

Department of Public Health Education

**Doctor of Public Health (DrPH)
in Community Health Education**

**Department of Public Health Education
The University of North Carolina at Greensboro**

2009-2010
Handbook

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I. Program Overview

Program Philosophy. To help meet public health education needs of the state and nation, UNCG has established the Doctor of Public Health (DrPH) in Community Health Education, an innovative program designed to prepare individuals for careers in universities, private research institutions, or public health agencies. A primary innovation in this doctoral program is the creation of research teams that will include students, faculty members, and community partners. Students will have the opportunity to be involved in research each year they are in the program. Later, those who pursue careers in higher education will prepare undergraduate and graduate students for roles in the public health education workforce while maintaining active applied research programs. Those graduates who pursue careers in research institutions or public health agencies will lead innovation in community-based prevention research activities.

In 1998 the Public Health Practice Program Office of the CDC rededicated itself to strengthening the public health workforce through university and CDC training programs. Subsequently, events on and following September 11, 2001 demonstrated that, while progress had been made, the need to improve the public health infrastructure in the United States was still a vastly unrealized goal. Since that time, the CDC has increased activity in its workforce development initiative in conjunction with the American Public Health Association and the IOM.

The IOM appointed two task forces to study and make recommendations: (1) Assuring the Health of the Public in the 21st Century, and (2) Educating Public Health Professionals for the 21st Century. On November 4, 2002, the IOM released the second task force's report, *Who Will Keep the Public Healthy: Educating Public Health Professionals for the 21st Century* (<http://www.iom.edu/report.asp?id=4307>). The report called for the expansion of public health education in universities beyond the Schools of Public Health. It also called for linking undergraduate and graduate public health education programs to practitioners and agencies in the field. The report clearly stated the need to prepare additional practitioners and researchers to improve both the quality and quantity of the public health workforce and public health research.

The program's community-based prevention research model makes it distinctive from many Ph.D. programs and will make its graduates more desirable to employers that value the applied research focus. By "community-based prevention research" we mean that the program (1) has ongoing links to public health agencies and practitioners as members of research teams, and (2) will focus on the prevention of health problems that contribute significantly to the quality of life of North Carolinians and U.S. citizens. To do this, our students will use a socio-ecological framework for understanding factors that contribute to the health of populations, will recognize that interventions addressing the health problems of populations can leverage various factors of people's socio-ecological contexts to improve health, and will be fully informed by public health education theory and research.

Program Description. The DrPH is designed to prepare individuals for careers in universities, private research institutions, or public health agencies. A primary innovation in this doctoral program is the creation of research teams that will include students, faculty members, and community partners. Students and graduates of the program will take a strategic role in addressing the public health education research-public health practice divide through (1) the translation of practice-based problems to relevant research questions, and (2) the translation of

research into practice. More specifically, the DrPH program has the following underlying attributes:

- An emphasis on preparing doctoral students for careers in academia, where they will train new generations of applied prevention researchers for academic settings;
- An emphasis on researching and preventing health disparities based on race, ethnicity, gender, age, and social class;
- The use of a socio-ecological perspective for understanding the health of populations and broad determinants of health;
- A recognition that interventions designed to prevent the health problems of populations must focus on behavioral and contextual factors in people's lives;
- An emphasis on research and prevention of health problems that contribute significantly to the overall health status of the citizens of North Carolina and the United States; and
- A commitment by faculty to work in partnership with professionals, agencies, and community members to address the priorities emerging out of public health practice and the experiences of communities.

This approach to research and teaching/learning in this doctoral program should accelerate the translation of new knowledge into practice in other ways as well. For example, findings generated by research collaborations (students, faculty, community partners) will have immediate implications for improving the undergraduate and master's curricula that prepare practitioners. In addition, selected B.S. and MPH students will be encouraged to participate on research teams, with the intention of strengthening both their research skills and their appreciation of research driven by practice.

The DrPH program will include required curricula (driven by practice) in the required five public health core areas as stipulated by the Council of Education for Public Health (the accreditation body for academic public health programs). These areas are epidemiology, social science theory applied to public health, biostatistics, health policy and administration, and environmental health. The core will be followed by specialized course work and dissertation research emphasizing prevention research, evaluation and surveillance, or the translation of research to practice.

The backbone of the program is the focus on research grounded in practice. Students will be immersed in research collaborations throughout their program, with their work culminating in their dissertation. These research collaborations will have public health education practice members who will contribute to the development of research projects. In these collaborations and through other courses, students will learn how to formulate questions, develop appropriate methods, conduct data collection and analyses, write grant proposals and reports, publish, and carry out other professional communications. Through this mentoring process, students will learn to identify research-practice gaps and strategies for translating research into practice. It is also significant that these research collaborations will strengthen the research skills of current practitioners as well, thus leading to even better opportunities for advancing prevention services to the citizens of the State. Our strategy seeks to increase the value placed on research and the application of best practices among community partners, thus paving the way for expanded collaboration among universities and community health organizations.

The Overall Experience. The DrPH in Community Health Education is based on the premise that the doctoral degree is more than a collection of courses and a dissertation. Rather the program is a robust experience that include both structured and unstructured activities and include self guided learning experiences. The overall program experience is ground in both public health and health education philosophy and practice.

Key Concepts

The DrPH program in Public Health Education is grounded by the following key concepts of doctoral level professional preparation:

- Public Health Education graduate programs should prepare students to design, implement and evaluate program interventions.
- Public Health Education has a set of core responsibilities and competencies.
- Public Health Education has a core set of journals and professional associations.
- Public Health Education has a code of ethics to guide the profession.

Skills and Competencies

Based on the mission statement and core philosophical concepts, the following skills and competencies will be the foci for the professional preparation program.

