dissertation/ILE Sponsor Signature:
## COMMUNICATION and ADVOCACY

The ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions

<table>
<thead>
<tr>
<th>a) Presents positions on global health issues, law and policy:</th>
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<tr>
<td>b) Effectively marshals evidence to create a persuasive policy and practice guidance document:</td>
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<td>c) Guides an organization in setting goals, objectives, and priorities:</td>
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<td>d) Integrates culturally competent concepts in all communication initiatives:</td>
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<td>e) Demonstrates effective oral and written skills for communicating with local, national and global-level stakeholders:</td>
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### II. COMMUNITY/CULTURAL ORIENTATION

The ability to communicate and interact with people across diverse communities and cultures for the development of programs, policies and research

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<tr>
<th>a) Develops collaborative partnerships with donors, researchers, communities' policy makers and other relevant groups:</th>
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<tr>
<td>b) Conducts culturally appropriate participatory intervention or research projects:</td>
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<td>c) Provides recommendations for enhancing community and population-based health:</td>
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<tr>
<td>d) Assesses cultural influence on the health of communities:</td>
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<td>e) Demonstrates sensitivity to working across cultures and values:</td>
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# III. CRITICAL ANALYSIS

The ability to synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies and systems promoting population health

a) Applies theoretical and evidence-based perspectives from multiple disciplines in the design and evaluation of programs, policies and systems

b) Interprets quantitative and qualitative data following current scientific standards:

c) Analyzes data from health surveillance systems that monitor population health:

d) Synthesizes information from multiple sources for research and practice:

e) Evaluates the performance and impact of health programs, policies, and systems:

f) Analyzes the impact of global trends and interdependencies on public health challenges and systems:
IV. LEADERSHIP and MANAGEMENT
The ability to create and communicate a shared vision for a positive future; inspire trust and motivate others; use evidence-based strategies to enhance essential public health services; provide strategic and operational guidance within public and/or private health organizations.

a) Communicates an organization’s mission, shared vision, and values to stakeholders:

b) Collaborates with diverse groups:

c) Influences others to achieve high standards of performance and accountability:

d) Recommends capacity-building strategies at the individual, organizational, and community level:

e) Demonstrates a commitment to personal and professional values:

f) Establishes a network of relationships, including internal and external collaborators:

g) Demonstrates ability to manage program and research budgets:
IV. PROFESSIONALISM and ETHICS

The ability to identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice

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<tbody>
<tr>
<td>a)</td>
<td>Manages potential conflicts of interest encountered by practitioners, researchers, and/or organizations:</td>
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<tr>
<td>b)</td>
<td>Designs strategies for resolving ethical concerns in research, law, and regulations:</td>
</tr>
<tr>
<td>c)</td>
<td>Assesses ethical considerations in developing research initiatives:</td>
</tr>
<tr>
<td>d)</td>
<td>Demonstrates cultural sensitivity in ethical discourse and analysis:</td>
</tr>
<tr>
<td>e)</td>
<td>Weighs risks, benefits, and unintended consequences of research and practice:</td>
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Appendix 3: Funding Sources for DrPH Students

American Indian Graduate Center (AIGC) Fellowship Program
Who is eligible: Enrolled member of a US federally recognized American Indian tribe or Alaska Native group or possess one fourth degree US federally recognized American Indian blood pursuing a doctoral degree as a fulltime student at an accredited graduate school in the United States and demonstrates financial need. Fellowship Amount: $1,000-5,000
Enrollment Status: Applicants do not have to be admitted into a graduate degree program at time of application.
Web Site: http://www.aigcs.org/scholarships/graduate-fellowships/

Grace Legendre Endowment Fund Fellowship
Who is eligible: New York state women
Fellowship Amount: $1,000
Enrollment Status: Applicants must be enrolled in graduate study
Web Site: http://gracelegendre.org/

