



College of Health Sciences

Doctor of Public Health Degree

Student Handbook



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JACKSON STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES

Doctor of Public Health Degree Program
Student Handbook

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Doctor of Public Health Degree Program Handbook

SECTION I JACKSON STATE UNIVERSITY

GENERAL INFORMATION

Jackson State University (JSU) has a distinguished history, rich in the tradition of educating young men and women for leadership, having undergone seven name changes as it grew and developed. Founded as Natchez Seminary in 1877 by the American Baptist Home Mission Society, the school was established as Natchez, Mississippi “for the moral, religious and intellectual improvement of Christian leaders of the colored people of Mississippi and the neighboring states.” In November 1882, the school was moved to Jackson; in March 1899, the curriculum was expanded and the name was changed to Jackson College.

The state assumed support of the college in 1940, assigning to it the mission of training teachers. Subsequently, between 1953 and 1956, the curriculum was expanded to include a graduate program and bachelor’s programs in the arts and sciences; the name was then changed to Jackson State College in 1956.

Further expansion of the curriculum and a notable building program preceded the elevation of Jackson State College to university status on March 15, 1974. In 1979, Jackson State was officially designated *the* Urban University of the State of Mississippi. Presently, Jackson State University, a public, coeducational institution, is supported by legislative appropriations supplemented by student fees and federal and private grants.

Vision

Building on its historic mission of empowering diverse students to become leaders, Jackson State University will become recognized as a challenging, yet nurturing, state-of-the-art technologically-infused intellectual community. Students and faculty will engage in creative research, participate in interdisciplinary and multi-institutional/ organizational collaborative learning teams and serve the global community.

Mission

The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively.

History of the College of Health Sciences

Jackson State University is in the forefront of state institutions of higher learning in expanding its graduate degree offerings. The College's master's degree in public health, the master's and doctoral degrees in social work, and the master's degree in communicative disorders are among the most recent degree programs approved by the Board of Trustees of the Institutions of Higher Learning. The master's degree in public health and communicative disorders, and the doctor of social work are court-mandated as a result of the historic *Ayers Case*. The Doctor of Public Health (DrPH) Degree Program was the latest addition to the Public Health Program which was established in fall 2005 under the College of Public Services.

In 2007, the School of Health Sciences was established under the College of Public Service which was in accordance with the University's agenda and strategic plan known as Vision 2020.

In April 2017, the School of Public Health emerged from the School of Health Sciences and was approved by the Mississippi Board of Trustees of State Institutions of Higher Learning. This was the first and only School of Public Health developed in the State of Mississippi and at a Historically Black College and University (HBCU). JSU School of Public Health offered the first and only Doctor of Public Health (DrPH) Degree Program in the state of Mississippi and included undergraduate degrees in Healthcare Administration, Communicative Disorders and graduate degrees in Public Health (MPH) and Communicative Disorders.

In the Fall 2019, the College of Health Sciences was developed and is dedicated to providing quality undergraduate and graduate education, scientific inquiry and service. The College is committed to providing a learning environment that supports interdisciplinary communication, development of professional public health concepts, values, and the resolution of healthcare issues. It prepares outstanding leaders and practitioners in professional careers in public health, healthcare administration, speech language pathology, communicative disorders, speech and hearing sciences, and social work. The College of Health Sciences guides students as they acquire knowledge and develop skills, competencies and attitudes essential for the public health professions; encourage and promote student and faculty research; provide an understanding and appreciation of ethnic and cultural diversity and the impact of diversity on personal and community health; and promote lifelong learning and professional growth for students and faculty.

B. ACCREDITATION

Jackson State University is accredited by the Southern Association of Colleges and Schools. The Doctor of Public Health (DrPH) and Master of Public Health Degree Programs were initially accredited by the Council on Education for Public Health (CEPH) in 2008 and granted a 5 year accreditation term. In 2014, program accreditation was re-affirmed for a maximum 7 year term, due for re-affirmation in 2021. Jackson State University's Public Health Programs received School status after a year of rigorous preparation. Jackson State University's School of Public Health (SPH) has been the only program of its kind in the state to earn accreditation from the Council on Education for Public Health (CEPH).

In 2020, the College of Health Sciences became the CEPH accredited unit. In general, specialized accreditation attests to the quality of an educational program that prepares graduates for entry into a recognized profession. For the Jackson State University College of Health Sciences, CEPH accreditation serves multiple purposes for different constituents as follows:

- For the public, accreditation promotes the health, safety and welfare of society by assuring competent public health professionals.
- For prospective students and their parents, accreditation serves a consumer protection purpose. It provides assurance that the school or program has been evaluated and has met accepted standards established by and with the profession.
- For prospective employers, it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
- For graduates, it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program.
- For public health workers, it involves practitioners in the establishment of standards and assures that educational requirements reflect the current training needs of the profession.
- For the profession, it advances the field by promoting standards of practice and advocating rigorous preparation.
- For the federal government and other public funding agencies, it serves as a basis for determining eligibility for federally funded programs and student financial aid.
- For foundations and other private funding sources, it represents a highly desirable indicator of a program's quality and viability.
- For the university, it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit.
- For the faculty and administrators, it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the school or program, accreditation enhances its national reputation and represents peer recognition.

The Council on Education for Public Health (CEPH) is a member of the Association of Specialized and Professional Accreditors (ASPA). ASPA is the organization responsible for monitoring the quality of specialized and professional higher education programs and schools to ensure that the higher education system in the United States continues at the highest standard possible. With a mission to "lead and foster innovation in quality improvement, CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners."

C. LOCATION

Jackson State University is located in Jackson, the State capital and the State's largest urban area (population 400,000+) as well as the geographic, political, industrial and cultural center of Mississippi. The main campus at Jackson State University is situated on a scenic 200-acre tract

one mile west of the city's main business district. The University is easily accessible from U.S. Highway 49, Interstates 20 and 55. Jackson-Evers International Airport, with direct connections to major cities in the US, is 15 minutes away.

Jackson State University's College of Health Sciences Public Health and Communicative Disorders programs are housed at the Jackson Medical Mall, 350 West Woodrow Wilson, Jackson, MS. The College Dean, departmental offices, core faculty, and Health Sciences Resources Center are also located at that site. Students are advised to familiarize themselves with the Jackson Medical Mall location in order to avail themselves of the services and resources available through the College of Health Sciences.

D. VISION, MISSION AND VALUES OF THE PUBLIC HEALTH PROGRAMS

The mission is to *“prepare public health leaders and to improve the health of populations in the state of Mississippi, the nation and the world through evidence-based and community-oriented teaching, research and service”*.

The College of Health Sciences identifies the following four values that undergird and drive decisions and behavior: Organizational Cultural, Research, Teaching and Learning, and Service. As demonstrated below, these values are operationalized throughout the College's Public Health programs and are implicit in the mission statement as they permeate their goals and objectives.

In the area of organizational culture, administrators, faculty, and staff are committed to a nurturing environment and committed to excellence, collaborate with others, and work for fairness and equity for all persons and communities. A demonstration of the Public Health programs' commitment to excellence and a nurturing environment can be seen in the manner in which the Public Health programs develops and routinely reviews its curriculum to ensure that a high educational standard is achieved and applied across all courses, i.e., course syllabi. The use of the Student Instructional Rating System (SIRS) ensures that core competencies are included and updated in all syllabi. Further, the faculty and staff receive quality feedback via SIRS, graduating students' exit interviews and alumni surveys and conform to new trends in the field. Additionally, in virtually every class, students collaborate on research and writing and present oral reports individually and in groups, reflecting how today's public health professionals work collaboratively rather than in isolation from one another.

In the area of research, administrators, faculty, and staff are committed to translational research as well as health equity and social justice. The Public Health programs have developed and implemented several activities and programs which ensure that research collaboration routinely permeates student – faculty research activities. These activities have been enhanced by the work of the Institute of Epidemiology and Health Services Research and the Center of Excellence in Minority Health and Health Disparities, which are integral parts of the Public Health programs and College of Health Sciences. Social justice is also evident in virtually every aspect of the program's and College's activities. The doctoral program prepares students for advanced

community practice with a focus on inequities and social injustices that often result in health disparities and poor health outcomes of poor and minority populations.

In the area of teaching and learning, administrators, faculty, and staff are committed to teaching and learning which is demonstrated in instructional approaches that are aimed at enhancing students' critical thinking abilities and analytical skills. These innovative approaches are designed to prepare students to be culturally competent and aware of implicit biases in order to address local, state, national and global health problems particularly those among underserved populations.

E. THE DOCTOR OF PUBLIC HEALTH DEGREE PROGRAM

The Doctor of Public Health (DrPH) Degree is the terminal professional degree offered by the Public Health Program, College of Health Sciences. Jackson State University's Public Health DrPH Degree Program and College of Health Sciences is aimed at developing competent practitioners, research scientists and educators in different fields of public health, including behavioral health promotion and education, epidemiology, and health policy and management. Individuals with the DrPH Degree can be expected to respond effectively to the challenges posed by disparities in health and healthcare affecting minorities and other historically underserved populations. The program provides an educational experience that is multi-disciplinary, problem-centered, fully engaged and immersed, and integrative of the diverse elements needed in the preparation of today's public health practitioner.

The need for leaders in public health has never been greater. Few practitioners in public health have doctoral-level degrees; moreover, there are few programs for developing leadership skills at the doctoral level. Hence, the DrPH degree program is tailored to meet the goals of mid-career public health professionals seeking to acquire new public health knowledge and skills, including leadership skills. Therefore, the DrPH Program and College of Health Sciences is committed to educating and training its students to become effective leaders of the public health community at the local, national, and global levels. This commitment is realized in an urban environment that offers a broad scope for students to become involved in the diverse communities in metropolitan Jackson and the region.

SECTION II ADMISSION REQUIREMENTS

A. GRADUATE SCHOOL ADMISSION REQUIREMENTS

Prospective applicants to the Doctor of Public Health (DrPH) Degree Program must apply and be admitted for Graduate studies at Jackson State University as well as to the Doctor of Public Health degree program itself. Requirements for admission include the following:

- Earned baccalaureate and master's degree from an accredited college or university.
- Completed Division of Graduate Studies applications.
- Transcripts (two official copies) from all universities or colleges attended.
- A satisfactory score on the GRE – waived for Fall 2020 admissions and until further notice.
- Three letters of recommendation, with at least two from academic references.
- Statement of purpose reflecting applicant's career goals in public health.
- A satisfactory TOEFL (Test of English as a Foreign Language) Score, PET-A, or IELTS submitted or successful completion of ESLI before they enroll in graduate studies, if an International student whose native language is not English.

Admission to the Division of Graduate Studies does not guarantee admission to the DrPH Program. The application deadline is March 1 for the Fall semester admission. There is only one admission per year.

B. ADMISSION REQUIREMENTS TO THE DrPH DEGREE PROGRAM

Requirements for admission to the DrPH program include dual admission to the Division of Graduate Studies and to the program itself, together with two official copies of transcripts from all colleges and/or universities attended, a masters' degree in Public Health from an accredited college or university. Applicants with a graduate degree outside the field of public health will also be considered. However, if admitted, he/she will be required to complete each of the MPH foundational core courses (five) of public health (behavior health [PHS 501], health policy & management [PHS 502], biostatistics [PHS 503], environmental health [PHS 504], and epidemiology [PHS 505]. Students without a graduate course in research methods from their Master's degree program may be required to successfully complete Research and Quantitative Methods [PHS 506].

All students seeking admission to the program must meet the following criteria:

- A master's degree from an accredited college or university.
- Completion of the DrPH Program and Division of Graduate Studies applications.
- An overall GPA of 3.3 or above (on a 4.0 scale) on the highest earned degree.
- Two official transcripts from all universities or colleges prior to program application.
- A satisfactory score on the GRE taken within the last five years – currently waived until further notice.
- Three letters of recommendation with at least two from academic professionals.

- Statement of purpose reflecting applicant's career goals in public health.
- Recommendation by the program admission committee.
- Satisfactory performance on TOEFL demonstrating oral and written proficiency for international applicants.

Admission to the Division of Graduate Studies does not automatically guarantee admission to the DrPH Program. **The priority deadline for the Fall admission is March 1.**

Planned Agreement for Transfer Students: Subject to approval, students accepted into the program may be allowed to transfer up to six (6) credit hours in the major area of concentration from previous graduate work from a regionally accredited institution of higher education. Any transfer credit must be approved by the academic advisor and department Chair.