- Students will obtain the skills necessary to become independent ethical researchers on health education topics.
- Students will understand health behavior theory and guidelines to develop and implement effective programs and to conduct theory driven research.
- Students will publish in Public Health Education journals and become professionally involved in Public Health Education professional associations. (See Appendix)
- Students will work with faculty who are actively engaged in research and involved with funded research and application projects.
- Students will develop a competitive portfolio.

All coursework and educational experience of the DrPH program has been designed to help students attain the skills and competencies outlined above.

Conduct systematic reviews of the literature.

- Use appropriate qualitative and quantitative research methods to answer health education problems, issues, and questions.
- Apply research to health education practice.
- Use appropriate research methods and designs in assessing needs.
- Use information derived from research for program planning.
- Select implementation strategies based upon research results.
- Employ research design, methods, and analysis in program evaluation.
- Describe how research results inform health policy development.
- Use a protocol for dissemination of research findings.
- Review and critique epidemiological studies in health education.

- Review the history of the Role Delineation Project and apply the CHES Responsibilities and Competencies to solve health education problems.
- Discuss *Healthy People: The Health Objectives for the Nation* and review implication of *Healthy People 2010* to the organization and the administration of health education programs.
- Examine contemporary philosophy related to the management of people, programs, and budgets.
- Review current organizational philosophy, administrative procedures, group dynamics, and leadership skills.
- Outline grant writing procedures.
- Discuss how to design and implement organizational policy.
- Review ethical guidelines for health education and health promotion. Apply ethical guidelines to health education problems.
- Assess individual and community needs for health education.
 - Obtain and review health related data needed to plan programs.
 - Review data to determine factors that foster or hinder knowledge acquisition and behavior change.
 - Infer health education needs based on data collected.
 - Address learning and development factors, such as literacy, learning styles, and learning environment that influence knowledge acquisition and behavior change.
- Develop plans to assess academic achievement and behavior change of program objectives.
 - Determine standards of performance to be applied as criteria of effectiveness.
 - Establish a realistic scope of evaluation efforts.
 - Develop an inventory of existing valid and reliable tests and survey instruments.
 - Select appropriate methods for evaluating program effectiveness.
 - Identify existing sources of health related databases.
 - Evaluate existing data gathering instruments and processes.
 - Select appropriate qualitative and/or quantitative evaluation design.
 - Develop valid and reliable evaluation instruments.
- Carry out evaluation plan to assess behavior change and achievement of objectives.
 - Facilitate administration of the tests and activities specified in the plan.
 - Utilize data collecting methods appropriate to the objectives.
 - Analyze resulting evaluation data.
 - Implement appropriate qualitative and quantitative evaluation techniques.
 - Apply evaluation technology as appropriate.
- Interpret the results of program evaluation.
 - Apply criteria of effectiveness to obtained results of a program.
 - Translate evaluation results into terms easily understood by others.
 - Report effectiveness of educational programs in achieving proposed objectives.
 - Implement strategies to analyze data from evaluation assessments.
 - Compare evaluation results from other findings.
 - Make recommendations from evaluation results.
- Infer implication from findings for future program planning.
 - Explore possible explanations for important evaluation findings.
 - Recommend strategies for implementing results of evaluation.

- Apply findings to refine and maintain programs.
 - Use evaluation findings in policy analysis and development.
 - Discuss historical and philosophical tenets of health education that have shaped contemporary behavioral foundations.
- Describe theories/models of health behavior and apply these models to explain health behavior and design, implement, and evaluate health education and health promotion programs. Theories widely used in health education will be emphasized. These include:
 - Social Learning/Cognitive Theory
 - Health Belief Model
 - Social Ecology of Health Promotion
 - Theory of Reasoned Action/Planned Behavior
 - Transtheoretical Stages of Change Model
 - Develop a personal philosophy of health education and health promotion to drive the design, implementation, and evaluation of programs.
 - Develop a personal philosophy of health education based on the work of others.
 - Outline the role of health educators and health promotion on the level of prevention: primary, secondary, and tertiary.
 - Review examples of successful theory-driven health education interventions.
 - Describe guidelines and procedures to conduct theory-driven research.
 - Health Education career issues; types of jobs; applying for academic positions; interviewing skills; negotiating skills; etc.
 - Being a professor; the balance of teaching, research, and service function; the promotion and tenure process; networking; professional associations
 - Consulting and entrepreneurial opportunities in health education and health promotion
 - Communication activities; textbook writing; publications in peer reviewed journals; publications in the popular media; conducting a press release; technological applications.
 - Application of health behavior theory to program development and evaluation.
 - Application of health behavior theory to research design and data analysis.
 - Theory based research design into data analysis
 - Emerging theories of health education and health promotion.
 - Components of theoretical thinking in health education.
- Publishing in peer-reviewed journals in health education and health promotion (see Appendix)
 - Grant Writing
 - Preparing abstracts to present at professional health education meetings
 - Developing a press release
 - Textbook writing
 - Conducting secondary data analysis of national data sets
- Selecting appropriate research design and statistical applications to evaluate health education programs

DrPH Program Reading List

The Faculty of the Department of Public Health Education has developed a reading list for the DrPH program. This reading list provides a listing of key documents all doctoral students should have reviewed during graduate preparation. Some of these readings will be required course readings, while other readings are background support documents. Careful review of the articles and publications on the reading list will help students prepare for the preliminary examination. The DrPH program reading list appears in Appendix B. Appendix B also includes a section on key publications of the PHE faculty. These manuscripts are provided to enable DrPH students to develop an understanding of the public health education related philosophy and research agenda for each faculty.

