School of Public Health
Doctor of Public Health Degree
Student Handbook

2017-2019
# JACKSON STATE UNIVERSITY
## SCHOOL OF PUBLIC HEALTH

# Doctor of Public Health Degree Program
## Student Handbook

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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 School of Public Health

Jackson State University is in the forefront of state institutions of higher learning in expanding its graduate degree offerings. The master’s degree in public health, the master’s and doctoral degrees in social work, the master’s and doctoral degrees in urban and regional planning, the doctor of business administration and chemistry, 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, urban and regional planning, and business 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 is 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 offers the first and only Doctor of Public Health (DrPH) Degree Program in Mississippi and includes undergraduate degrees in Healthcare Administration, Communicative Disorders and graduate degrees in Public Health (MPH) and Communicative Disorders.

The School of Public Health at Jackson State University is dedicated to providing quality undergraduate and graduate instruction, scientific inquiry and service. It 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. Additionally, the Doctor of Public Health (DrPH) and Master of Public Health Degree Program is accredited by the Council on Education for Public Health (CEPH), the official body responsible for accrediting programs and schools of public health. The DrPH and MPH program was initially accredited by the 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.
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 School of Public Health, 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**
The 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 School of Public Health is housed at the Jackson Medical Mall, 350 West Woodrow Wilson, Jackson, MS. The School Dean, departmental offices, core faculty, and Health Sciences Library 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 School of Public Health.

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

Leadership for optimal public health is the central vision for the School of Public Health.

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 School of Public Health 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 School of Public Health and are implicit in the mission statement as they permeate the School’s 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 School of Public Health’s commitment to excellence and a nurturing environment can be seen in the manner in which the School 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 School, faculty and staff receives quality feedback via SIRS, graduating students’ exit interviews and alumni surveys and conforms 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 School of Public Health has 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 School of Public Health. Social justice is also evident in virtually every aspect of the School’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 PROGRAM

The Doctor of Public Health (DrPH) Degree is the terminal professional degree offered by the School of Public Health. Jackson State University’s School of Public Health DrPH Degree Program 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 School of Public Health DrPH Program 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 Degree Program must apply and be admitted for Graduate studies at Jackson State University as well as to the School of Public Health Doctor of Public Health 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.
- 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 five core areas courses of public health (health behavior [PHS 501], health policy management [PHS 502], biostatistics [PHS 503], environmental health [PHS 504], and epidemiology [PHS 505]).

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

- A master's degree from an accredited college or university.
- 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.
- 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 steering 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 can 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.

SECTION III DrPH PROGRAM

A. DrPH PROGRAM CONCENTRATIONS

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

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

Epidemiology and Biostatistics – 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:

<table>
<thead>
<tr>
<th>Competency</th>
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<td><strong>Data and Analysis</strong></td>
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| 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 Methods |
<table>
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<tr>
<th>Competency</th>
<th>*Course number(s) and names</th>
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| 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 Methods |
| 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 | PHS 702 - Disease Pathogenesis and Behavioral Risk Factors  
PHS 703 - Designing Research Studies on Minorities and Special Populations  
PHS 704 - Survey and Qualitative Research Methods  
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 - Integrative Learning Experience (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 Methods  
PHS 705 - Advocacy and Public Health Policies  
PHS 706 - Principles of Environmental and Occupational Health |
| 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 – Integrative Learning Experience (Community Research Practicum) |
| Create strategic plans                                                     | PPA 709 Seminar in Leadership  
PHS 750 – Integrative Learning Experience (Community Research Practicum) |
<p>| Facilitate shared decision making through negotiation and consensus-building methods | PPA 709 Seminar in Leadership |
| Create organizational change strategies                                   | PPA 709 - Seminar in Leadership |</p>
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<tr>
<th>Competency</th>
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<tr>
<td>Propose strategies to promote inclusion and equity within public health</td>
<td>PHS 703 Designing Research Studies on Minorities and Special Populations</td>
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<tr>
<td>programs, policies and systems</td>
<td>PHS 705 - Advocacy and Public Health Policies</td>
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<tr>
<td></td>
<td>PPAD 709 - Seminar in Leadership</td>
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<td>Assess one’s own strengths and weaknesses in leadership capacities,</td>
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<td>including cultural proficiency</td>
<td>PPA 709 - Seminar in Leadership</td>
</tr>
<tr>
<td>Propose human, fiscal and other resources to achieve a strategic goal</td>
<td>PHS 705 - Advocacy and Public Health Policies</td>
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<td></td>
<td>PPAD 709 - Seminar in Leadership</td>
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<td></td>
<td>PHS 750 – Integrative Learning Experience</td>
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<td></td>
<td>(Community Research Practicum)</td>
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<tr>
<td>Cultivate new resources and revenue streams to achieve a strategic goal</td>
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**Policy and Programs**