SECTION III DrPH PROGRAM CONCENTRATIONS

A. *DrPH PROGRAM CONCENTRATIONS*

The DrPH degree is currently awarded in the following three concentrations:

Behavioral Health Promotion and Education – This concentration focuses on the role of behavioral, social and psychological factors in disease causation, health promotion, and disease prevention.

Epidemiology – The field is concerned with methods for elucidating the causes of disease and for evaluating health services, programs and treatments. Students are provided with the concepts, knowledge and statistical skills to study, analyze and monitor the distribution and determinants of disease occurrence and other outcome measures in human populations.

Health Policy and Management – This concentration exposes students to a curriculum designed to impact knowledge of contemporary public health administration and management as well as provide analytical skills for designing, developing, implementing and evaluating public health policies and interventions, including financial and human resource management, comprehensive policy and program planning, analysis, evaluation, development, and implementation.

Emphasis is placed on learning that creates a balance between comprehensive understanding and specialization, between theory and practice, and between academic inquiry and professional pragmatism. An innovative attitude toward current and future public health needs and issues is emphasized and explored through classroom instruction, group projects and field studies.

In an effort to ensure that all DrPH graduates from any of the above concentrations are grounded in foundational public health knowledge, the student's achievements are measured by the following twelve learning objectives set by CEPH:

Profession and Science of Public Health

1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
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 (eg, One Health).

B. FOUNDATIONAL AND DISCIPLINE-SPECIFIC COMPETENCIES FOR ALL DrPH STUDENTS

Completion of the DrPH program requirements is expected to lead to the acquisition of the following four *foundational competencies* corresponding to the course numbers and names outlined below:

Competency	*Course number(s) and names
Data and 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	PHS 701 - Advanced Biostatistics and Computer Science Applications PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	PHS 701 - Advanced Biostatistics and Computer Science Applications PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research
Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and	PHS 702 - Disease Pathogenesis and Behavioral Risk Factors PHS 703 - Designing Research Studies on Minorities and Special Populations

Competency	*Course number(s) and names
evaluating policies and programs and to address a population's health	PHS 704 - Survey and Qualitative Research PHS 705 - Advocacy and Public Health Policies
Leadership, Management and Governance	
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners	PHS 705 - Advocacy and Public Health Policies PHS 750 - Community Research Practicum
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	PHS 701 - Advanced Biostatistics and Computer Science Applications PHS 702 - Disease Pathogenesis and Behavioral Risk Factors PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research PHS 705 - Advocacy and Public Health Policies PHS 706 - Principles of Environmental and Occupational Health PHS 707 – Leadership for Health Professionals
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems	PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 705 - Advocacy and Public Health Policies PHS 750 – Community Research Practicum
Create strategic plans	PHS 707 – Leadership for Health Professionals PHS 750 - Community Research Practicum
Facilitate shared decision making through negotiation and consensus-building methods	PHS 707 – Leadership for Health Professionals
Create organizational change strategies	PHS 707 – Leadership for Health Professionals
Propose strategies to promote inclusion and equity within public health programs, policies and systems	PHS 703 Designing Research Studies on Minorities and Special Populations PHS 705 - Advocacy and Public Health Policies PHS 707 – Leadership for Health Professionals
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	PHS 707 – Leadership for Health Professionals
Propose human, fiscal and other resources to achieve a strategic goal.	PHS 705 - Advocacy and Public Health Policies PHS 707 – Leadership for Health Professionals PHS 750 – Community Research Practicum
Cultivate new resources and revenue streams to achieve a strategic goal	
Policy and Programs	

Competency	*Course number(s) and names
Design a system-level intervention to address a public health issue	PHS 702 - Disease Pathogenesis and Behavioral Risk Factors PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 705 - Advocacy and Public Health Policies
Integrate knowledge of cultural values and practices in the design of public health policies and programs	PHS 702 - Disease Pathogenesis and Behavioral Risk Factors PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research PHS 705 - Advocacy and Public Health Policies PHS 706 - Principles of Environmental and Occupational Health PHS 707 – Leadership for Health Professionals
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis	PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research PHS 705 - Advocacy and Public Health Policies PHS 706 - Principles of Envi. & Occup. Health.
Propose interprofessional ^A team approaches to improving public health	PHS 701 - Advanced Biostatistics and Computer Science Applications PHS 702 - Disease Pathogenesis and Behavioral Risk Factors PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research PHS 705 - Advocacy and Public Health Policies PHS 706 - Principles of Environmental and Occupational Health PHS 707 – Leadership for Health Professionals
Education and Workforce Development	
Assess an audience’s knowledge and learning needs	PHS 703 - Designing Research Studies on Minorities and Special Populations PHS 704 - Survey and Qualitative Research
Deliver training or educational experiences that promote learning in academic, organizational and community settings	PHS 750 – Community Research Practicum
Use best practice modalities in pedagogical practices	PHS 701 - Advanced Biostatistics and Computer Science Applications PHS 702 - Disease Pathogenesis and Behavioral Risk Factors PHS 703 - Designing Research Studies on Minorities

Competencies for the DrPH in Behavioral and Health Promotion and Education Concentration

Competency	Course number(s) or other educational requirements
Applies advanced theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice	PHBS 711 Advanced Theories and Scientific Principles of Health Promotion
Analyzes literature and data of behavioral and psychosocial epidemiology for informing scientific, ethical social cultural discussion of health issues.	PHBS 712 Behavioral and Psychological Epidemiology
Demonstrates advanced communication skills including the ability to review manuscripts and edit documents	PHBS 713 Qualitative Research Methods
Ensures ethical principles are applied in accessing, collecting, analyzing, using, maintaining and disseminating data and information Develops written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences	PHBS 714 Clinical Trials and Interventional Study Designs
Makes evidence-based decisions (e.g., determining research agenda, using recommendations from The Guide to Community Preventive Services in planning population health services)	PHBS 715 Research Seminar in Health Education
Advocates for the diversity of individuals and populations being addressed in policies and programs and services that affect the health of a community	PHBS 716 Social and Cognitive bases of Behavior and Special Populations PHS 704 - Survey and Qualitative Research PHS 705 - Advocacy and Public Health Policies PHS 706 - Principles of Environmental and Occupational Health PHS 707 – Leadership for Health Professionals

Additionally, DrPH students acquire *discipline-specific competences* that are identified in three specializations as identified below:

Competencies for the DrPH in Health Policy and Management Concentration	
Competency	Course number(s) or other educational requirements
Evaluate and implement strategic planning processes based on internal and external environmental research for health programs and services	PHPM 711: Strategic Leadership in Management of Human Resources
Analyze and interpret data, synthesizing information from multiple sources, and apply theoretical and evidence-based models in the design and implementation of health programs, policies and systems	PHPM 712: Public Health Economics PHPM 715: Decision Modeling
Analyze the impact of legislation, judicial opinions, regulations and policies on population health and health disparities and develop evidence-based strategies for influencing health law and policy	PHPM 713: Analysis of Health Legislation and regulations
Assess the influence of cultural, environmental, and social justice factors on the health of communities and apply legal principles to public health policy making decisions	PHPM 714: Evaluation of Performance and Quality of Health Service Organizations
Develop skilled teams and capacity-building strategies at the individual, organizational and community level to improve health Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques at the individual, community and organizational levels	PHPM 716 Administration of Integrated Health and Hospital Systems
Develop collaborative partnerships with communities, policy makers and other stakeholders, create a shared vision, and effectively articulate this vision	PHPM 717: Managed Care Networks in Public Health

Competencies for DrPH in the Epidemiology Concentration	
Competency	Course number(s) or other educational requirements
Communicate epidemiologic research findings to scientific and nonscientific community through conference presentations, proposal writing and published articles	EPI 711 Behavioral and Psychosocial Epidemiology EPI 712 Clinical Trials and Interventional Study Designs EPI 713 Infectious Disease Epidemiology EPI 714 Nutrition and Genetic Epidemiology EPI 717 Environmental Epidemiology

Competencies for DrPH in the Epidemiology Concentration	
Competency	Course number(s) or other educational requirements
Describe the surveillance system and screening program and role/application in outbreak investigation and prevention and control of chronic disease	EPI 713 Infectious Disease Epidemiology EPI 714 Nutrition and Genetic Epidemiology EPI 717 Environmental Epidemiology
Critically review and interpret public health and other scientific literature	EPI 711 Behavioral and Psychosocial Epidemiology EPI 712 Clinical Trials and Interventional Study Designs EPI 714 Nutrition and Genetic Epidemiology
Demonstrate knowledge translating epidemiologic quantitative research into various statistical models for critical analysis	BIOS 711 Categorical Data Analysis EPI 712 Clinical Trials and Interventional Study Designs BIOS 712 Multivariate Analysis I BIOS 713 Multivariate Analysis II
Explain the multiple determinants of chronic disease and demonstrate knowledge of prevention at community, state and country level	EPI 717 Environmental Epidemiology
Utilize information technology tools, which are critical to epidemiologic data management and analysis (Access, SPSS, SAS and GIS)	EPI 712 Clinical Trials and Interventional Study Designs BIOS 712 Multivariate Analysis I BIOS 713 Multivariate Analysis II
Apply ethical and legal principle pertaining to epidemiologic data collection, use and dissemination through Human Subjects training and an IRB application	EPI 712 Clinical Trials and Interventional Study Designs EPI 717 Environmental Epidemiology

C. DOCTOR OF PUBLIC HEALTH CURRICULUM

Doctor of Public Health Curriculum	Credit Hours
Advanced Core Courses	27
Required Concentration Courses	15
Community Research Practicum	3
Dissertation (minimum/maximum)	15
Total minimum	<hr/> 60

Course Requirements for the DrPH

The curriculum is divided into advanced core courses (27 credit hours), concentration courses (15 credit hours), a community research practicum (3 credit hours), and a dissertation (minimum/maximum 15 credit hours). Advanced core courses are required for each concentration, as well as courses specific to each concentration.

Students are expected to declare their chosen concentration at the time of admission to the program. All students are required to have taken a Master's level course in each of the five core areas of public health: behavioral health promotion and education; biostatistics; health policy and management; environmental and occupational health; and epidemiology.

A typical "Plan of Study" for students is outlined in **Appendix B** which demonstrates a plan for course completion over seven semesters for students on TRACK I (**Appendix C**), nine semesters for students on TRACK II (**Appendix C**). ***However, this Plan of Study for the DrPH program represents the recommended course sequence and/or course rotation schedule. Students should note that extenuating circumstances may necessitate changes in the course offerings each semester.***

The community research practicum should reflect the practice issues pertinent to a given concentration and allow students to develop insights in planning their dissertation topic and research question(s). The practicum can thus focus on addressing practical concerns in public health and the community.

The advanced core course requirements and course titles for Behavioral Health Promotion and Education, Epidemiology, and Health Policy and Management are listed below.

Residency Requirement

The minimum period of residency for the completion of course work is four semesters or the equivalent of enrollment for four consecutive semesters. The student must be full time and therefore must take at least nine to twelve credit hours each semester counted toward residency. The student must complete the residency requirement and all course work before taking the comprehensive examination.

Time Limit for Degree

It is recommended that the student entering the program with an MPH degree (Track I) complete the program, including the dissertation within six (6) years, and seven (7) years for a student entering the program without an MPH degree (Track II). However, the students have a maximum of ten (10) years from the initial semester of enrollment to complete all requirements for the DrPH degree, including the dissertation. Failure to satisfy all requirements during this period may result in suspension up to dismissal.