Quick Fact

Job Outlook - Employment of health educators is expected to grow much faster than the average for all occupations and job prospects are expected to be favorable.

Employment change. Employment of health educators is expected to grow by 26 percent, which is [much faster than the average](#) for all occupations. Growth will result from the rising cost of health care and the increased recognition of the need for qualified health educators.

“The emphasis on health education has been coupled with a growing demand for qualified health educators. In the past, it was thought that anyone could do the job of a health educator and the duties were often given to nurses or other healthcare professionals. However, in recent years, employers have recognized that those trained specifically in health education are better qualified to perform those duties. Therefore, demand for health professionals with a background specifically in health education has increased.”

The Structured Program Curriculum. The Department of Public Health Education offers a graduate program leading to a Doctor of Public Health in community health education after 72 hours (minimum) of post-masters degree coursework. Entering doctoral students who have not completed one or more of the core public health courses must complete these courses as part of their program in addition to the minimum 72 credit hours. Students with a master’s degree other than in public health may be required to take health or health-related elective courses in addition to the 72 minimum credit hours. All students must take courses in the Health Education Core and the Research Core segments of the curriculum. Assessment of other courses or experiences applicable to the degree occurs at the time of admission into the program. These requirements must be fulfilled in addition to the minimum of 48 hours of course work and 15 hours dissertation research work listed below (total of 72 hours minimum). The student’s doctoral program committee will work with each candidate to develop a course of study within the framework of the program, and informed by the student’s personal interests, past coursework, and professional experiences. Each DrPH student will teach HEA 201 for one semester after completing HEA 760.

Table 1. DrPH Curriculum

<i>DrPH Curriculum</i>		Course Credit Hours (no MPH)	Course Credit Hours (with MPH)	Cumulative Credit Hours (w/w-out)
Public Health Core (24)				
HEA 601	Principles of Community Health Education	3		
HEA 602	Epidemiology	3		
HEA 603	Community Health Analysis	3		
HEA 604	Public Health Statistics	3		
HEA 608	Environmental Health	3		
HEA 609	Community Health Interventions	3		
HEA 625	Community Health Research and Evaluation	3		
HEA 645	Health Policy	3		
TOTAL hours		24	0	24/0
Health Education/Public Health Research Core (33)				
HEA 751	Foundations of Research in Public Health Education	3	3	
HEA 752	Quantitative Methods in Public Health	3	3	
HEA 753	Qualitative Methods in Public Health	3	3	
HEA 755	Community Research Practicum	12	12	
HEA 758	Advanced Theoretical Basis for Community Health Ed	3	3	
HEA 759	Community Based Health Ed Research	3	3	
HEA 760	Teaching in Community Health Education	3	3	
HEA 765	Advanced Program Evaluation in Public Health Education	3	3	
TOTAL		33	33	57/33
Health-related Electives (24), Minimum of 8 electives, 3 of which must be research-related (see Graduate School Bulletin for a more complete list of PHE graduate courses)				
	Research Elective	3	3	
	Research Elective	3	3	
	Research Elective	3	3	
	Elective	3	3	
	Elective	3	3	
	Elective	3	3	
	Elective	3	3	
	Elective	3	3	
	TOTAL	24	24	81/57
Dissertation (15)				
HEA 799	Dissertation	15	15	96/72
TOTAL		15	15	96/72

II. Getting Settled into Academic Life as a Doctoral Student

Doctoral training is significantly different than any other kind of graduate training. Just ask any faculty member that has this rank. Learning to adjust to new expectations and even understanding that there are new expectations is a prodigious task. All of the department faculty members are here to help you with the process, although you have been assigned an initial faculty advisor to get you started at UNCG.

Opportunities in the Field of Community Health (and related areas). Public health educators typically develop and carry out planned health promotion and disease prevention programs with individuals, groups, organizations and communities, as well as participate in health policy development at the state and national level. Our graduates can expect to work in federal agencies such as the National Institutes of Health, the Centers for Disease Control and Prevention, state agencies, community-based organizations, health departments, hospitals, clinics, universities, research organizations and managed care organizations.

Graduate Student Life at UNCG and in the Triad. On campus, there is the Graduate Student Organization and the rest of your graduate student colleagues. A great place to visit on the Internet for information about area social activities is <http://www.gotriad.com/>.

Professional and Related Organizations. Faculty and students in the Department of Public Health Education belong to a wide variety of professional organizations. See individual faculty for their favorites, but the two that represent the core of our work include the American Public Health Association (APHA, <http://www.apha.org/>) and the Society for Public Health Education (SOPHE, <http://www.sophe.org/>). Both are worth joining, and the department often provides limited travel support to conferences when funds are available, and when faculty and students have presentations (either symposia or posters) at the annual meetings. These two national associations have local North Carolina chapters as well.

III. General Academic Regulations

Academic Integrity Policy. The Department fully supports the Academic Integrity Policy adopted by the University. For more information visit <http://academicintegrity.uncg.edu/complete/>

Transfer Credit. Students may request that up to but no more than 25 graduate credits (not to exceed 1/3 of non-dissertation credit hours) be applied toward the 72 course credit required for the Dr. P.H. Transfer credit must also satisfy the same requirements as courses taught for doctoral training within the department (e.g., minimum grade of B), be consonant with the student's approved program of study, and have been received from an accredited graduate institution. Thesis and dissertation credits will not be applied.

Time Limits. According to the regulations of the Graduate School, all requirements for the Dr. P.H. must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. For transfer students, the seven-year time limit commences with the semester during which transfer credit was earned.

Continuous Enrollment. Pursuit of a graduate degree should be continuous. Students pursuing a graduate degree program should normally be enrolled each Fall Semester and Spring Semester, or one semester during the academic year in combination with Summer Session, for course work that is approved for their program of study and selected in consultation with the departmental Director of Graduate Study.