The Dolores Zohrab Liebmann Fellowship
Who is eligible: U.S. citizen graduate students
Fellowship Amount: full tuition and $18,000 stipend renewable up to 3 years
Deadline: Students notified by Financial Aid Office
Enrollment Status: Applicants must be enrolled in graduate study
Application: http://publichealth.columbia.edu/apply/financial-aid/outside-funding

Doris Duke Fellowships for the Prevention of Child Abuse and Neglect
Who is eligible: U.S. citizens or permanent residents of the U.S. interested in a career in the field of child abuse and neglect prevention
Fellowship Amount: $25,000 for up to two years
Enrollment Status: Applicants must be enrolled in a doctoral program
Web Site: http://www.chapinhall.org/fellowships/doris-duke-fellowships

Alpha Kappa Alpha Educational Advancement Foundation Merit Scholarship
Who is eligible: Students with a minimum GPA of 3.0 (B average), with demonstrated community service and involvement.
Enrollment Status: Must be enrolled in the sophomore year or beyond, fulltime

Financial Need Scholarship
Who is eligible: Students with a minimum GPA of 2.5 (C+ average), demonstrate community service and involvement.
Enrollment Status: Must be enrolled in the sophomore year or beyond, fulltime
Web Site: http://www.akaeaf.org/graduate_scholarships.htm
**Hebrew Free Loan Society Scholarships**
Who is eligible: Native born Jewish American students (criteria vary for four different scholarships offered)
Web Site: http://hfls.org/scholarships

**Hsf/Pfizer Fellowship Program**
Who is eligible: Hispanic students who are U.S. citizens or legal permanent resident with a minimum GPA of 3.0 on a 4.0 scale who is pursuing his/her first graduate degree.
Enrollment Status: Must have plans to enroll fulltime at a U.S. accredited institution in the upcoming academic year.
Web Site: http://www.hsf.net/

**American Association of University Women**
Who is eligible: Students who display academic excellence, a commitment to improving the human condition, and the promise of continued impact; both U.S. and international students are eligible to apply.
Enrollment Status: Varies for each of the 5 scholarships
Deadline: Varies for each of the 5 scholarships
Web Site: http://www.aauw.org/what-we-do/educational-funding-and-awards/

**Paul & Daisy Soros Fellowships for New Americans**
Who is eligible: Students who are 30 or under and permanent residents or naturalized citizens if born abroad or children of naturalized citizen parents
Enrollment Status: Students must be enrolled in either the first or second year of an academic program.
Amount: up to $90,000 over 2 academic years
Web Site: http://www.pdsoros.org/forms/index.cfm

**Ethel Louise Armstrong Foundation Scholarship**
Who is eligible: A student who is a woman with a physical disability, active in a local, state, or national disability organization (in-person or electronically), which is providing services or advocacy for people with disabilities. Enrollment Status: Students must currently be accepted to a graduate program working toward a Master's degree or above.
Amount: $500-$2,000
Web Site: http://www.homeschoolbuyersco-op.org/ethel-louise-armstrong-ela-foundation-scholarship-for-women-graduate-students-.html
National Science Foundation
Catalyzing New International Collaborations
Who is eligible: Student researchers who are U.S. citizens or permanent residents interested in activities intended to catalyze new international collaborations.
Enrollment Status: Must be enrolled full time in a graduate program.
Deadline: Applicants should submit proposals at least 9 months prior to the expected date of the proposed activity.
Web Site: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12815&org=NSF

Graduate Research Fellowships
Who is eligible: Students who are U.S. citizens or permanent residents interested in research-based doctoral degrees.
Fellowship Amount: 3 years of support for a graduate program.
Enrollment Status: Must be enrolled full time in a graduate program.
Web Site: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201

International Dissertation Research Fellowship
Who is eligible: Graduate students in PhD program in the United States (regardless of citizenship) conducting research on non-U.S. topics.
Enrollment status: Must be enrolled full time in a PhD program.
Amount: Average of $20,000
Web Site: http://www.ssrc.org/fellowships/idrf-fellowship/