Advanced Core Courses

AREAS AND COURSE TITLES	Credits
Advanced Core Courses	27
PHS 701 Advanced Biostatistics and Computer Science Applications	3
PHS 702 Disease Pathogenesis and Behavioral Risk Factors	3
PHS 703 Designing Research Studies on Minorities and Special Populations	3
PHS 704 Survey and Qualitative Research Methods	3
PHS 705 Advocacy and Public Health Policies	3
PHS 706 Principles of Environmental & Occupational Health	3
PHS 707 Leadership for Health Professionals	3
PHS 712 Advanced Biostatistics Laboratory (I-III)	3
PHBI 711 Categorical Data Analysis	3
Concentration Courses	15
Required Courses (See Specific Concentrations Below)	15
Community Research Practicum	3
Dissertation (minimum/maximum)	15
TOTAL:	45 credit hours + dissertation = 60

Specialization

The following are the required concentration courses for Behavioral Health Promotion & Education:

REQUIRED CONCENTRATION COURSES	Credits
Behavioral & Environmental Health	15
PHBS711 Theories and Scientific Principles for Health Promotion and Education	3
PHBS 712 Behavioral and Psychosocial Epidemiology	3
PHBS 713 Qualitative Research Methods	3
<i>(Two of the following)</i>	
PHBS 714 Clinical Trials and Interventional Study Designs	3
PHBS 715 Research Seminar in Health Promotion	3
PHBS 716 Social and Cognitive Bases of Behavior	3
PHBS 717 Data Base Management Systems (CSC 520)	3

The following are the required concentration courses for Epidemiology:

REQUIRED CONCENTRATION COURSES	Credits
Epidemiology & Biostatistics	15
PHBI 712 Multivariate Analysis I	3
PHEP 711 Behavioral and Psychosocial Epidemiology	3
PHEP 712 Clinical Trials and Interventional Study Designs	3
<i>(Two of the following)</i>	
PHBI 713 Multivariate Analysis II	3
PHEP 713 Infectious Disease Epidemiology	3
PHEP 714 Nutrition and Genetic Epidemiology	3
PHEP 717 Environmental Epidemiology	3

The following are the required concentration courses for Health Policy and Management:

REQUIRED CONCENTRATION COURSES	Credits
Health Policy and Management	15
PHPM 711 Strategic Leadership in Management of Human Resources	3
PHPM 712 Public Health Economics	3
PHPM 713 Analysis of Health Legislation and Regulations	3
<i>(Two of the following)</i>	
PHPM 714 Evaluation of Performance and Quality of Health Service Organizations	3
PHPM 715 Decision Modeling	3
PHPM 716 Seminar in Strategic Management	3
PHPM 717 Managed Care Networks and Public Health	3

Additional Program Requirements

Community Research Practicum: Students must spend a minimum of 135 clock hours per semester (three consecutive semesters for a total 405 clock hours) in the community health research practicum. The Community Research Practicum begins in the third semester of 700 level courses and requires three continuous, one-semester hour courses that culminate after the third semester in a written and oral presentation. Preparation of a manuscript suitable for submission to a refereed journal is required to complete the course. The Director of Field Placement and faculty of record for the Practicum (PHS 750) is primarily responsible for identifying internship/practicum sites, and facilitating the student placement. Students are required to meet with the Director of Field Placement to discuss their practicum-related interest and prospective placement during the 2nd semester in the Program.

Comprehensive Examination: Candidacy for the DrPH degree involves the development and passing of an oral and written research prospectus by the end of the students' second semester. The Graduate Area Comprehensive Examination (GACE), a requirement for all prospective doctoral students, is a faculty conducted verification that students grasp the key elements of research and the current state of the field enough to position their research to add to the

collection of knowledge in public health. After successful completion of the GACE and all program core and concentration coursework, students have demonstrated that they are ready to proceed to the dissertation phase of their academic matriculation. In addition, the result of the GACE is reported to the Division of Graduate Studies for posting to the students' transcript.

The purpose of the Graduate Area Comprehensive Examination (GACE) is to advance the mastery of selected essential public health competencies and the conceptualization of a student's integrative learning experience in the doctoral program.

Doctor of Public Health (DrPH) candidates generate a high-quality written product capable of addressing an important public health issue. This product demonstrates synthesis of foundational competencies through an integrative learning experience that is completed at the end of the student's second semester of doctoral coursework. The product is a work in progress and is further developed over an additional three to four semesters. It is expected that after completion of all program core and concentration coursework, students will have strengthened and completed the research prospectus which demonstrates readiness for the first level of dissertation defense and be awarded GACE results.

While enrolled in PHS 703 *Designing Research Studies for Minorities and Social Populations*, Track I students devote considerable time to demonstrating and synthesizing foundational competencies through an integrative learning experience to the student's pre research prospectus proposal. In addition, students will collaborate with PHS 703's faculty of record and their academic advisor specific elements of the research prospectus.

While enrolled in PHS 704 *Survey and Qualitative Research Methods*, Track I students devote considerable time to the completion of an integrative learning experience and application of foundational competencies that results in a research prospectus. Students are required, in addition to other coursework, to complete in collaboration with the faculty of record for PHS 704 and the student's academic advisor / mentor and/or dissertation chair, all elements of the research prospectus started in PHS 703.

All successfully completed research prospectus are reviewed and presented to a Review / Evaluation Committee. Two weeks before the end of the semester for PHS 704, an interdisciplinary committee, using an approved grading rubric, evaluates the student's written and presented research prospectus. The student must score 80% or greater on the product in order to be successful. However, the student also must earn an overall grade of B or greater from the course in order to be pre-awarded a PASS for the GACE after completion of all core and concentration coursework.

Dissertation

Candidates for the Doctor of Public Health are required to complete a dissertation that demonstrates their ability to conduct public health research and public health service research. The dissertation research topic should be relevant and have practical value to public health. The dissertation should align with national public health priority areas as defined by the latest version

of Healthy People, World Health Organization, Institute of Medicine or other leading public health authority as approved by the dissertation chair. It is expected that the dissertation is completed within three years and a minimum / maximum of 15 credit dissertation hours after successfully passing of the comprehensive examination.

Curriculum: The Doctor of Public Health curriculum is designed to be interdisciplinary and to bridge academic foundational core and concentration areas. The seven core courses, a selected elective in Categorical Analysis (PHBI 711), three credit hours of Advanced Biostatistics Laboratory courses, and a Community Research Practicum are required for all concentrations in the program. Courses are also shared with other disciplines at the University, including social work, environmental health, public policy and administration, business, psychology, and urban and regional planning.

D. DESCRIPTION OF COURSES AND PREREQUISITES

Course descriptions are provided below under the following headings:

Advanced Core (Foundational) Courses

Behavioral & Environmental Health

Epidemiology & Biostatistics

Health Policy and Management

Community Health Practicum / Integrative Learning Experience

Dissertation

The course coding system is as follows:

PHS (Public Health Services) — includes all core courses for all concentrations.

PHBI – Biostatistics.

PHBS - Behavioral Health Sciences (for Behavioral Health Promotion and Education).

PHEP – Epidemiology.

PHPM - Health Policy and Management.

Advanced Core Courses

PHS 701 Advanced Biostatistics and Computer Science Applications (3 Hours) This is an advanced course in biostatistics with emphasis on statistical inference, sample size calculations, and multiple regression techniques. The course emphasizes the use of computer software packages in conducting statistical College of Public Service / 171 procedures. The software packages include SPSS, SAS, Epi Info, GIS, and others. Emphasis is placed on selecting the appropriate statistical test and the most appropriate analytical procedure. Advanced Biostatistics Lab I course (PHS 712) must be taken simultaneously with this course.

PHS 702 Disease Pathogenesis and Behavioral Risk Factors (3 Hours) This course addresses the major behavioral factors causing diseases in the nation. The course focuses on cardiovascular disease, cancer, HIV, and other chronic diseases. Disease pathology and pathogenesis are described, and their major determinants and behavioral risk factors are examined. Current models and theories of disease prevention and health promotion are addressed. Students will learn how to implement effective strategies and interventions to reduce risk factors and diseases.

PHS 703 Designing Research Studies for Minorities and Special Populations (3 Hours) This course examines unique health problems and concerns among African Americans, rural populations, women, children, other minorities and special populations. It describes basic study designs and their strengths and limitations, and addresses specific cultural competencies, research codes of ethics, and health disparities. It also addresses strategies for designing studies and interventions involving lay community leaders, faith-based organizations, and innovative means to reach special communities.

PHS 704 Survey and Qualitative Research Methods (3 Hours) This course explores descriptive research methods and emphasizes the importance of using a mixed approach of qualitative and quantitative techniques. Students are provided with an overview of survey research methodology. Questionnaire and interview design, scale construction, methods of administration, response rate, reliability measurements, scale construction and validity are discussed. Also, specific qualitative methods and techniques such as participant observation, interviewing, focus groups, and use of personal documents and records are discussed.

PHS 705 Advocacy and Public Health Policies (3 Hours) This course introduces advocacy and support measures for the promotion and formation of new legislation and the establishment of public health policies. Important federal, state, and international legislation is analyzed. The course also addresses the trends and processes by which public health programs are established in the United States and around the world.

PHS 706 Principles of Environmental and Occupational Health

This course addresses comprehensive public health functions of environmental health issues, evaluation and control of occupational disease hazards, effect of pollutants on human health and ecological balances; and future legislative directions for environmental policy. Topics addressed include environmental exposures science, environmental health policy (aspects of justice, social, economic, and ethical issues), chemical and physical agents through air, food, water and workplace environment, and behavioral modifications to prevent exposures and promote public health.

PHS 707 Leadership for Health Professionals

This course provides students with a foundation not only for the study of leadership practice and theory, but also for the broader concept of leading people and health organizations across multiple and interconnected disciplines. It is important for leaders to work collaboratively and

appreciate all areas of public health and the important roles that all disciplines play, such as social work, urban planning, anthropology, and education.

PHBI 711 Categorical Data Analysis (3 Hours) (*selected elective for all concentrations*)

This course provides an in-depth review of the appropriate biostatistical techniques for analyzing categorical data. Included will be chi-square statistics, log-linear analysis, and logistic regression. SPSS and/or SAS statistical software packages will be utilized. Prerequisites: PHS 503 Introduction to Biostatistics and Computer Applications, PHS 701 Advanced Biostatistics and Computer Applications, and a multiple regression analysis course.

PHS 712 Advanced Biostatistics Lab (3 credit Hours). This laboratory course accompanies the Advanced Biostatistics and Computer Applications courses. SAS statistical software is used for research analysis of public health and clinical data. This course provides hands-on programming approaches to programming and statistical computing skills. It includes techniques for entering, data management, and manipulating data combined with set-by-step instruction for analyzing the data using SAS. The course provides the laboratory component of the biostatistics courses.

PHS 750 Community Research Practicum / Integrative Learning Experience (3 hours – 1 hr. per semester) A supervised community experience where students participate in a community-oriented service or practice to gain first-hand knowledge of community issues and decision-making processes. In the context of this experience, the student begins developing a research agenda that should be relevant to community needs and/or practices. Students are required to register for the 1-credit hour practicum during the second semester and maintain enrollment each semester for three consecutive semesters, with the third semester culminating as the capstone experience. A final paper of publishable quality is required for completion of the course and registering for the dissertation.

PHS 798 Dissertation (15 Hours) Students will complete doctoral level research that demonstrates their abilities to conduct rigorous projects within a specific concentration. The research topic, approved by the dissertation committee, should reflect the candidate's interest in a problem unique to public health. The completion of a minimum of 45 semester credit hours is required before enrolling in this course. Enrollment must be continuous until the research experience culminates in the successful defense of the dissertation. Prerequisite: Consent of the Chair of the Dissertation Committee each semester of enrollment.

Behavioral Health Promotion and Education Concentration

PHBS 711 Advanced Theories and Scientific Principles for Health Promotion and Education The course provide an extensive overview of current theories and models of health promotion and education. In addition, it reviews the scientific evidence and principles supporting the foundation of health promotion and educational programs.

PHBS 712/PHEP- 711 Behavioral and Psychosocial Epidemiology (3 Hours) This course provides an overview of social, personality, and cultural factors influencing behavior. It also addresses stress and related psychosocial factors as determinants of health and disease. Psychosocial and

behavior models are also discussed. Doctoral students are required to analyze a specific data set and prepare a research literature report on a specific topic in behavioral and psychosocial epidemiology. A prerequisite for the master's students is PHS 505 Principles of Epidemiology. Prerequisite for doctoral students is PHS 702 Disease Pathogenesis and Behavioral Risk Factors.

PHBS 713 Qualitative Research Methods (3 Hours) This course examines the major qualitative approaches that are most frequently applied to the study of the processes in human service settings. Students learn how to conduct systematic investigations of in-depth, non-quantitative studies of individuals, groups, organizations, or communities.

PHBS714/EPI 712 Clinical Trial and Interventional Study Designs (3 Hours) This course reviews in greater detail the design, conduct, and evaluation of clinical trials and cohort studies. In addition it addresses errors and common methodological pitfalls using practical illustrations. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include: PHS 521 Epidemiological Study Designs and PHS 703 Designing Research Studies on Minorities and Special Populations.

PHBS 715 Research Seminar in Health Promotion (3 Hours) This course exposes graduates to current research methods and practice in health promotion. The course will consist of a series of guest lecturers.