Leave of Absence. Graduate students may step out of the University one semester in a calendar year (fall, spring, or summer) and maintain continuous status. Students who will be absent for more than one semester or a summer session must apply for a leave of absence. Students who are absent for more than one semester or a summer session without an approved leave of absence must apply for readmission through The Graduate School, after first receiving the endorsement of the department's Director of Graduate Study.

In-state Residency Policy. The DrPH program requires a minimum of two consecutive academic years, excluding summer terms, of graduate work on this campus after admission to the doctoral program. Please see Director of Graduate Studies as soon as possible to begin process towards in-state status

Financial Assistance. Financial support is available in the form of graduate assistantships, research assistantships, and include in-state and out-of-state tuition waivers. There are often teaching and research assistantships available each semester for qualified full-time students. Most assistantships are assigned prior to the beginning of the semester. For new students the best option is to indicate an interest in the assistantships on your application. For more information and an application, contact Wanda Walker at (336) 334-5532 to see if there are opportunities for assistantships. For more information on financial aid, call the Financial Aid office at 336-334-5702 or visit the website at <http://fia.uncg.edu/>.

Other Requirements

Immunizations. You must have completed your immunizations and sent in official confirmation of the required immunizations before classes start. You will be sent instructions and the official form to complete in the mail. For more information visit <http://studenthealth.uncg.edu/policies/immunization/>

Computer Accounts. Before classes start you will need to have set up your computer accounts so that you can register for classes. To set up your computer accounts go to <http://accounts.uncg.edu/>. Once you have set up your accounts, to register go to <http://www.uncg.edu/reg/Reg/index.html>.

Textbooks. The textbooks which will be needed for your courses will be listed on the on-campus bookstore website before the semester begins. For more information visit <http://uncg.bkstore.com/>

Student ID Cards. For new students, a student ID is required for certain activities, like use of the gym and the library, so this is also recommended either before classes start or at the beginning of the semester from the Graduate School . Go to <http://firstcard.uncg.edu/> for more information.

International Students. There are additional requirements, rules and regulations for International Students. Please visit <http://www.uncg.edu/ipg/> for more information. The International Program can provide you with assistance at all levels of the admissions and degree process.

IV. Program Admissions

Admissions Requirements

Minimum Requirements. Admission into the DrPH program requires a master's degree in health education, public health, a relevant social science, or an acceptable equivalent. Students should have master's-level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master's degree must do so by taking an approved course in each of the following areas: epidemiology, biostatistics, health services administration, and environmental health.

Completed UNC Greensboro Graduate School Application. All applicants must submit scores from the Graduate Record Examination (no more than five years old). Applicants with a first language other than English must also submit scores on the Test of English as a Foreign Language (TOEFL) above 550 (213 on the computer-based test) as specified by the UNCG Graduate School Bulletin. As an alternative, students may submit scores from the International English Language Testing System (IELTS) if the TOEFL test is not available. Three letters of recommendation (in addition to the standard reference forms from the application process). Please note that references may be contacted for discussion of the content, and clarification of their letters. At least one reference should be from an academic source. Students with deficiencies in one area can be admitted with extremely strong ratings in other areas. Finally, prospective DrPH students will need to have interviews with department faculty, and the successful sponsorship from at least one of the faculty.

Application Review. Admission to the DrPH program is highly selective to ensure that all accepted into the program have the potential to become effective applied researchers. Applications for admission into the DrPH program will be reviewed by the department in the spring for admission during the fall semester. In addition to a review of the applicant's Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training, the department considers the compatibility of the student's interest areas with those of the faculty and curriculum emphases. When all application materials are received, the doctoral program admissions committee will begin reviewing applications. Deadline for applications for the fall term is February 15, although the initial review process will begin as early as February 1 and will continue until the incoming class is full.

Statement of Purpose. A brief (single-spaced, one-inch margins, 12pt font) statement of interest in the program and how it will help advance your personal and career goals will need to be submitted. In the statement of interest, please consider the following questions. Although you need not answer them point by point, you should be sure to cover these themes within your statement.

- How will this program facilitate your career and personal goals?
- What skills or core competencies are you hoping to gain or improve through this program?

- What else can you tell us about how you think this program will facilitate your success?
- What is your vision for your future career in public health or community health education? (e.g., statements associated with your anticipated ideal situation, such as a faculty position at a university doing research and teaching)
- How will this program facilitate the realization of that vision?
- What significant past experiences led to your current situation? (Consider including volunteer efforts, educational experiences, job/work experiences, personal experiences with communities in which you lived, mentoring relationships that were particularly successful and influential in your development, and/or other experiences that might help us understand how to better provide a successful learning context for you.)

Program Advising

Assigning Advisors. An academic advisor will be assigned to all students entering the DrPH program. This advisor will become the chair for your advisory committee, assist with the development of your Advisory Committee and selection of classes, and assist with the development of the Plan of Study.

Students can change program advisors and committee members upon the agreement of the graduate faculty involved, the Director of Graduate Study for the Doctoral Program, and the Chair of the Department.

Program Advisory Committee. Each student will form a program advising committee during the first semester of graduate course work. The committee will be composed of five members, with one and no more than one member (not the committee chair) from outside the Department of PHE. The outside member does not have to be graduate faculty on this campus, but their CV will need to be submitted along with the Committee Appointment form for review and approval by the Dean of the Graduate School. Once the Advising Committee is formed, the ***Recommendation for Doctoral Advisory/ Dissertation Committee Appointment*** form is completed, submitted to the Director of Graduate Study for the DrPH Program, who will forward it to the Graduate School. Whenever a member of the committee changes, or if the Chair of the Advisory committee changes, then this form will be re-submitted through the Director of the program.