Next Generation Social Sciences in Africa Fellowship
Who is eligible: Early-career faculty in Ghana, Nigeria, South Africa, Tanzania, and Uganda.
Enrollment Status: Must be enrolled in a doctoral program and researching for a doctoral dissertation.
Amount: $3,000-$15,000
Web Site: http://www.ssrc.org/programs/nextgenafrica/

Margaret McNamara Memorial Fund
Who is eligible: Women from developing countries residing in the U.S. or Canada at the time of application, national of a lower or middle income developing member country (designated on the web site), is not a citizen or permanent resident of the U.S., demonstrates financial need and satisfactory academic performance, and is at least 25 years old.
Enrollment Status: Must be enrolled in a doctoral program full time
Amount: $12,000 (not renewable)
Web Site: http://www.mmmf-grants.org/home/grants-home

Inter-American Foundation Grassroots Development Fellowship Program
Who is eligible: U.S. citizens and citizens of independent Latin American and Caribbean countries (except Cuba) with a demonstrated and planned substantive collaboration during the field research period with affiliation with a research institution in Latin America or the Caribbean country.
Enrollment Status: Must be currently enrolled in a U.S. university doctoral program.
Web Site: http://www.iie.org/programs/IAF-Grassroots-Development-fellowship-program

**Hispanic Serving Health Professions Schools— Graduate Fellowship Training Program**
Who is eligible: U.S. citizens or permanent resident with English fluency (Spanish fluency requirement varies by program) with 5+ years of professional experience in health.
Enrollment Status: Current doctoral student
Web Site: http://www.hshps.org/programs/gftp

**Sheikh Saud Bin Saqr Al Qasimi Doctoral Research Grant**
Who is eligible: Applicants whose dissertation proposal must be approved by applicant’s graduate program, must have IRB approval for research, must focus on the UAE particularly Ras Al Khaimah, must address social science issue or question.
Enrollment Status: Must be a current DrPH student in good academic standing with coursework complete and ready to conduct field research for dissertation
Web Site:

**A database with many funding opportunities for DrPH students:**

**Another database with comprehensive funding opportunities:**
http://www.hsph.harvard.edu/osfs/scholarship-information/external-funding-opportunities/
Appendix 4: Personal Learning Plan

This reporting template is used to document key goals and objectives for an individual’s education through the taught and research elements of the DrPH program. It is a key document for structuring discussions between doctoral students, their advisors and the DrPH program co-directors. It also serves as an on-going record of achievement through the course of the doctoral program.

Doctoral Student Name: E-mail:

Academic Advisor: E-mail:

Dissertation/ILE Sponsor: E-mail:
(to be assigned during second year of program)

Preliminary Doctoral Education Program Goals and Objectives

Doctoral students should record below a preliminary statement of goals and objectives for the first year of doctoral study (specifying thoughts regarding substantive areas of study and methodological/analytical skills to be developed), longer term objectives for leadership contribution within the field of global health and humanitarian systems, and any early ideas regarding potential focus of dissertation/ILE field-work in year three of the program. None of these statements are binding, but they form a basis for initial discussions with the DrPH Program Co-Director and Academic Advisors.

(a) Preliminary statement of goals and objectives for the first year of doctoral study:
Confirmed Doctoral Education Program Goals and Objectives

WITHIN THE FIRST SEMESTER, the following section should be completed and approved by both the doctoral student and his/her Academic Advisor. The statement should include details of the proposed substantive foci of taught classes, specific methodological or analytic skills that are to be targeted, and broader professional and managerial competences regarding research that are to be developed in the first year of study.

The above represents the agreed goals of the first year of the planned doctoral program.

Doctoral Student: Date

Academic Advisor: Date

The above objectives are agreed to be coherent with the overall objectives and requirements of the DrPH in Leadership in Global Health & Humanitarian Systems.