PHBS 716 Social and Cognitive Bases of Behavior (3 Hours) This course addresses the theories and research on attitude formation and change, attributional styles, prejudice, interpersonal perception, group dynamics, self-regulation, and cognitive styles.

PHBS 717 Database Management Systems (3 Hours) This course is an introduction to database concepts including data independence, relations, logical and physical organizations, schema, and subschema. Hierarchical, network, and relational models, with description of logical and physical data structure representation of the database system are discussed. Finally, normalization: first, second, and third normal forms of data relation and relational algebra, relational calculus, data structure for establishing relations, and query functions are addressed.

PHBS 714/PHEP 712 Clinical Trials and Intervention Study Designs (3 Hours) This is an in-depth course on the design, conduct, and evaluation of clinical trials and cohort studies. In addition, it addresses systemic errors and common pitfalls using practical illustrations from various sources. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study Designs and PHS Designing Research Studies in Minorities and Special Populations.

PHBS 719 Clinical Practices with Urban Poor and Undeserved Populations (3 Hours) This course examines a range of modalities used in working with urban poor populations, including the use of empowerment strategies with women of color and victims of urban violence, use of group work models with parenting teens, and the diagnosis and treatment of Posttraumatic Stress

Disorders (PTSDs). Theoretical models and social work strategies that have been applied in urban settings are critically analyzed.

Epidemiology Concentration

PHEP 711 Behavioral and Psychosocial Epidemiology (3 Hours) This course provides an overview of social, personality, and cultural factors influencing behavior. It also addresses stress and related psychosocial factors as determinants of health and disease. Psychosocial and behavior models are discussed. Doctoral students will be required to analyze a specific data set and prepare a research literature report on a specific topic in behavioral and psychosocial epidemiology. A prerequisite for the master's students is PHS 505 Principles of Epidemiology. Prerequisites for doctoral students include PHS 505 and PHS 702 Disease Pathogenesis and Behavioral Risk factors.

PHBI 711 Categorical Data Analysis (3 Hours)

This course provides an in-depth review of the appropriate biostatistical techniques for analyzing categorical data. Included will be chi-square statistics, log-linear analysis, and logistic regression. SPSS and/or SAS statistical software packages will be utilized. Prerequisites: PHS 503 Introduction to Biostatistics and Computer Applications, PHS 701 Advanced Biostatistics and Computer Applications, and a multiple regression analysis course.

PHEP 712 Clinical Trial and Interventional Study Designs (3 Hours) This course provides an in-depth review of the design, conduct, and evaluation of clinical trials and cohort studies. In addition it addresses errors and common methodological pitfalls using practical illustrations. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521

Epidemiological Study Designs and PHS 703 Designing Research Studies on Minorities and Special Populations.

PHEP 713 Infectious Disease Epidemiology (3 Hours) This course reviews infectious agents of public health importance. Included are vaccine-preventable infectious diseases; diseases spread by personal contact, water, and food; and arthropod-borne diseases and nosocomial infections. In addition, the emergency preparedness system will be discussed and agents involved in bioterrorism will be addressed regarding treatment and (PHS 702) prevention. Prerequisites are PHS 505 Principles of Epidemiology, and Disease Pathogenesis and Behavioral Risk Factors.

PHEP 714 Nutrition and Genetic Epidemiology (3 Hours) This first half of the course addresses nutritional factors and their relationship to disease. The second half involves a review of genetics, inheritance, and molecular factors causing disease. Prerequisites are PHS 505 Principles of Epidemiology, and PHS 702 Disease Pathogenesis and Behavioral Risk Factors.

PHEP 715 Applied Multivariate Analysis (3 Hours) This course offers doctoral students a thorough analysis of the theory and applications of multivariate methods. Topics to be covered include matrix algebra, factor analysis, canonical correlation, discriminant function analysis and

multivariate analysis of variance. Prerequisite: MNGT 710 or equivalent. It may substitute for PSY 635.

PHEP 716 Epidemiology and Toxicology for Public Managers (3 Hours) This course introduces and teaches the concepts, theories, facts, and principles of the study, prevention and treatment of disease and poisons. The course includes conducting an epidemiological study.

PHBI 712 Multivariate Method I (3 Hours) This course covers multivariate analysis of variance and covariance, canonical correlation, factor analysis, discriminant function analysis, and selected advanced topics. Prerequisite: PSY 502 may be substituted for MNGT 712.

PHBI 713 Multivariate Methods II (3Hours) Structural-equation models, log-linear models, and selected advanced topics based on student needs and interests. Prerequisite: BIOS 712

PHEP 717 Environmental Epidemiology (3 Hours) This course is designed to provides students with the basic knowledge and skills required to develop and apply epidemiologic principles and concepts to the study of adverse effects of various environmental factors on both human and ecological health. Emphasis is put on the study of the health effects of physical, chemical and biological factors in the external environment, broadly conceived from the epidemiological point of view. As such, it enables students to interpret epidemiological data and understand the approaches used in epidemiological investigations of acute and chronic diseases. The course also covers the basic methods and issues involved in epidemiologic investigations of disease conditions in human populations.

Health Policy and Management Concentration

PHPM 711 Strategic Leadership in Management of Human Resources (3 Hours) This course provides theoretical and practical knowledge for managing the human resources of public health organizations. Topics include cultural and psychological factors affecting recruitment, selection, placement, and promotion; training and development processes; performance appraisal methodologies; and job evaluation methods and compensation practices. Factors promoting employee productivity and job satisfaction are explored. Legal concerns, including the requirements for the validation of selection tools, are covered.

PHPM 712 Public Health Economics (3 Hours) This course examines factors determining the supply and demand for healthcare services. Markets for professional services, drugs, and insurance are discussed. Competitive effects on efficiency, effectiveness, and access are examined. The class discusses relevant theories of production, cost curves, market structure, and factor price determination.

PHPM 713 Analysis of Health Legislation and Regulations (3 Hours) This course identifies and analyses legislation and regulations that determine and/or influence healthcare access, delivery and practice. It focuses on the factors that influence policy formulation and implementation. Students are expected to analyze laws and regulations affecting the health of populations at-risk

for major health problems. Examples of current issues covered are Medicaid, Medicare, HIV/AIDS, family planning, and cardiovascular disease.

PHPM 714 Evaluation of Performance and Quality in Health Service Organizations (3 hours) This course provides an overview of theories and designs used for measurement and evaluation of the performance of healthcare organizations. Emphasis is given to the importance of quality as a measure of performance. Strategies to insure continuous performance improvement and excellence in delivery of services are explored.

PHPM 715 Decision Modeling (3 Hours) This course describes the application of techniques of analytical modeling to managerial decisions. The course offers a study of data collection, presentation, and analysis including Bayesian inference, decision matrices, and decision trees.

PHPM 716 Administration of Integrated Health and Hospital Systems (3 Hours) The course focuses on the complex and essential interrelationships that exist within and among healthcare entities. This course will 1) identify and study components of the healthcare system (hospitals, clinics, home care agencies, hospice care, emergency medical services, etc.) as well as the interrelationships necessary for their survival. 2) It will explore the variety of arrangements (networks, systems, alliances, etc.) used for integrating and managing these entities. This course will also illustrate the fact that survival within the healthcare industry is largely predicated upon an entity's ability to partner with other healthcare providers.

PHPM 717 Managed Care Networks and Public Health (3 Hours) This course introduces the dynamic impact of managed care on the delivery of healthcare services and the cost containment features of health plans that thrived in the 1990s. The student will become familiar with all aspects of managed care (HMOs, PPOs, and POS) from effectiveness including of these healthcare plans medical/loss ratios, profit margins and outcomes measurements to their effects on access to quality of healthcare services.

PHPM 723 Financial Management in Public Organizations (3 Hours) The management of organizational resources is the focus of this course. While local governments will be highlighted, the principles and techniques have applications to all public and quasi-public organizations. Prerequisite: PHS 513 - Finance Management of Health Services or equivalent.

PHPM 724 Seminar in Strategic Management (3 Hours) This course offers special topics dealing with important issues in strategic management. The course emphasizes global and technological perspectives of strategic management issues.

PHPM 725 Seminar in Organizational Change (3 Hours) This course focuses on the human aspects of problems arising in technical, social, and organizational arenas faced with the need to change. The course includes detailed analyses of organizations as systems, organizational leadership and change.

HPM 726 Seminar in Organizational Strategy and Decision Making (3 Hours) This course offers an overview of the theory and research in strategic management with a scholarly research orientation on issues of both strategic content and process. The empirical study of these issues is emphasized.

HPM 727 / SW 724 Policy and Practice Issues in Family and Children's Services (3 Hours) This seminar is designed to provide students with an opportunity to explore policies, programs, services, and related practice issues affecting families and children. It focuses on the nature of selected policies, the policy-making process, factors that influence policy formulation, implementation, and evaluation and approaches to policy analysis. Particular emphasis is placed on the critical examination of selected policy and practice issues related to families and children. Students are expected to prepare a major analytical policy or practice issue paper. Examples of current issues covered are the College of Public Service impact on welfare reform, Medicaid coverage, managed care, homelessness, permanency planning for children at risk, and research on the prevention of family and /or youth violence.

Interdisciplinary Courses

PHS 755 Independent Study (3 Hours) This is an individually directed study in a specific concentration in public health selected by the student and approved by the academic advisor.

PHS 756 Special Topics in Public Health (1-2 Hours) This course enables students to pursue a topic or project of their choice in Public Health, such as health disparities, prevailing illnesses in Mississippi and the US, e.g., diabetes and obesity, HIV/AIDS, cardiovascular ailments, and stroke; international health systems; interventional studies in Public health; and tropical diseases, e.g., leprosy, onchocerciasis, trypanosomiasis, malaria, and yellow fever. This course provides additional research methods training for DrPH students in the process of deciding on a dissertation topic and enhances their skills in the Public Health concentration area. Consent of the Department Chair required.

E. PHS 750 - COMMUNITY RESEARCH PRACTICUM (1-3 Hours)

The DrPH Practicum is a supervised community-based experience in which an interdisciplinary student team participates in a community-oriented service or practice to gain first-hand knowledge of community issues and decision-making processes. In the context of this experience, the student begins developing a research agenda that should be relevant to community or population health needs and/or practices.

The practicum experience **requires a minimum of 405 hours over the course of 3 consecutive semesters**. The community research practicum, which begins the second semester of enrollment, requires three continuous, one-semester credit hour courses. Practicum site placement begins in the FALL semester only and continues through the culminating summer semester. A minimum of three hours per week must be on site, unless otherwise approved by the Preceptor. Students are typically assigned to practicum sites in interdisciplinary teams of two. However, students develop an individual Field Agreement for an approved site; complete project specific deliverables to demonstrate mastery of selected foundation and concentration competencies for the

community/agency project. Each student must submit the following Practicum work products by the end of the third semester. A written and oral presentation of the practice/community research project is required of all students (final examination at the end of the summer semester).

Students are required to submit the following as documentation as evidence of the successful completion of 3 consecutive semesters of PHS 750:

- Approved Field Agreement (signed by the Instructor, Preceptor, Student, and the Marketing/Field Placement Director).
- Signed Worklogs that reflect a minimum of 405 hours in the field placement.
- The Field Agreement project deliverables.
- An Agency Report (documents the work completed for the agency/formatted according to specific guidelines)
- A Pre-Colloquium final exam (PPT presentation)
- Leadership Reflection Journal (responses to selected questions in each semester)
- A Professional Portfolio (guidelines provided in PHS 750 syllabus)

Note: The agency report could also include a manuscript to a refereed journal for publication review. Students are required to present at a summer session or a fall colloquium (to be determined by Instructor(s) after completing three consecutive semesters of a field experience based on community or population health needs and/or practices.

The PHS 750 syllabus provides additional details for students to plan for the Practicum that is completed over 3 consecutive semesters. If a student is unable to complete 3 consecutive semesters, it is likely that the approved site and project may no longer be available. If the 3-semester course is interrupted due to extenuating circumstances, the DrPH student may be required to begin with a new cohort the following fall semester (the site preceptor determines if the project is still open/available to the student).

*Finally, practicum sites are quite competitive, and Preceptors may determine that an assigned student is not making satisfactory progress to produce the Field Agreement deliverables. In this case the agency/organization and Preceptor may opt to terminate the Practicum experience for the student. The Practicum placement is a professional work environment and DrPH students are expected to comply with agency/organization policies and procedures, including professionalism in the work environment. Students are encouraged to self-evaluate their readiness for the Practicum, including the time commitment required to work full-time and complete the Practicum experience.