Yearly Feedback Process. The Graduate faculty will review student progress and provide written feedback annually. The review will be based on progress in courses (and products developed) as well as work done as a Graduate Assistant.

V. Graduation Requirements

Total Hours Required. Minimum 72 semester credit hours, including dissertation, when entering with a M.P.H. degree, those without the M.P.H. will be required to take any public health core courses not already completed, the student's program is planned jointly by the student and her or his program committee for a total of 96 hours to complete degree.

Required Forms. Students in the DrPH program will be required to complete and submit a variety of forms. The forms that will be needed can be downloaded and printed from <http://www.uncg.edu/grs/current/forms.html> . From this page, general forms are also available:

- Recommendation for Doctoral Advisory/ Dissertation Committee Appointment
- Recommendation for Doctoral Advisory/ Dissertation Committee Appointment (Revision)
- Doctoral Plan of Study- The Graduate School
- Doctoral Plan of Study (Revision)
- Dissertation Topic Approval
- Final Oral Examination Schedule
- Results of Oral Examination in Defense of Thesis/Dissertation
- Application for Admission to Candidacy
- Degree Audit Check Sheet
- Certification of Degree Status
- Application for Graduation for Doctoral Students

b. *Timeline*

An overview of the order of events that a DrPH student can expect during the course of their studies is represented in the following figure and table.

Figure 1. General Flow of Requirements for Doctoral Students

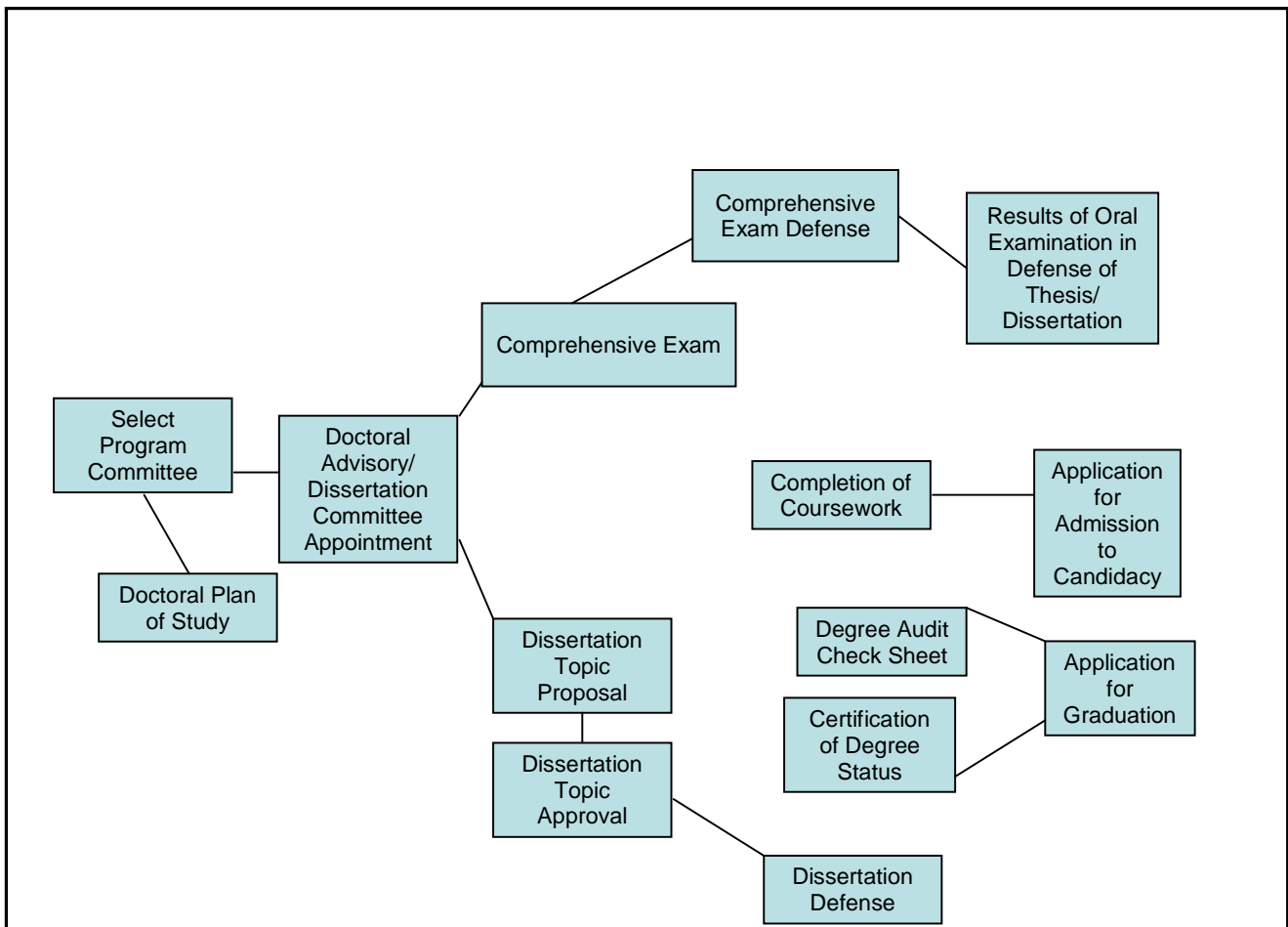


Table 2. General Timeline and Order of Milestones for DrPH Students

Event	Timeframe
Select Program Advisory Committee and submit Appointment of Doctoral Advisory Committee Form	Beginning of first semester
<i>Revision of Appointment of Doctoral Advisory/Dissertation Committee</i>	<i>As necessary</i>
Submit Doctoral Plan of Study- Grad School and PHE	Before 18 Credits are completed
<i>Revision of Doctoral Plan of Study</i>	<i>As necessary</i>
Comprehensive Exam	Upon course completion
Final Oral Examination Scheduled	Upon course completion
Comprehensive Exam Defense	Upon course completion
Results of Oral Examination in Defense of Thesis/Dissertation	Upon course completion
Dissertation Topic Proposal	Upon passing Comp Exams
Dissertation Topic Approval	Upon passing Comp Exams
Dissertation Defense	Upon completion of dissertation
Submit Application for Admission to Candidacy	Upon completion of coursework and submission of dissertation
Application for Graduation	First week of last semester of program
Certification of Degree Status	
Degree Audit Check Sheet	