<p>| 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 Methods                                           |
|                                                                          | PHS 705 - Advocacy and Public Health Policies                                              |
|                                                                          | PHS 706 - Principles of Environmental and Occupational Health.                             |
| 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 Methods                                           |
|                                                                          | PHS 705 - Advocacy and Public Health Policies                                              |
|                                                                          | PHS 706 - Principles of Environmental and Occupational Health.                             |
| Propose interprofessional 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 Methods                                           |
|                                                                          | PHS 705 - Advocacy and Public Health Policies                                              |</p>
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<td>PHS 706 - Principles of Environmental and Occupational Health</td>
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<td><strong>Education and Workforce Development</strong></td>
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<tr>
<td>Assess an audience’s knowledge and learning needs</td>
<td>PHS 703 - Designing Research Studies on Minorities and Special Populations</td>
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<td></td>
<td>PHS 704 - Survey and Qualitative Research Methods</td>
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<tr>
<td>Deliver training or educational experiences that promote learning in</td>
<td>PHS 750 – Integrative Learning Experience (Community Research Practicum)</td>
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<td>academic, organizational and community settings</td>
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<td>Use best practice modalities in pedagogical practices</td>
<td>PHS 701 - Advanced Biostatistics and Computer Science Applications</td>
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<td>PHS 702 - Disease Pathogenesis and Behavioral Risk Factors</td>
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<td>PHS 706 - Principles of Environmental and Occupational Health</td>
</tr>
</tbody>
</table>
Additionally, DrPH students acquire *discipline-specific competences* that are identified in three specializations as identified below:

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

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

### Competencies for the DrPH in Health Policy and Management Concentration

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and implement strategic planning processes based on internal and external environmental research for health programs and services</td>
<td>PHPM 711: Strategic Leadership in Management of Human Resources</td>
</tr>
<tr>
<td>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</td>
<td>PHPM 712: Public Health Economics PHPM 715: Decision</td>
</tr>
</tbody>
</table>
### Competencies for the DrPH in Health Policy and Management Concentration

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modeling</strong></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>PHPM 713: Analysis of Health Legislation and Regulations</td>
</tr>
<tr>
<td>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</td>
<td>PHPM 714: Evaluation of Performance and Quality of Health Service Organizations</td>
</tr>
<tr>
<td>Develop skilled teams and capacity-building strategies at the individual, organizational and community level to improve health</td>
<td>PHPM 716 Administration of Integrated Health and Hospital Systems</td>
</tr>
<tr>
<td>Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques at the individual, community and organizational levels</td>
<td></td>
</tr>
<tr>
<td>Develop collaborative partnerships with communities, policy makers and other stakeholders, create a shared vision, and effectively articulate this vision</td>
<td>PHPM 717: Managed Care Networks in Public Health</td>
</tr>
</tbody>
</table>

### Competencies for DrPH in the Epidemiology Concentration

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
</tr>
</thead>
</table>
| Communicate epidemiologic research findings to scientific and nonscientific community through conference presentations, proposal writing and published articles | PHEP 711 Behavioral and Psychosocial Epidemiology  
 PHEP 712 Clinical Trials and Interventional Study Designs  
 PHEP 713 Infectious Disease Epidemiology  
 PHEP 714 Nutrition and Genetic Epidemiology  
 PHEP 717 Environmental Epidemiology |

### Competencies for DrPH in the Epidemiology Concentration

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
</tr>
</thead>
</table>
| Describe the surveillance system and screening program and role/application in outbreak investigation and prevention and control of chronic disease | PHEP 713 Infectious Disease Epidemiology  
                                                                                                                                  | PHEP 714 Nutrition and Genetic Epidemiology  
                                                                                                                                  | PHEP 717 Environmental Epidemiology                                                  |
| Critically review and interpret public health and other scientific literature | PHEP 711 Behavioral and Psychosocial Epidemiology  
                                                                                                                                  | PHEP 712 Clinical Trials and Interventional Study Designs  
                                                                                                                                  | PHEP 714 Nutrition and Genetic Epidemiology                                           |
| Demonstrate knowledge translating epidemiologic quantitative research into various statistical models for critical analysis | PHBI 711 Categorical Data Analysis  
                                                                                                                                  | PHEP 712 Clinical Trials and Interventional Study Designs  
                                                                                                                                  | PHBI 712 Multivariate Analysis I  
                                                                                                                                  | PHBI 713 Multivariate Analysis II                                                    |
| Explain the multiple determinants of chronic disease and demonstrate knowledge of prevention at community, state and country level | PHEP 717 Environmental Epidemiology                                                                                       |
| Utilize information technology tools, which are critical to epidemiologic data management and analysis (Access, SPSS, SAS and GIS) | PHEP 712 Clinical Trials and Interventional Study Designs  
                                                                                                                                  | PHBI 712 Multivariate Analysis I  
                                                                                                                                  | PHBI 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 | PHEP 712 Clinical Trials and Interventional Study Designs  
                                                                                                                                  | PHEP 717 Environmental Epidemiology                                                                                       |
C. DOCTOR OF PUBLIC HEALTH CURRICULUM

<table>
<thead>
<tr>
<th>Doctor of Public Health Curriculum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Core Courses</td>
<td>21</td>
</tr>
<tr>
<td>Required Concentration Courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Community Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation (minimum 15 hours)</td>
<td>15</td>
</tr>
<tr>
<td>Total minimum</td>
<td>60</td>
</tr>
</tbody>
</table>

Course Requirements for the DrPH

The curriculum is divided into advanced core courses (21 credit hours), concentration courses (15 credit hours), electives (6 credit hours), a community research practicum (3 credit hours), and a dissertation (minimum 15 credit hours). Advanced core courses are required for each concentration, as well as courses specific to each concentration. Electives expand the student’s focus within a specific concentration. Electives may be selected from other disciplines, including non-public health degree programs, but should be related to the concentration of interest and be approved by the student’s academic advisor.