F. DISSERTATION

The dissertation is expected to demonstrate the student's ability to conduct and complete a rigorous, independent project within a specific concentration. The research topic, which must be approved by the student's DrPH dissertation committee, should reflect the candidate's interest in a problem unique to public health. All required course work and the comprehensive examination must be successfully completed before enrolling in dissertation credit hours. The number of dissertation hours enrolled each semester must be approved by the dissertation chair.

Enrollment must be continuous until the research experience culminates in the successful defense of the dissertation. Prerequisite: Consent of the Chair of the student's Dissertation Committee per semester of enrollment.

The Doctor of Public Health (DrPH) Dissertation

Students proceed to the DrPH dissertation based on satisfactory completion of all required coursework and with successful completion of the Graduate Area Comprehensive Examination (GACE) – dissertation prospectus. Students must consult with their academic advisor before registering for course credits.

The dissertation can take a variety of forms, including the following: A program evaluation, policy analysis, development of a new practice intervention, design and implementation of a public health program, development of a legislative proposal, or a traditional research project. The topic should be in an applied area, directed to problem-solving in a specific public health activity or interdisciplinary program. A critical point is that the dissertation demonstrates the student's mastery in the chosen area of research as well as the application of state-of-the-art knowledge, appropriate competencies, and approaches to addressing public health problems. Specific requirements for the dissertation are established by the student's dissertation committee.

Selection of Dissertation Committee

The Dissertation Committee will be composed of a minimum of five graduate faculty members including the dissertation chair. The student selects a dissertation chair in collaboration with their academic advisor and approved by the Department Chair. The student may choose his/her current academic faculty advisor or another faculty member as his/her dissertation chair from the student's concentration (only faculty with approved graduate faculty status to chair dissertation committees). The dissertation chair and the student will select committee members. The committee consists of three-four members of the faculty in the student's concentration with approved graduate faculty status to serve on dissertation committees. The fourth or fifth member may be external to the program or university with expertise in the specific research area and approved as adjunct graduate faculty approved to serve on dissertation committees by the Division of Graduate Studies. One of the members must be a biostatistician and or have extensive experience in statistics. The composition of the committee should be such that it is capable of judging the student's competency in the area of emphasis.

Dissertation Proposal

The DrPH student will identify a research area and then prepare a prospectus of original research relevant to public health in his/her specific concentration area. The DrPH student will then present his/her prospectus to his/her Doctoral Dissertation Committee. Approval of the prospectus will be determined by this Committee. After successful defense of the prospectus, the student will begin to focus his/her work on data collection, analysis and prospectus completion (Chapters 4 and 5).

Dissertation Oral Defense

When the dissertation is in final form, the student's Dissertation Committee evaluates the product to determine appropriateness for the student to present his/her findings at a public defense followed by further examination in closed session, to identify additional requirements or needed revisions. The Committee reports that the student has passed or has not passed the Oral Defense to the Department Chair and Dean's office. The Department Chair and Dean makes a recommendation to the Division of Graduate Studies as to whether the candidate should be awarded the degree of Doctor of Public Health.

Dissertation Preparation

DrPH students should review Division of Graduate Studies instructions for completing graduate degree requirements and preparing dissertations. All candidates must submit a dissertation based on independent and original research and must defend it in a formal, public forum. Policies and standards for establishing a dissertation committee and for preparation and submission are outlined in the "Guidelines for Preparing the Doctoral Dissertation" available online at <http://www.jsums.edu/graduateschool/cyberorientation/>. After the dissertation has been successfully defended at the final oral defense and approved for content, it should be typed in final form and formatted according to the requirements of the Division of Graduate Studies guidelines. Approved format for the DrPH is the APA (American Psychological Association) style. The student, dissertation committee, department chair and Dean's Office will review the dissertation for final format approval.

Five copies of the final product which has met all requirements of formatting, paper type and weight, etc. are required and the responsibility of the student (for a fee) before the student can be cleared for graduation. One copy to the Department, one copy to the School of Public Health (Dean's Office), one copy to the University Library and two copies to the student. Optional services may be available (for a fee) including copyrighting and purchase of abstract reprints through the University Library.

SECTION IV ACADEMIC INFORMATION

A. DOCTOR OF PUBLIC HEALTH ORIENTATION

At the beginning of the academic year (Fall), mandatory orientation sessions are held to introduce students to the policies, procedures, and organization of the University, College, and to introduce the DrPH Program's curriculum and academic expectations. Students also have an opportunity to meet with the administrators, faculty, and staff.

B. COURSE REGISTRATION

Students who have been accepted by both the Division of Graduate Studies at Jackson State University and the DrPH Program on a full-time basis register for courses offered by the DrPH Program. The *Degree Plan* (Plan of Study) must be reviewed by the academic advisor and student in the first semester. Any variation of this Plan must be approved by the academic advisor in consultation with the Department Chair.

Verification of Attendance -- A student who is not listed on the official class roster at the beginning of the semester during student verification by the faculty of record will not be permitted to continue any class activity or attendance. The student must immediately consult with his/her academic advisor to resolve the issue and be properly registered for the class. The student must then appear on the official class roster and approved by the faculty of record before being permitted to return to class.

C. GRADES

The grading / evaluation system in the DrPH Program is as follows:

1. *Passing Grade in the DrPH Program* -- Students may not receive a grade of "C" in more than two courses.
2. *Cumulative Grade Point Average Requirement* -- Students must have attained a 3.0 cumulative grade point average to graduate.
3. *Incomplete Grades* -- INCOMPLETE is the designation used to indicate failure to complete assignments or other course work, including final or other examinations, by the end of the term in which the student is enrolled. The grade of "I" (Incomplete) is recorded when the student has not completed the course for some unavoidable reason that is acceptable by the instructor. An incomplete grade (I) is considered only when the majority of the course requirements and assignments have been successfully completed and there is a documented crisis situation (e.g., illness, accident, or other occurrence) that prevents a student from completing the remaining requirements before the semester ends. The student must make up the deficiency within the first six weeks of the next semester in which he/she is enrolled. The grade changed by the instructor is made after the deficiency is cleared up within the first six to eight weeks of the next school term in which the student is enrolled. If the student is no longer enrolled at Jackson State University, the deficiency must be corrected within one calendar year from the date the grade of "I" was given.

The instructor indicates on the grade sheet the grade the student should receive if the incomplete is removed within the prescribed time period. If the student fails to complete the course requirements within the specified time, the alternate grade—the grade assigned with the incomplete grade—will be recorded as the grade of record (e.g., I/A, I/B, I/C, I/D, or I/F). No more than two "I's" are allowed at any time unless otherwise granted by the Graduate Dean. (Graduate Catalog, 17).

4. *Grievances regarding Grades* -- Students who have concerns or divulge complaints about their education and the educational process should follow the Student Academic Grievance Procedure which is located in the Graduate Catalog. Students with concerns about their grade should follow the University's Student Academic Grievance Procedures.

5. *Policy on Repeating Courses* -- Students in graduate degree programs are permitted to repeat two (2) courses upon the recommendation of the departmental graduate advisor. Only two repeats are allowed in a graduate program. Both grades will show on the transcript, and the highest grade will be used in computing the grade point average (GPA).

6. *Concerns affecting grades and continuation in the DrPH Program:*

Academic Dishonesty -- Acts of academic dishonesty (e.g., cheating, plagiarism, having another person write one's paper, fabricating data, presenting excuses for failing to meet academic and professional requirements that are untrue) are contrary to University Policy and entail requisite penalties.

Late Attendance and Absence from Class -- The extent to which students are committed to their academic and professional responsibilities is reflected in class attendance and punctuality. Students are expected to give prior notice to the instructor or present documentation, if emergency circumstances prevent giving prior notice of absence.

7. *Probation* -- If a student's cumulative grade point average falls below 3.0, he or she will be placed on academic probation. The student has until the end of the subsequent semester of enrollment to obtain a cumulative grade point average of 3.0. Failure to obtain the required cumulative grade point average by the end of the probationary period will result in dismissal from the DrPH Program. The probationary period in the DrPH Program is defined as one subsequent semester of enrollment in the Program after the cumulative grade point average falls below 3.0.

8. *Academic Enhancement Plan (AEP)* -- Anything that negatively impacts the student's "good standing" in the program must be documented on an Academic Enhancement Plan (AEP). The AEP is a contract between the student and academic faculty outlining what action must be taken to resolve the performance issue(s), determine the timeline for resolving the issue, and outcome based on any violation of the Plan.

D. CLASS SCHEDULE AND STATUS CHANGES

Class schedule and status changes must be approved by the student's faculty advisor. Students may not add or drop courses or change status without the approval of the academic advisor.

E. WITHDRAWAL FROM THE DrPH PROGRAM

To withdraw from the DrPH Program, students must first notify their faculty advisor and the department chair of their intent in writing. A recommendation in support or denial of the student's withdrawal request must be submitted with the student's request to the Division of Graduate Studies and Office of the Vice-President for Student Affairs.

F. TIME LIMIT TO COMPLETE THE DrPH DEGREE

The maximum time permitted to complete the DrPH degree is ten years. It is recommended that for students with an MPH degree or its equivalent and requisite background experience to complete the DrPH degree with six years, and seven years for those entering without an MPH degree. The maximum time may be extended in unusual circumstances, upon written request to the academic advisor, department chair, and School Dean. The progress of doctoral degree candidates is reviewed annually by the academic advisor and department chair, based in part on individual portfolios. A recommendation for dismissal from the program may be recommended by the student's faculty advisor to the Department Chair if it is determined that the student is not making satisfactory progress and approved by the School Dean and Dean of Graduate Studies.

G. REQUIRED MATRICULATION STEPS / FORMS

The Division of Graduate Studies at Jackson State University has required matriculation steps / forms for completion of graduate degree candidates. Each degree candidate must electronically complete these required matriculation steps under the direction of the student's academic advisor. It is the students' responsibility to keep evidence that these steps have been completed.

Degree Plan (Plan of Study) -- It serves as a checklist for the candidate outlining the courses they must complete to earn the DrPH degree.

The DrPH Program students are required to review the Degree Plan with their academic advisor, in their first semester (**APPENDIX B**).

Application for Graduate Degree Candidacy – This step in the matriculation of degree completion is the petition for graduate degree candidacy. This application is filed electronically under the direction of the academic advisor after completion of all required coursework (*all core, concentration and elective courses*) for the doctoral degree and only when all admission and departmental requirements have been met including successful passing of the Graduate Area

Comprehensive Examination (GACE). Students must also have completed their dissertation proposal and have approval of the IRB. **(APPENDIX C)**

Committee Report of Defense Results Form. The “Committee Report of Defense Results” is a paper form that is completed by the student’s dissertation Committee and Committee Chair upon the successful defense of the final dissertation. <http://www.jsums.edu/graduateschool/graduate-forms/>. **(APPENDIX E)**

Online Graduation Clearance. This process is to be completed prior to commencement and by the deadline set each semester by the University. The student must go into JSU PAWS to start this process. See <http://www.jsums.edu>

H. STUDENT ADVISEMENT

Students admitted to the DrPH Program are assigned a faculty advisor during orientation. First year students are required to meet formally with their advisor at least twice during the first semester. The initial meeting with the advisor is held prior to or during registration for the coming semester. During this meeting, the advisor and the student review and finalize the *Degree Plan / Plan of Study* and semester course schedule and complete the appropriate forms that must be filed with the Department and Division of Graduate Studies for that semester. The second meeting is held before mid-term. In this meeting, the student’s academic progress and any needs for professional development and/or schedule adjustments are discussed.

Students who are beyond their first semester in the DrPH Program are required to meet formally with their advisor at least once per semester. The meetings may involve discussions of opportunities for collaboration on research, professional presentations, or workshops and matriculation progress in the program. Students are encouraged and expected to initiate meetings with their advisors when they feel the advisor’s input is needed. However, it is the advisor’s responsibility to ensure that the meetings take place as required by the Program.

A *Student / Faculty Session Report* is completed during each advising session, even when done by phone or email. At the end of the session, the student and faculty should receive and maintain a copy of the report for their records. Additionally, this report must be forwarded by the academic advisor to the student’s file in the Department **(APPENDIX F)**.