VI. Transition to Dissertation Chair from Program Advisor

Developing a Committee. The dissertation committee, consisting of at least five members of the graduate faculty (including one member from outside the department), shall assist the student with the preparation of the plan of study and shall guide and examine the doctoral dissertation. The student must request the appointment of this committee no later than upon completion of the first 18 semester hours of graduate courses. Any subsequent changes in the dissertation committee must be reported to The Graduate School for approval.

Selecting a Committee Chair. The student is responsible for recruiting a faculty member from the department as their committee chair. The committee chair is responsible for the student's progress from this point forward. They assist with developing the Dissertation Committee, developing and grading the Comprehensive Examination, and the development and defense of the Dissertation.

VII. Comprehensive Examination Process

The comprehensive exam process includes both a written and an oral exam. The written exam is scheduled and prepared by the committee chairperson who asks advisory committee members to assist by submitting questions in areas relevant to your program and specialization areas. The questions may cover any phase of your course work (e.g., statistics, design, methods, content knowledge) in the doctoral program, or any subject logically related and basic to your major areas of study.

Questions for the written exam can be of one or two types as developed by the committee. "Closed-book" questions require an immediate response to a question without prior knowledge of the question and without the opportunity to use external resources to respond to the question. "Take-home" questions typically allow you to work on a question over a time period decided by the committee, using whatever external resources you are able or permitted to locate. The written exam may be composed of all "closed-book" questions, a combination of "take-home" and "closed-book" questions, or all "take-home" questions.

The final answers to all questions should be given to the advisory committee within a time frame decided by the committee, and before the oral exam. The oral exam should be scheduled within one month of the written exam. Most questions focus on your responses to questions asked on the written exam, but some may focus on other areas that the committee believes to be appropriate in evaluating your competence. The complete advisory/dissertation committee must participate in the prelim oral examination and unanimous approval on both the written and oral portions of the exam is required for a pass. Oral exams will be given no more than 30 days after completion of the comprehensive written exam.

Approval may be conditional upon the satisfactory completion of additional work as may be required by the committee. If you do not pass the prelims, at least one semester must elapse before a re-examination is permitted. No more than one re-examination is allowed. When the student passes both the written and oral exams, the advisor must notify the Director of Graduate Study for the Doctoral Program, who will complete the appropriate form to notify the Graduate School.

VIII. Dissertation Development and Defense

Product Development and Delivery. The student will prepare a dissertation proposal and submit it to his/her Dissertation Committee. The proposed research should involve what the Graduate School Bulletin calls "a thorough investigation of a basic and significant problem or question within the major area of study." The completed proposed research should also be substantially original and make a contribution to an existing field of knowledge. The Dissertation will consist of two parts (e.g., two manuscripts). One is a comprehensive review paper in the area of study. The other is a data-based investigation. Both must be submitted for publication prior to the Dissertation Defense, and should follow the guidelines found in the preferred style manual for those publications.

Defense. Upon completion, the dissertation will be defended in front of the Dissertation Committee. The defense may be attended by others outside the Committee, and is considered a public event by most Universities. UNCG will advertise the defense, and members of the public may attend.

Filing of Dissertation with the Graduate School. Students are required to file their dissertation electronically with the Graduate School. See <http://www.uncg.edu/grs/current/index.html> for more information and a comprehensive guide to help students prepare their dissertation. Detailed instructions for the organization are present in the Thesis/Dissertation Guide. Links to that guide, and to the online submission web site can be found on the left side of the Web page.

IX. Appendix

- a. Graduate School Recommendation for Doctoral Advisory/Dissertation Committee Appointment Form
- b. Doctoral Plan of Study – Public Health Education (must be submitted with the Graduate School POS Signature Page)
- c. Graduate School POS Signature Page

- b. Sample Program of Study for Full-Time DrPH Students

Please note that there are additional forms available directly from the Graduate School web site at: <http://www.uncg.edu/grs/current/forms.html>. Your program committee chair (advisor) will help you with submitting the correct forms at the appropriate time.



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 1202 Spring Garden Street
 Greensboro NC 27412
 336.334.5596 Phone
 336.256.0109 Fax

**RECOMMENDATION FOR
 DOCTORAL ADVISORY/DISSERTATION COMMITTEE APPOINTMENT**

School/ Department: _____ Date: _____

Student's Name: _____ Student ID Number: _____

Address: _____ City: _____ State: _____ Zip: _____

Degree: _____ Major: _____

Tentative title of dissertation: _____

The following graduate faculty members are recommended to The Graduate School as doctoral advisory/ dissertation committee members for the above-named student and each one has agreed to assume this responsibility:

	<u>Graduate Faculty Status</u>
Chair's Signature: _____ Name: _____	MEMBER (Chair must be Graduate Faculty Member.)
Member's Signature: _____ Name: _____	MEMBER (One additional committee member must be Graduate Faculty Member.)
Member's Signature: _____ Name: _____	<input type="text"/>
Member's Signature: _____ Name: _____	<input type="text"/>
Member's Signature: _____ Name: _____	<input type="text"/>

Department Head or Director of Graduate Study: _____ Date _____

Dean, School of Education: _____ Date _____
 (required for education majors)

Approved: _____ Date _____
 Dean of The Graduate School

Original to Student File

- c: Department Head or Director of Graduate Study
- Dean (for education majors)
- Committee Chair
- Student

Committee.pdf 07/10/07

PLAN OF STUDY for the DrPH in Community Health

Student's Name: _____ ID# _____

Dept: Public Health Education Major: DrPH in Community Health

Required for Degree: UNCG 96 hours Transfer (25 hours max.) Total 72 (min.)