DrPH Program Co-Director:
Doctoral Education Program: Mid-Year Review

A Mid-Year review involving the doctoral student and his/her Academic Advisor should be conducted by the END OF THE SECOND SEMESTER of study. The focus is on progress toward the attainment of targeted goals and objectives and any adjustments required in the Doctoral Education Plan.

Review the goal and objectives specified above, noting evidence of progress, and any challenges that have arisen. Adjustments to the Doctoral Education Plan should also be noted. Note proposals for fulfilling the DrPH practicum requirement (of special relevance for students without a prior MPH).

Summary of Overall Progress

Progress on Specific Goals and Objectives
Proposal for Fulfillment of Practicum Requirement

Specifying proposed work or field study relevant to the overall learning plan in fulfillment of specified CEPH Practicum requirements.

Required Adjustments to the Agreed Doctoral Education Plan

The above represents an agreed statement on progress regarding the Doctoral Education Program, and appropriate adjustments to the program that are required in order to complete a satisfactory outcome regarding overall goals of the DrPH in Leadership in Global Health and Humanitarian Systems.

Doctoral Student:

Date:

Academic Advisor:

Date:

The above report documents satisfactory progress – and appropriate revision to initial objectives for attainment of required goals for the DrPH in Leadership in Global Health Humanitarian Systems.

DrPH Program Co-Director:

Date:
Doctoral Education Program: End of First Year Review

An End-of-Year review involving the doctoral student and Academic Advisor should be conducted in EARLY SEPTEMBER of the second year of study. The focus is on the extent to which targeted goals and objectives (adjusted, as appropriate at the mid-year review) have been met and agreeing objectives for the second and third years of the program.

Summary of Overall Achievement

Attainment of Specific Goals and Objectives
Proposals for Development on the Second and Third Year of the Program

The above represents an agreed upon statement on achievement with respect to the specified Doctoral Education Program, and proposals for later years of study.

Doctoral Student: Date:

Academic Advisor: Date:

The above documents satisfactory progress towards the attainment of the objectives and requirements of the DrPH in Leadership in Global Health & Humanitarian Systems.

Program Director: Date:
Appendix 5: HDPFH Tutorial Form

This form must be completed and returned to the HDPFH Academic Coordinator, prior to the start date of the Tutorial.

Course Information
Course No:* PUBHP
Section: Call No.: 
Credits: 
Term: 
Start Date: 
End Date: 

Grading Option (Please select the appropriate grading option when you register.)

☐ Pass/Fail
☐ Letter Grade

*See HDPFH Academic Coordinator for the course number, section, and call number.

** A 3-credit tutorial should, on average, involve 9 hours of work per week, a 2-credit tutorial should involve about 6 hours per week, and a one-credit tutorial should involve about 3 hours per week. Tutorials over 3 credits must be approved by one of the three Co-Directors of the DrPH Program.

Course Title:  Click here to enter text.

Overview:

Click here to enter text.
Objectives:  
Click here to enter text.

Methods:  
Click here to enter text.

Work to be Submitted:  
Click here to enter text.

Evaluation Criteria:  
Click here to enter text.

Student Name:  
Signature:  
Date:  
Click here to enter a date.

Faculty Name:  
Signature:  
Date:  
Click here to enter a date.

If the tutorial is for more than 3 credits, approval from a DrPH Program Co-Director is required:

Faculty Name:  
Signature:  
Date:
Appendix 6: Documentation of Public Health Practice Experience Required for DrPH Candidates

CEPH requirements for accreditation of public health programs notes: “Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a professional public health degree program”.

This template provides a format for documenting professional activity providing such practical experience for DrPH candidates.

Date:

Doctoral Student Name & Signature:

Advisor Name & Signature:

Dissertation/ILE Sponsor Name & Signature:

Details of Practicum Experience
Please provide information on the setting of the work, its duration, and the focus of activities.

[Click here to enter text.]