I. EXIT INTERVIEW REQUIREMENT FOR GRADUATION CLEARANCE

Candidates for graduation are required to have an exit interview with the School Assessment Director. This interview is aimed at ensuring that candidates have an opportunity to give feedback regarding their experiences in the DrPH Program, complete an evaluation of the Public Health Program, and discuss their future professional plans. This is also an opportunity for a School representative to encourage support of the Public Health Program and Jackson State University Alumni Association/Organizations.

J. CONFIDENTIAL NATURE OF STUDENT RECORDS

Student educational records are kept confidential with respect to requests made by any person other than appropriate personnel from the Public Health Program and Academic Student Affairs. Student records are not shared with family, friends or anyone outside the student's department other than appropriate personnel from the Public Health Program and Academic Student Affairs.

K. CLASS CANCELLATIONS AND DELAYED SCHEDULING

Adverse weather conditions or power outages, etc., may necessitate class cancellations or delayed scheduling of classes. Students should be alert to television and radio announcements on class cancellations at Jackson State University or call the main switchboard at Jackson State University to find out if classes have been canceled or if delayed scheduling is in effect.

L. INSTITUTIONAL REVIEW BOARD APPROVAL OF RESEARCH

Student and faculty research on human subjects and animals must be approved by the University's Institutional Review Board (IRB) and/or the University Institutional Animal Care and Use Committee (IAUCC) prior to the conduct of the research. Procedures and dates for the IRB and IACUC to review research proposals are made available to students and faculty on websites.

M. TEST OF ENGLISH AS A FOREIGN LANGUAGE

All international students whose native language is not English are required to attain a satisfactory TOEFL (Test of English as a Foreign Language) Score, PET-A, or IELTS submitted or successful completion of ESLI before they enroll in graduate studies.

SECTION V STUDENT RIGHTS AND RESPONSIBILITIES

A. CIVIL RIGHTS AND NON-DISCRIMINATION

Jackson State University does not discriminate on the basis of race, color, gender, creed, age, ethnicity or national origin, disability, political orientation, or sexual orientation.

B. ACADEMIC POLICIES/PROCEDURES

Jackson State University maintains an academic environment where students can register their concerns or complaints regarding matters related to academic affairs (see Student Academic Grievance Procedures).

C. ACADEMIC HONESTY

Acts of academic dishonesty (e.g., cheating on exams, plagiarizing – presenting another person’s work as one’s own, having another person write one’s paper, making-up research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of ethics and University Policy and entail appropriate penalties (See Jackson State University’s Policy on Academic Honesty).

D. ALCOHOLIC BEVERAGE POLICY

Jackson State University adheres to Mississippi’s laws on alcohol and other drugs. Persons or groups in violation of state law and University policies will be subject to arrest and prosecution by the State’s civil authorities, or subject to disciplinary action by the University.

Any person arrested for an alcohol related incident shall appear before the Student Affairs Disciplinary Committee or be referred to the civil authorities. If convicted of an alcohol related offense, the student shall be placed on probation, suspended, expelled, or dismissed by the University.

E. CONTROLLED SUBSTANCES POLICY

Jackson State University acknowledges and adheres to the laws of the State of Mississippi as set forth in Section 41-29-101-185 of the Mississippi Code of 1979 (Supp. 1988), which prohibits the sale, distribution, manufacture, possession or use of a controlled substance in the state. The University also complies with the Drug-Free Schools and Communities Acts Amendments of 1989 (Public Law 1012-225), which requires an institution to certify to the Department of Education that it has adopted and implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees.

In compliance with federal and state laws, Jackson State University prohibits the sale, manufacture, possession, distribution and use of all illegal drugs. Furthermore, Jackson State University will enforce the following regulations:

Students found guilty of the illegal use, sale, manufacture, distribution or possession of illegal drugs will be suspended or dismissed from the University.

Students who violate the laws regarding illegal drugs will be subject to federal, state, and university disciplinary procedures.

Since the use and sale of illegal drugs is a federal offense, any student found violating these laws shall be referred to state and federal authorities for prosecution.

F. SEXUAL HARASSMENT

Sexual harassment by employees or students is not tolerated by Jackson State University. It is the policy of Jackson State University that no member of the academic community may sexually harass another (see Jackson State University Student Handbook).

The DrPH Program also adheres to Jackson State University's policies and disciplinary procedures relating to conduct and acts contrary to academic and professional standards and conduct and acts considered criminal on and off the Jackson State University campus, as detailed in the most recent Jackson State University Student Handbook.

SECTION VI STUDENT SUPPORT SERVICES

A. FINANCIAL ASSISTANCE

Students may apply for Federal Perkins Loans (NDSL) and Federal Stafford Loans (GSL) as applicable. Graduate students may also apply for graduate assistantships and/or graduate scholarships when funds are available, which are administered both on a competitive and need bases. Scholarships provide either full or partial tuition only waivers. Assistantships require part-time student work in the School of Public Health.

Scholarships and other financial support may be offered to new and matriculating students holding regular admission status and maintaining a 3.30 entering / program GPA as determined by the department through the application review process.

B. COMPUTING FACILITIES

Jackson State University's School of Public Health houses two major computer laboratories. Students, faculty, and staff use the main computer laboratory for general purposes. The second laboratory is dedicated for advanced research, special teaching and training purposes. The main computer laboratory houses 73 computers and workstations; most are Dell Optiplex GX150 computers (256 megabytes of SDRAM, 1.4 GHz processor, 58X CD-ROM//3 ½ floppy, 40 Gig hard drive, and Windows XP Professional as the operating system). The Dell GX150s are standardized on a consistent hardware and software platform for all workgroups even during legacy technology transition periods. The first laboratory is also equipped with network printers, SMART

board, and portable LCD projectors. The new SMART Board interactive whiteboard turns the computer and projector into a powerful tool for teaching, collaborating, and presentations.

The second computer laboratory is specifically designed for intense data access, data management, data analysis, geographic information system work, research, and training. The laboratory consists of 25 Dell OptiPlex GX400, one HP 8550DN color laser jet with 3000 sheet stacker, one black and white HP 9000DN laser jet with 3000 sheet stacker, and two HP 7400 scan jet scanners with document feeder and IRISPen. These systems are specifically designed for demanding database and spreadsheet users, knowledge and analysis workers, and have long deployable life cycles.

C. THE UNIVERSITY LIBRARY

Jackson State University maintains an extensive library system and Innovation Center in support of its programs of study and research. Electronic library resources are available from campus as well as from remote locations and may be accessed from the library website at <http://sampson.jsums.edu>.

The Henry T. Sampson Library

Included among the many unique collections of the Henry T. Sampson Library are the following:

The African American Collection - a circulating collection of books by and about African Americans that is located on the main floor of the library.

The Government Documents Collection - A collection of over 154,000 federal and state documents is available to the public through the Federal Depository Library Program. This collection is housed on the fifth floor.

Special Collections - a collection of non-circulating, unique and/or rare resources located on the fourth floor. Comprising the Special Collections are the University Archives, the Presidents' Room, the Margaret Walker Alexander Collection, the Bolton C. Price Collection, the African-American Collection, and the Mississippi Collection.

The Health Sciences Library

The Health Sciences Library functions as a satellite branch of the H.T. Sampson Library on the JSU main campus and is located on the first floor of the School of Public Health.. The reference and reserve desk is open Monday-Thursday and on Saturday mornings.

The Universities Center Library

The facilities of the Center are equipped with state-of-the-art technology. The academic programs of the School of Public Health and the JSU Division of Libraries and Information Resources support the Health Sciences Library and the Center.

D. HEALTH SERVICES

The Jackson State University Health Center is operated as an infirmary (not a licensed hospital) for the benefit of students. The Health Center provides out-patient and limited in-patient facilities for treating minor illnesses and injuries under the supervision of part-time physicians, registered nurses, and licensed practical nurses.

Nurses are available 24 hours a day to supply prescribed medications and give infirmary bed care to full-time students requiring it. All injuries should be reported to the Health Center. In case of serious illness or injury, the nurse on duty refers the student to the proper person and/or place for treatment. In case of hospitalization, the student may return to the Health Center for convalescence subject to physician approval. Payment for the cost of special medication and equipment, care given by a specialist, or hospitalization not covered under the Student Insurance Program, including care recommended by the Health Center, is the responsibility of the student.

E. PERSONAL, SOCIAL, AND THERAPEUTIC COUNSELING

The Latasha Norman Center for Counseling and Disability Services is committed to working with JSU students experiencing certain adjustment challenges as they matriculate through their academic program and college experience. Its mission is to provide services and activities that can assist students as they transition and seek assistance with building their problem-solving skills, managing relationships and becoming more independent and confident. The center offers short-term student support services.

F. INTERNATIONAL STUDENT ADVISEMENT

Students from outside the United States attending Jackson State University on a non-immigrant student visa are to report to the International Foreign Student Advisor. Special on-campus advising is provided for such students. At the beginning of each semester, foreign students are required to register with the Foreign Student Advisor. They should also notify the advisor concerning such issues as changes of address and student status.

G. STUDENT HOUSING

The Director of Residence Life/Housing is responsible for the general supervision of on-campus residence halls. Information regarding off-campus housing is provided in a guide to metropolitan area apartment complexes. The guide is available upon request.

On-campus housing is provided in single-sex residence halls. All rooms are double occupancy. Students with special health needs are expected to report their specific housing requirements to the Director of Residence Life/Housing in a timely manner via the housing application. Each student living in University housing must have a completed housing application and a signed Residence Hall Agreement on file in the Department of Residence Life/Housing. Application for

student housing may be obtained from the Undergraduate Admissions or the Department of Residence Life/Housing, P.O. Box 17540, Jackson State University, Jackson, Mississippi 39217. Requests for application may also be made by calling (601) 979-2326 or (601) 979-3305. Completed applications must be accompanied by the required application fee and returned to the Department of Housing before a student is assigned housing. The application processing fee is non-refundable.

<http://www.jsums.edu/main-for-prospective-students>

H. RELIGIOUS AFFAIRS

Various religious organizations are active on the Jackson State University campus and invite participation of all interested students, faculty, and staff.

I. OFFICE OF ACCESSIBLE EDUCATION AND RESOURCE CENTER

The mission of ADA services is to provide reasonable accommodations to students and employees who qualify under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Collaborating with faculty and staff will empower students/employees who have disabilities. Each individual will be enabled to equal access to an education and university life. Contact the office at 601.979.3704 or 601.979.6919 (TTY). <http://www.jsums.edu/disability/>

SECTION VII PUBLIC HEALTH STUDENT ASSOCIATIONS

A. PARTICIPATION

Students are invited to participate in the DrPH Student Association (DrPHSA). Student association members elect officers for the academic year, and faculty members serve as advisors to the DrPHSA. During the academic year, the association is involved in civic, professional, and social activities. The association also serves as a source of social support for students.

B. GOVERNANCE

The Student Association elects or appoints student members to serve on Public Health Program committees (i.e., Curriculum and Search Committees). DrPH Program students are strongly encouraged to participate on program committees and in governance.

SECTION VIII: DrPH Competencies

Cross-Cutting Competencies

F2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue.

F5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

F6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

C1. Analyze and interpret data, synthesizing information from multiple sources, and apply theoretical and evidence-based models in the design and implementation of health programs, policies, and/or systems.

C2. Apply ethical and legal principles pertaining to assessing, collecting, analyzing, using, maintaining, and disseminating data and information through Human Subjects training and an IRB application.

C3. Create a climate that values and leverages team members, their strengths, and the diversity of their backgrounds.

C4. Address organizational challenges and opportunities related to organizational structure, operations, strategic planning and decision-making processes, and/or financial systems.

DrPH Cross-cutting Foundational Competencies

F2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue.

F5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

F6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

F8. Facilitate shared decision making through negotiation and consensus building methods.

F11. Mindfully reflect on, and assess, one's own leadership strengths, motivations, and weaknesses in leadership capacities, and their impact on other individuals, including cultural proficiency.

Cross-cutting Concentration Competencies

- C1.** Analyze and interpret data, synthesizing information from multiple sources, and apply theoretical and evidence-based models in the design and implementation of health programs, policies, and/or systems.
- C2.** Apply ethical and legal principles pertaining to assessing, collecting, analyzing, using, maintaining, and disseminating data and information through Human Subjects training and an IRB application.
- C3.** Create a climate that values and leverages team members, their strengths, and the diversity of their backgrounds.
- C4.** Address organizational challenges and opportunities related to organizational structure, operations, strategic planning and decision-making processes, and/or financial systems.