Course Number	Course Title	Credit Hours	Semester/Year Taken/Transfer*
Health Education/Public Health Core (24 Hours., if no MPH)			
HEA 601	Principles of Community Health Education	3	
HEA 602	Epidemiology	3	
HEA 603	Community Health Analysis	3	
HEA 604	Public Health Statistics	3	
HEA 608	Environmental Health	3	
HEA 609	Community Health Interventions	3	
HEA 625	Community Health Research and Evaluation	3	
HEA 645	Health Policy	3	
TOTAL hours		24	
Health Education/Research Core (33 cr.)			
HEA 751	Foundations of Research in Public Health Education	3	
HEA 752	Quantitative Methods in Public Health	3	
HEA 753	Qualitative Methods in Public Health	3	
HEA 755	Community Research Practicum - (3 cr. each over 4 semesters)	12	
HEA 758	Advanced Theoretical Basis for Community Health Ed	3	
HEA 759	Community Based Health Ed Research	3	
HEA 760	Teaching in Community Health Education	3	
HEA 765	Advanced Program Evaluation in Public Health Education	3	
TOTAL hours		33	
Health-related Electives (24), Minimum of 8 electives, 3 of which must be research-related (see Graduate School Bulletin for a more complete list of PHE graduate courses)			
Research Elective		3	
Research Elective		3	
Research Elective		3	
Elective		3	
Elective		3	
Elective		3	
Elective		3	
Elective		3	
TOTAL hours		24	
Dissertation (15)			
HEA 799	Dissertation	15	
TOTAL hours		15	
TOTAL		96	

***COURSES RECOMMENDED FOR TRANSFER FROM:** (Include name of institution. Attach final official transcript)

Course Number	Course Title	Credit Hours	Semester/Year Taken

(Students may transfer up to 1/3 of required credit hours (25 cr. max.) depending on the fit of the courses from another institution. Only those students who must take the 24 hours of MPH core courses would be allowed to transfer in 25 hours. Those students not required to take the MPH core courses would be allowed to transfer a maximum of 16 hours.)

COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE (include prerequisites)

Course Number	Course Title	Credit Hours	Semester/Year Taken

DISSERTATION

Course Number	Course Title	Credit Hours	Semester/Year Taken
HEA 799	Doctoral Dissertation Research	15	
HEA 803	Research Extension (if needed)	1-3	

PROVISIONAL /ADDITIONAL REQUIREMENTS

Teaching: Semester/Year/Course _____ Comprehensive Exam(s): Date/Year _____ Editorial Critiques Other
--

Student's Signature _____ Date: _____

Approved by Major Advisor/Program Committee Chair and DrPH Director of Graduate Study

Faculty Advisor: _____ Date: _____

DrPH DGS: _____ Date: _____



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DOCTORAL PLAN OF STUDY

School/Department: _____ Date: _____

Student's Name: _____ Student ID Number: _____

Degree: _____ Major: _____

This course work proposal has been approved by the following advisory/dissertation committee. Please sign below and type name under signature line:

Chair: _____
Name:

Member: _____
Name:

Member: _____
Name:

Member: _____
Name:

Member: _____
Name:

Department Head or
Director of Graduate Study: _____
Date

Dean, School of Education: _____
(required for education majors) Date

This Plan of Study is approved and will be on file in The Graduate School. Any changes made in this plan must bear signatures of all individuals listed above and must be filed with The Graduate School for approval.

When the student applies for admission to candidacy, The Graduate School will check his/her academic record against the Plan of Study before presenting the student's application to the Dean of The Graduate School or the Dean's Designee for approval.

Approved: _____
Dean of The Graduate School Date

Original to Student File

- c: Department Chair or Director of Graduate Study
- Dean (for education majors)
- Committee Chair
- Student

Doctoral POS.pdf 07/10/07



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DOCTORAL PLAN OF STUDY REVISION

School/Department: _____ Date: _____

Student's Name: _____ Student ID Number: _____

Degree: _____ Major: _____

Please justify the following additions, deletions or substitutions to the original Plan of Study (Dated _____) that are recommended to The Graduate School:

These revisions have been approved by the following advisory/dissertation committee. Please sign below, and type name under signature line:

Chair: _____
 Name: _____

Member: _____
 Name: _____

Member: _____
 Name: _____

Member: _____
 Name: _____

Member: _____
 Name: _____

Department Head or
 Director of Graduate Study: _____
 Date

Dean, School of Education: _____
 (required for education majors) Date

Approved: _____
 Dean of The Graduate School Date

- Original to Student File
 c: Department Chair or Director of Graduate Study
 Dean (for education majors)
 Committee Chair
 Student

DoctoralPOSRevision.pdf 07/10/07

***Doctor of Public Health: Program in Community Health Education
Sample Program of Study – Full-Time Student, with MPH***