Key Competences Strengthened Through the Practicum Experience
Please check all competencies that apply to your summer practicum experience (please see Appendix for definitions of each):

- Analytic / Assessment Skills
- Policy Development / Program Planning Communication Skills
- Cultural Competency Skills
- Community Dimensions of Practice Skills Basic Public Health Sciences Skills
- Financial Planning and Management Skills
- Leadership and Systems Thinking Skills
For each competency selected, please describe how your work will help you achieve it [200 words max for each]:

**Analytic / Assessment Skills:** □ N/A

Click here to enter text.

**Policy Development / Program Planning:** □ N/A

Click here to enter text.

**Communication Skills:** □ N/A

Click here to enter text.

**Cultural Competency Skills:** □ N/A

Click here to enter text.

**Community Dimensions of Practice Skills:** □ N/A

Click here to enter text.

**Basic Public Health Sciences Skills:** □ N/A

Click here to enter text.
Financial Planning and Management Skills: N/A

Click here to enter text.

Leadership and Systems Thinking Skills: □ N/A

Click here to enter text.

Reflection on Professional Development Achieved Through the Practicum Experience
Reflect on the key learning of the practicum experience and the anticipated application of this learning in future practice as a public health professional [500 words max]

Click here to enter text.

Review of Outputs Associated with the Practicum Experience
Append to this form written documentation or any other form of output resulting from the practicum experience. Provide a commentary here on the purpose and, where appropriate, impact of these outputs [200 words max]

Click here to enter text.
Appendix 7: GUIDANCE ON FORMAT AND PREPARATION OF DISSERTATION/ILE PROPOSALS

The dissertation/ILE proposal is comprised of four parts:

1. Objectives of the proposed research
2. Methods to be used
3. Anticipated schedule to be followed, and
4. A tentative outline, such as chapter headings, for the dissertation.

A similar format is to be used whether the student intends to write up their dissertation in the form of a single thesis or three linked, published papers. There is a common goal irrespective of the ultimate form of the dissertation: articulation of a systematic investigation to address a focused research question. Excluding references the proposal should not normally exceed 30 double spaced pages.

1. Objectives This section should clearly articulate the problem or question that the student proposes to study and the objectives of planned study. This may be structured in different ways, but will typically cover:
   a. Specific Aims: a one-page (two-page double-spaced) NIH-form summary of the core issue being addressed, why it is important, and the core aims of the proposed program of study to address it
   b. Literature Review: a synthesis and critique of the literature bearing upon this issue (drawing from, or referencing, literature reviews conducted by the student in the first year of study as appropriate)
   c. Hypotheses or Research Questions: an articulation of the hypotheses or questions that will structure the proposed research

2. Methods This section should describe and defend the proposed methodological approach, including research design and plans for data collection and analysis. If existing data sources are to be utilized these should be described and the basis for access to the data confirmed. If fieldwork data collection is planned, the context and location of such fieldwork should be described. The section should note the status of IRB review of the proposed research. IRB review is NOT required in advance of the dissertation proposal submission, but IRB issues should be anticipated and addressed.

3. Anticipated Schedule This should comprise a realistic appraisal of the timing of the planned work. Assumptions and risks which would influence the delivery of the proposed research should be identified.

4. Preliminary Outline This section should provide an overview of the anticipated structure of the final dissertation.
Checklist for an Effective Dissertation Proposal

An effective dissertation proposal clarifies:

- what the student proposes to study
- why the student proposes this focus
- how the student proposes to perform the research
- when various stages of the research will be completed

There are common challenges in constructing a proposal. Especially, you should seek to ensure that:

- The research objectives are focused. You want to avoid a research problem that is too broad and cannot be clearly defined.
- The proposed research is manageable with respect to time.

This guidance is adapted from multiple sources including the Departments of Environmental Health and Sociomedical Sciences, Mailman School of Public Health, Columbia University as well as the Department of Mathematics at the University of Montana.