Foundational Competencies

- F1.** 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
- F2.** Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue
- F3.** 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
- F4.** Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders
- F5.** Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
- F6.** Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
- F7.** Create a strategic plan
- F8.** Facilitate shared decision making through negotiation and consensus building methods.
- F9.** Create organizational change strategies
- F10.** Propose strategies to promote inclusion and equity within public health programs, policies and systems
- F11.** Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
- F12.** Propose human, fiscal, and other resources to achieve a strategic goal
- F13.** Cultivate new resources and revenue streams to achieve a strategic goal
- F14.** Design a system-level intervention to address a public health issue

- F15.** Integrate knowledge of cultural values and practices in the design of public health policies and programs
- F16.** Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis
- F17.** Propose interprofessional team approaches to improving public health
- F18.** Assess an audience’s knowledge and learning needs
- F19.** Deliver training or educational experiences that promote learning in academic, organizational or community settings
- F20.** Use best practice modalities in pedagogical practices.

Concentration Competencies

Behavioral Health Promotion and Education Concentration

- | | |
|----|--|
| C1 | Apply advanced theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice |
| C2 | Critically analyze literature and data of behavioral and psychosocial epidemiology for informing scientific, ethical, social, and cultural discussions of health issues |
| C3 | Demonstrate advanced communication skills including the ability to review manuscripts and edit documents |
| C4 | Ensure ethical principles are applied in accessing, collecting, analyzing, using, maintaining and disseminating data and information |
| C5 | Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences |
| C6 | Make evidence-based decisions (e.g., determining research agenda, using recommendations from <i>The Guide to Community Preventive Services</i> in planning population health services) |
| C7 | Advocate for the diversity of individuals and populations being addressed in policies and programs and services that affect the health of a community |
-

Epidemiology Concentration

- C1 Communicate epidemiologic research findings to scientific and nonscientific community in writing and oral presentation
 - C2 Describe the surveillance system and screening program and their role/application in outbreak investigation and prevention and control of infectious disease
 - C3 Design a clinical trial
 - C4 Translate epidemiologic quantitative research into various statistical models for critical analysis
 - C5 Explain the multiple determinants of chronic disease and demonstrate knowledge of prevention at community, state, and country level
 - C6 Utilize information technology tools, which are critical to epidemiologic data management and analysis (Access, SPSS, SAS and GIS)
 - C7 Apply ethical and legal principles pertaining to epidemiologic data collection, use and dissemination through Human Subjects training and an IRB application
-

Health Policy and Management Concentration

- C1 Evaluate and implement strategic planning processes based on internal and external environmental research for health programs and services
 - C2 Analyze and interpret data, synthesizing information from multiple sources, and apply theoretical and evidence-based models in the design and implementation of health programs, policies and systems
 - C3 Analyze the impact of legislation, judicial opinions, regulations and policies on population health and health disparities and develop evidence-based strategies for influencing health law and policy
 - C4 Assess the influence of cultural, environmental, and social justice factors on the health of communities and apply legal principles to public health policy-making decisions
 - C5 Develop skilled teams and capacity-building strategies at the individual, organizational, and community level to improve health
 - C6 Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques at the individual, A community, and organizational levels
-

Appendix A

**Jackson State University
College of Health Sciences
Student/Faculty Advisement Session Report**

Student Name: _____ **J#** _____

Advisor: _____ **Meeting Date:** _____
Faculty

Program: __MPH __DrPH __Undergrad. __FR __SO __JR __SR

Current Phone: _____ **E-mail address:** _____

JSU ONLY

A student /faculty advisement session was conducted today. During this session, we discussed the following item(s):

(Please check all that applies and indicate year)

Schedule for Semester (Fall Spring Summer/ Year _____) Degree Plan (Form I)
 Pre-registration (Fall Spring Summer/ Year _____) Degree Candidacy (Form II)
 Transcript Evaluation 120 hr. CSSL for 4 yr. Students
 Mid-Term Assessment Career Advisement 60 hr. CSSL for Students
 Academic Advisement GECE Date: _____ Graduation Clearance
 Undergraduate EPE Date: _____
 Clearance Evaluation ENG 500 Date: _____ ENG 399 Date: _____

Academic Assessment

Advisor recommendation(s) / action(s) / comments:

Follow-up actions required of Advisee (Include specific dates/deliverables)

Advisor Follow-up action (s) (Include dates/times)

Advisor Signature Date

Student Signature Date

Copy: Student

Advisor

Department Chair

Student File

APPENDIX B

College of Health Sciences Doctor of Public Health (DrPH) Plan of Study

Department of Health Policy & Management Concentration in Health Policy & Management

Fall (First Semester)

	COURSE TITLES	Credit Hours
PHS 701	Advanced Biostatistics and Computer Science Applications	3
PHS 702	Disease Pathogenesis and Behavioral Risk Factors	3
PHS 703	Designing Research Studies on Minorities and Special Populations	3
PHS 712	Advanced Biostatistics Laboratory	3
		12

Spring (Second Semester)

	COURSE TITLES	Credit Hours
PHS 704	Survey and Qualitative Research Methods	3
PHS 705	Advocacy and Public Health Policies	3
BIOS 711	Categorical Data Analysis	3
		9

Fall (Third Semester)

	COURSE TITLES	Credit Hours
PHS 706	Principles of Environmental and Occupational Health	3
PHS 707	Leadership for Health Professionals	3
PHS 750	Community Research I	1
PHPM 711	Strategic Leadership in the Management of Human Resources	3
		10

Spring (Fourth Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research II	1
PHPM 712	Public Health Economics	3
PHPM 713	Analysis of Health Legislation and Regulations	3
		7

Summer (Fifth Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research Practicum III	1

Fall (Six Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research Practicum Colloquium	0
Select Any Two	Select Any Two	
PHPM 714	Evaluation of Performance and Quality of Health Service Org.	3
PHPM 715	Decision Modeling	3
PHPM 716	Seminar in Strategic Management	3
PHPM 717	Managed Care Networks and Public Health	3

		6
--	--	---

Spring (Seventh Semester)

	COURSE TITLES	Credit Hours
	Graduate Comprehensive Examination (GACE)	
PHS 755	Independent Studies (Continuous Enrollment)	1

Fall (Eight Semester)

	COURSE TITLES	
PHS 798	Dissertation	15

Student Name: _____

_____ Student Signature

J Number: _____

_____ Date

Phone Number: _____

_____ Academic Advisor

NOTES: _____

**College of Health Sciences
Doctor of Public Health (DrPH) Plan of Study**

**Department of Behavioral & Environmental Health
Concentration in Behavioral Health Promotion and Education**

Fall (First Semester)

	COURSE TITLES	Credit Hours
PHS 701	Advanced Biostatistics and Computer Science Applications	3
PHS 702	Disease Pathogenesis and Behavioral Risk Factors	3
PHS 703	Designing Research Studies on Minorities and Special Populations	3
PHS 712	Advanced Biostatistics Laboratory	3
		12

Spring (Second Semester)

	COURSE TITLES	Credit Hours
PHS 704	Survey and Qualitative Research Methods	3
PHS 705	Advocacy and Public Health Policies	3
PHBI 711	Categorical Data Analysis <i>(Preferred Elective)</i>	3
		9

Fall (Third Semester)

	COURSE TITLES	Credit Hours
PHS 706	Principles of Environmental and Occupational Health	3
PHS 707	Leadership for Health Professionals	3
PHS 750	Community Research Practicum I	1
PHBS 711	Adv. Theories and Scientific Principles for Health Promo. & Edu.	3
		10

Spring (Fourth Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research Practicum II	1
PHBS 712	Behavioral and Psychosocial Epidemiology	3
PHBS 713	Qualitative Research Methods	3
		7

Summer (Fifth Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research Practicum III	1

Fall (Sixth Semester)

	COURSE TITLES	Credit Hours
--	---------------	--------------

	Community Research Practicum Colloquium	0
Select Any Two	Select Any Two	
PHBS 714	Clinical Trails and Interventional Study Designs	3
PHBS 715	Research Seminar in Health Promotion	3
PHBS 716	Social & Cognitive Bases of Behavior	3
PHBS 717	Data Base Management Systems (CSC 520)	3
		6

Spring (Seventh Semester)

	COURSE TITLES	Credit Hours
	Graduate Comprehensive Examination (GACE)	
PHS 755	Independent Studies (Continuous Enrollment)	1

Student Name: _____

Student Signature

J Number: _____

Date

Phone Number: _____

Academic Advisor

NOTES

**Jackson State University
College of Health Sciences**

Doctor of Public Health (DrPH) Plan of Study – Concentration Epidemiology

Fall (First Semester)

	COURSE TITLES	Credit Hours
PHS 701	Advanced Biostatistics and Computer Science Applications	3
PHS 702	Disease Pathogenesis and Behavioral Risk Factors	3
PHS 703	Designing Research Studies on Minorities and Special Populations	3
PHS 712	Advanced Biostatistics Laboratory	3
		12

Spring (Second Semester)

	COURSE TITLES	Credit Hours
PHS 704	Survey and Qualitative Research Methods	3
PHS 705	Advocacy and Public Health Policies	3
BIOS 711	Categorical Data Analysis	3
		9

Fall (Third Semester)

	COURSE TITLES	Credit Hours
PHS 706	Principles of Environmental and Occupational Health	3
PHS 707	Leadership for Health Professionals	3
PHS 750	Community Research Practicum I	1
PHBI 712	Multivariate Analysis I	3
		10

Spring (Fourth Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research Practicum II	1
PHEP 711	Behavioral and Psychosocial Epidemiology	3
PHEP 712	Clinical Trails and Interventional Study Designs	3
		7

Summer (Fifth Semester)

	COURSE TITLES	Credit Hours
PHS 750	Community Research Practicum III	1

Fall (Sixth Semester)

	COURSE TITLES	Credit Hours
	Community Research Practicum Colloquium	0
Select Any Two	Select Any Two	
PHBI 713	Multivariate Analysis II	3
PHEP 713	Infectious Disease Epidemiology	3
PHEP 714	Nutrition and Genetic Epidemiology	3
		6

Spring (Seventh Semester)

	COURSE TITLES	Credit Hours
--	---------------	--------------

	Graduate Comprehensive Examination (GACE)	
PHS 755	Independent Studies (Continuous Enrollment)	1

Student Name: _____

Student Signature

J Number: _____

Date

Phone Number: _____

Academic Advisor

NOTES

APPENDIX C

Jackson State University

Matriculation Advisement Forms

TRACK I

And

TRACK II

Sample forms

**Jackson State University
School of Public Health**

Department of Behavioral and Environmental Health

Concentration in Behavioral Health Promotion and Education

Doctor of Public Health (DrPH)

Matriculation Advisement Form

(Effective Fall 2019)

TRACK I *(student with an MPH)*

Admission Date: _____ Expected Graduation Date: _____

Student Name: _____ ID: _____ Faculty Advisor: _____

Dr.PH Public Health Core Courses: (24 hrs.)

			Credit Hrs.	Semester/Year	Grade
PHS	701	Advanced Biostatistics and Computer Sc. Application	3	_____	_____
PHS	702	Disease Pathogenesis and Behavioral Risk Factors	3	_____	_____
PHS	703	Designing Research Std. on Minorities and Spec. Populations	3	_____	_____
PHS	704	Survey and Qualitative Research Methods	3	_____	_____
PHS	705	Advocacy and Public Health Policies	3	_____	_____
PHS	706	Principles of Environmental and Occupational Health	3	_____	_____
PHS	707	Leadership for Public Health	3	_____	_____
PHS	711-713	Advanced Biostatistics Lab	3	_____	_____

BEHAVIORAL HEALTH PROMOTION & EDUCATION

Concentration Courses: (15 hrs.)