YEAR 1	SUMMER	
Special August Course	*HEA 760 (3): Teaching in Community Health Education	Intensive 1 week “how to teach” course – required.
YEAR 1	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 24 Cumulative Hours: 24	HEA 751 (3): Foundations of Research HEA 755 (3): Community Research Practicum HEA 759 (3): Community-based Prevention Research	HEA 755 (3) Community Research Practicum HEA 752 (3) Quantitative Methods Elective (3) – Research or Content Elective (3) – Research or Content
YEAR 2	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 21 Cumulative Hours: 48	HEA 755 (3) Community Research Practicum HEA 758 (3) Advanced Theoretical Basis for Community Health Ed HEA 753 (3) Qualitative Methods Elective (3) – Research or Content	HEA 755 (3) Community Research Practicum HEA 765 (3) Advanced Program Evaluation Elective (3) – Research or Content
COMPREHENSIVE EXAMS**		
YEAR 3	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 12 Cumulative Hours: 60	Elective (3) – Research or Content HEA 799 (3) Dissertation Hours	Elective (3) – Research or Content HEA 799 (3) Dissertation Hours
YEAR 4	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 12 Cumulative Hours: 72	Elective (3) – Research or Content HEA 799 (3) Dissertation Hours	HEA 799 (6): Dissertation Dissertation Defense

*Special intensive 1 week of class time 3rd week of August (required); teaching practicum occurs in either the Fall or Spring semester

**Comprehensive Exam offered in Jan/August prior to the start of the semester

***Doctor of Public Health: Program in Community Health Education
Sample Program of Study – Full-Time Student, no MPH***

YEAR 1	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 24 Cumulative Hours: 24	HEA 601(3) Principles Community Health Ed HEA 603 (3) Community Health Analysis HEA 751 (3) Foundations of Research in PH Education	HEA 602 (3) Epidemiology HEA 609 (3) Community Health Interventions HEA 755 (3) Community Research Practicum HEA 752 (3) Quantitative Methods
YEAR 2	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 24 Cumulative Hours: 48	HEA 604 (3) Public Health Statistics HEA 608 (3) Environmental Health HEA 755 (3) Community Research Practicum HEA 758 (3) Advanced Theoretical Basis for Community Health Ed	HEA 645 (3) Health Policy HEA 755 (3) Community Research Practicum Elective (3) – Research or Content
YEAR 3	FALL SEMESTER	SPRING SEMESTER
Hrs for Year: 24 Cumulative Hrs: 72	HEA 625 (3) Community Health Research and Evaluation HEA 760 (3) Teaching in Community Health Ed* HEA 759 (3) Community-based Prevention Research HEA 753 (3) Qualitative Methods	HEA 765 (3) Advanced Program Evaluation Elective (3) – Research or Content Elective (3) – Research or Content Elective (3) – Research or Content
COMPREHENSIVE EXAMS		
YEAR 4	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 12 Cumulative Hours: 84	Elective (3) – Research or Content Elective (3) – Research or Content	Elective (3) – Research or Content HEA 799 (3) Dissertation Hours
YEAR 5	FALL SEMESTER	SPRING SEMESTER
Hours for Year: 12 Cumulative Hours: 96	HEA 799 (3) Dissertation Hours	HEA 799 (6): Dissertation Dissertation Defense

*Special intensive 1 week of class time 3rd week of August (required); teaching practicum occurs in either the Fall or Spring semester

**Comprehensive Exam offered in Jan/August prior to the start of the semester

**Appendix A: Health Education and Health Promotion
Journals and Professional Associations**

Health Education and Health Promotion Journals and Links:

American Journal of Health Education

American Journal of Health Behavior

American Journal of Health Promotion

American Journal of Health Studies

Health Education and Behavior

Health Promotion Practice

Journal of School Health

Journal of the American College Health Association

Journal of Public Health

Health Education Professional Associations:

Society for Public Health Education

American Association for Health Education

American Public Health Association

American School Health Association

American College Health Association

American Academy of Health Behavior

Appendix B: DrPH Program Reading List

Books

1. *Planning, Implementing and Evaluating Health Promotion Programs* (McKenzie and Smeltzer)
2. *Health Behavior and Health Education* (Glanz)
3. *Health Promotion Planning* (Green and Kreuter)
4. *Health Education Evaluation and Measurement* (McDermott and Sarvela)
5. *Designing Health Messages* (Maibach and Parrott)
6. *Principles and Foundations of Health Education and Promotion* (Cottrell, Girvan & McKenzie)

Journal Articles

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- American Association for Health Education. (1998). A point of view for health education. (Position Statement adopted in 1998).
- Becker, M.H. (1986). The tyranny of health promotion. *Public Health Reviews*, 14, 15-25.
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- Cleary, H. (Fall 1997). The credentialing of health educators: Historical account 1970-1990. *CHES Bulletin*, 53-57.
- Cowdery, J., Konkell, J., & Wildenhaus, K. (2002). The emerging use of tailoring in health promotion. *The Art of Health Promotion*, 6(1), 1-12.
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Government Documents

ATSDR: A Primer on Health Risk Communication Principles and Practices

Making Health Communication Programs Work

Health Promotion in Diverse Cultural Communities

Guidelines for Effective School Health Education to Prevent the Spread of AIDS

National Action Plan for Comprehensive School Health Education: Phoenix, Arizona Document

Report of the 2000 Joint Committee on Health Education and Promotion Terminology

The Health Education Profession in the 21st Century

Strengthening Health Education for the 1990s

Health Network Models for Success

Theory at a Glance: A guide for Health Promotion Practice

Healthy People 2000, 2010

Health is Academic

A Framework for the Development of Competency Based Curricula for Entry Level Health Educators

National Health Education Standards: Achieving Health Literacy

Making Your Workplace Smokefree: A Decision Makers Guide