			Credit Hrs.	Semester/Year	Grade
PHBS	711	Theories and Scientific Principles for Health Promo. & Edu.	3	_____	_____
PHBS	712	Behavioral and Psychosocial Epidemiology	3	_____	_____
PHBS	713	Qualitative Research Methods	3	_____	_____
<u>Any Two of the Following</u>					
PHBS	714	Clinical Trails and Interventional Study Designs	3	_____	_____

PHBS 715	Research Seminar in Health Promotion	3	_____	_____
PHBS 716	Social & Cognitive Bases of Behavior	3	_____	_____
PHBS 717	Data Base Management Systems (CSC 520)	3	_____	_____

Electives Courses:

<u>PHBI 711</u>	<u>Categorical Data Analysis (Strongly Recommended)</u>	<u>3</u>	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

COMMUNITY RESEARCH PRACTICUM (PHS 750)

FORM A – Commitment to Undertake the Community Health Research Practicum **Signed:_____ Date:_____**
(should be completed by the student and academic advisor in the semester prior to starting the practicum)

FORM B – Documentation of Practicum Goals and Objectives **Signed:_____ Date:_____**
(should be signed by the student, preceptor, and Filed Placement Coordinator, and returned to the office of Field Placement before the student start the Practicum)

		Credit Hrs.	Semester/Year	Grade
PHS	750	Community Research Practicum	1	_____
			1	_____
			1	_____

COMMUNITY RESEARCH PRACTICUM INFORMATION (PHS 750)

Practicum Site Name: _____ Phone #: _____

Practicum Address: _____

Preceptor Name and Title: _____ *City* *State* *Zip* Date Completed: _____

GRADUATE AREA COMPREHENSIVE TAKEN: (must be passed prior to approval of the Dissertation Proposal)

____ Pass Date: _____ ____ Fail Date: _____

____ Pass Date: _____ ____ Fail Date: _____

DISSERTATION (at least 3 hours per semester – 15 hrs. min.)(Prerequisite – Passed Graduate Area Comprehensive Exam)

Dissertation Advisor: _____ **Signed** **Date:** _____

Dissertation Committee Approval Form (Form A) **Signed** **Date:** _____

Dissertation Proposal Defense Approval

____ **Signed** **Date:** _____

Dissertation Defense / Examination Approval

____ **Signed** **Date:** _____

Committee Report of Dissertation Results

____ **Signed** **Date:** _____

PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____

REQUIRED MATRICULATION DOCUMENTATION (Forms and CyberForms)

Degree Plan: *(Completed at the beginning of the student's program of stud with academic advisory)*

_____	_____	_____
Date	Academic Advisor Signature	Student Signature

Petition for Degree Candidacy: *(Completed after all coursework and when sign up for GACE --electronic)*

_____	_____	_____
Date	Academic Advisor Signature	Student Signature

Application for Clearance: *(Filed in the semester the student expects to graduate (after the exit interview with the Department Chair and after other required signatures have been obtained).*

_____	_____	_____
Date	Academic Advisor Signature	Student Signature

ADVISEMENT CONFERENCES:

_____	_____	_____	_____
Advisor Signature	Date	Student Signature	Date

_____	_____	_____	_____
Advisor Signature	Date	Student Signature	Date

_____	_____	_____	_____
Advisor Signature	Date	Student Signature	Date

_____	_____	_____	_____
Advisor Signature	Date	Student Signature	Date

Advisor Signature Date

Student Signature Date

Advisor Signature Date

Student Signature Date

Cell Phone: _____ Work Phone: _____ Fax: _____

Email address: _____

Address: _____

NOTES

**Jackson State University
School of Public Health**

**Department of Behavioral and Environmental Health
Concentration in Behavioral Health Promotion and Education**

**Doctor of Public Health (DrPH)
Matriculation Advisement Form
(Effective Fall 2019)**

TRACK II (*student without an MPH*)

Admission Date: _____ Expected Graduation Date: _____

Student Name: _____ ID: _____ Faculty Advisor: _____

*Students admitted to the Doctor of Public Health program who **do not have a Master of Public Health** degree accredited by CEPH are required to complete courses in the five core areas of public health before enrolling in any doctoral level courses. The five core areas of public health are epidemiology; biostatistics; environmental and occupational health; health policy and management; and behavioral health promotion and education. * **If no research course in their master's program, the student must complete PHS 506 Research and Quantitative Methods upon advice of academic advisor.***

Public Health Core Courses: (15 credit hours) (Prerequisite)

			Credit Hrs.	Semester/Year	Grade
PHS	501	Public Health and Behavioral Demography	3	_____	_____
PHS	502	Public Health Policy and Administration	3	_____	_____
PHS	503	Public Health Computer and Statistical Applications	3	_____	_____
PHS	504	Environmental and Occupational Health	3	_____	_____
PHS	505	Principles of Epidemiology	3	_____	_____
PHS	506	Research and Quantitative Methods *	3	_____	_____

Dr.PH Public Health Core Courses: (24 hrs.)

			Credit Hrs.	Semester/Year	Grade
PHS	701	Advanced Biostatistics and Computer Sc. Application	3	_____	_____
PHS	702	Disease Pathogenesis and Behavioral Risk Factors	3	_____	_____
PHS	703	Designing Research Std. on Minorities and Spec. Populations	3	_____	_____
PHS	704	Survey and Qualitative Research Methods	3	_____	_____
PHS	705	Advocacy and Public Health Policies	3	_____	_____

PHS	706	Principles of Environmental and Occupational Health	3	_____	_____
PHS	707	Leadership for Public Health	3	_____	_____
PHS	711-713	Advanced Biostatistics Lab	3	_____	_____

BEHAVIORAL HEALTH PROMOTION AND EDUCATION

Concentration Courses: (15 hrs.)			Credit Hrs.	Semester/Year	Grade
PHBS 711	Theories and Scientific Principles for Health Promo. & Edu.	3	_____	_____	
PHBS 712	Behavioral and Psychosocial Epidemiology	3	_____	_____	
PHBS 713	Qualitative Research Methods	3	_____	_____	

Any Two of the Following

PHBS 714	Clinical Trails and Interventional Study Designs	3	_____	_____
PHBS 715	Research Seminar in Health Promotion	3	_____	_____
PHBS 716	Social & Cognitive Bases of Behavior	3	_____	_____
PHBS 717	Data Base Management Systems (CSC 520)	3	_____	_____

Electives Courses:

<u>PHBI</u>	<u>711</u>	<u>Categorical Data Analysis (Strongly Recommended)</u>	<u>3</u>	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

COMMUNITY RESEARCH PRACTICUM (PHS 750)

FORM A – Commitment to Undertake the Community Health Research Practicum **Signed:___ Date:_____**
(should be completed by the student and academic advisor in the semester prior to starting the practicum)

FORM B – Documentation of Practicum Goals and Objectives **Signed:___ Date:_____**
(should be signed by the student, preceptor, and Filed Placement Coordinator, and returned to the office of Field Placement before the student start the Practicum)

			Credit Hrs.	Semester/Year	Grade
PHS	750	Community Research Practicum	1	_____	_____
			1	_____	_____
			1	_____	_____

COMMUNITY RESEARCH PRACTICUM INFORMANTION (PHS 750)

Practicum Site Name: _____ Phone #: _____

Practicum Address: _____

City State Zip

Preceptor Name and Title: _____ Date Completed: _____

GRADUATE AREA COMPREHENSIVE TAKEN: (must be passed prior to approval of the Dissertation Proposal)

____ Pass Date: _____ ____ Fail Date: _____

____ Pass Date: _____ ____ Fail Date: _____

DISSERTATION (at least 3 hours per semester – 15 hrs. min.)(Prerequisite – Passed Graduate Area Comprehensive Exam)

Dissertation Advisor: _____ **Signed** **Date:** _____

Dissertation Committee Approval Form (Form A) _____ **Signed** **Date:** _____

Dissertation Proposal Defense Approval _____ **Signed** **Date:** _____

Dissertation Defense / Examination Approval _____ **Signed** **Date:** _____

Committee Report of Dissertation Results _____ **Signed** **Date:** _____

PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____
PHS	798	Dissertation	3	_____	_____

REQUIRED MATRICULATION DOCUMENTATION (Forms and CyberForms)

Degree Plan: (Completed at the beginning of the student’s program of study with the academic Advisor)

_____ Date _____ Academic Advisor Signature _____ Student Signature

Petition for Degree Candidacy: (Filed after completion of 80% of degree requirements)

_____ Date _____ Academic Advisor Signature _____ Student Signature

Application for Clearance: *(Filed in the semester the student expects to graduate (after the exit interview with the Department Chair and after other required signatures have been obtained).*

Date Academic Advisor Signature _____
Student Signature

ADVISEMENT CONFERENCES:

Advisor Signature Date _____
Student Signature Date

Advisor Signature Date _____
Student Signature Date

Advisor Signature Date _____
Student Signature Date

Advisor Signature Date _____
Student Signature Date

Advisor Signature Date _____
Student Signature Date

Advisor Signature Date _____
Student Signature Date

Advisor Signature Date _____
Student Signature Date

CURRENT CONTACT INFORMATION:

Cell Phone: _____ **Work Phone:** _____ **Fax:** _____

Email address: _____

Address: _____

NOTES

APPENDIX D

Jackson State University

Admission to Degree Candidacy at the Doctoral Level

When all required course work (all but dissertation) has been successfully completed, the student should make application for advancement to degree candidacy.

Please note that students cannot be advanced to candidacy until:

All admission requirements have been met.

All incompletes ("I" grades) have been removed.

Application for Candidacy approved by your departmental advisor and Chair.

Overall GPA is 3.00 or higher.

Application is completed electronic in collaboration with the student academic advisor.

APPENDIX E

Jackson State University
College of Health Sciences
THE GRADUATE AREA COMPREHENSIVE EXAMINATION (GACE)

Eligibility

Doctoral-level

1. Completion of all course work (including all core, concentration courses and Community Research Practicum) with the appropriate grade point average.

- Students will not be approved for the comprehensive examination until the Dean of the Division of Graduate Studies declares them eligible.
- Additionally, students must be registered for at least one credit hour during the semester in which the student makes application for the GACE .
- Audited courses will not meet this requirement. Application for the GACE is generally done two times a year, Fall and Spring.
- *Students should consult with their academic advisor or department chairs for specific departmental school / college requirements.*

Procedures

- Application is completed electronic in collaboration with the student academic advisor.
-

APPENDIX F

Jackson State University Division of Graduate Studies Defense Committee's Report of Results

To the student: Please complete all of the "typed" areas prior to obtaining the necessary signatures.

Name: JSU ID No. : J

Address:

Street

City, State, Zip

1. To be completed by the Committee Chair:

To the Graduate Council:

This student has: successfully defended , did not successfully defend a (select one)

Dissertation Ed.S. Thesis Ed.S. Project Masters' Thesis Masters' Project

entitled:

We have examined the final copy for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of: with a major of

The student was not successful in the defense. The student was provided appropriate written feedback. The student was advised he/she may petition the Academic College Dean for a second defense after an interval of six months.

Signatures

Committee Chair/Date Name Typed:	<input type="text"/>	Academic Advisor/Date Name Typed:	<input type="text"/>
Committee Member/Date Name Typed:	<input type="text"/>	Committee Member/Date Name Typed:	<input type="text"/>
Committee Member/Date Name Typed:	<input type="text"/>	(External) Committee Member/Date Name Typed:	<input type="text"/>

2. To be completed by the Department/Program and Academic College

We recommend this (select one) Dissertation Ed.S. Thesis Ed.S. Project Masters' Thesis Masters' Project for acceptance as approved by the committee.

We concur with the report of an unsuccessful defense by the committee.

Signatures

Department Chair/Date Name Typed:	<input type="text"/>	College Dean/Date Name Typed:	<input type="text"/>
-----------------------------------	----------------------	-------------------------------	----------------------

3. For the Graduate Council

Dean of the Division of Graduate Studies/Date



CONTACT INFORMATION

JACKSON STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DOCTOR OF PUBLIC HEALTH DEGREE PROGRAM
350 West Woodrow Wilson Drive, Suite 320
Jackson, MS 39213
(601) 979-8806

For additional questions or information, please contact the Director of Marketing/Field Placement at 601-979-0830 or yalanda.m.barner@jsums.edu. Further information may also be obtained through the Division of Graduate Studies at (601) 979-2455. We look forward to hearing from you.

SIGNATURE PAGE

JACKSON STATE UNIVERSITY

COLLEGE OF HEALTH SCIENCES

RECEIPT FOR HANDBOOK

I acknowledge that I have received a copy of the **DrPH Student Handbook**. I agree to read it thoroughly, and if there is any policy or provision in the Handbook that I do not understand, I will seek immediate clarification from my academic advisor and /or Department Chair.

I understand that the purpose of this Handbook is to inform me about the Public Health program's current policies and procedures. I further understand that this Handbook is meant as a guideline and may constitute a binding contract with the Public Health program. I also understand that these policies and procedures are continually evaluated and may be amended, modified and/or terminated at any time with or without prior notice to me.

I understand that I am bound by the policies and practices herein established. My failure to follow these policies and procedures may be grounds for disciplinary action up to termination.

(Please sign and date this receipt and return it to your faculty advisor)

Date: _____

Signature: _____