Students are expected to declare their chosen concentration at the time of admission to the program. Students with an MPH or master’s degree in a public health-related discipline are encouraged to select electives that are consistent with the student’s area of concentration. 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 F which demonstrate a plan for course completion over five semesters. 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 research issues pertinent to a given concentration and allow students to develop insights in planning their dissertation topic or research question. 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 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**
A student has seven (7) years from the initial semester of enrollment to complete all requirements for the DrPH degree. Failure to satisfy all requirements during this period may result in suspension up to dismissal.

**Advanced Core Courses**

<table>
<thead>
<tr>
<th>AREAS AND COURSE TITLES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Core Courses</strong></td>
<td>21</td>
</tr>
<tr>
<td>PHS 701 Advanced Biostatistics and Computer Science Applications</td>
<td>3</td>
</tr>
<tr>
<td>PHS 702 Disease Pathogenesis and Behavioral Risk Factors</td>
<td>3</td>
</tr>
<tr>
<td>PHS 703 Designing Research Studies on Minorities and Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>PHS 704 Survey and Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHS 705 Advocacy and Public Health Policies</td>
<td>3</td>
</tr>
<tr>
<td>PHS 706 Principles of Environmental &amp; Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>PHS 711–713 Advanced Biostatistics Laboratory (I–III)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Concentration Courses</strong></td>
<td>15</td>
</tr>
<tr>
<td>Required Courses (See Specific Concentrations Below)</td>
<td>15</td>
</tr>
<tr>
<td>Electives (Related to the concentration)</td>
<td>6</td>
</tr>
<tr>
<td>Integrative Learning Experience (Community Research Practicum)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Dissertation</strong> (minimum 15 credit hours)</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>45 credit hours + dissertation = 60</td>
</tr>
</tbody>
</table>

**Specialization**
The following are the required concentration courses for Behavioral & Environmental Health:

<table>
<thead>
<tr>
<th>REQUIRED CONCENTRATION COURSES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral &amp; Environmental Health</td>
<td>15</td>
</tr>
<tr>
<td>PHBS 711 Theories and Scientific Principles for Health Promotion and Education</td>
<td>3</td>
</tr>
<tr>
<td>PHBS 712 Behavioral and Psychosocial Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHBS 713 Qualitative Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
(Two of the following)
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 & Biostatistics:

<table>
<thead>
<tr>
<th>REQUIRED CONCENTRATION COURSES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology &amp; Biostatistics</td>
<td>15</td>
</tr>
<tr>
<td>PHBI 711 Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 711 Behavioral and Psychosocial Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 712 Clinical Trials and Interventional Study Designs</td>
<td>3</td>
</tr>
<tr>
<td>(Two of the following)</td>
<td></td>
</tr>
<tr>
<td>PHBI 712 Multivariate Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 713 Infectious Disease Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 714 Nutrition and Genetic Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 717 Environmental Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>REQUIRED CONCENTRATION COURSES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Policy and Management</td>
<td>15</td>
</tr>
<tr>
<td>PHPM 711 Strategic Leadership in Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>PHPM 712 Public Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>PHPM 713 Analysis of Health Legislation and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>(Two of the following)</td>
<td></td>
</tr>
<tr>
<td>PHPM 714 Evaluation of Performance and Quality of Health Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PHPM 715 Decision Modeling</td>
<td>3</td>
</tr>
<tr>
<td>PHPM 716 Administration of Integrated Health and Hospital Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHPM 717 Managed Care Networks and Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

“( )”- Indicates courses from other disciplines or schools.

Additional Program Requirements

**Integrative Learning Experience (Community Research Practicum):** Students must spend a minimum of 100 clock hours per semester (three consecutive semesters for a total 300 clock hours) in the community health research practicum. The research begins in the early part of the second year of enrollment and requires three continuous, one-semester hour courses that culminate during the final semester in a written and oral presentation. Preparation of manuscript suitable for submission to a refereed journal is required to complete the third course. The Field Placement Coordinator is primarily responsible for identify
internship/practicum sites, and facilitating the student placement. Students are required to meet with the Field Coordinator to discuss their practicum-related interest and prospective placement during the 2nd semester in the Program.

**Comprehensive Examination:** Candidacy for the DrPH degree involves taking and passing a written comprehensive examination. The purpose of the comprehensive examination is to evaluate the student’s ability to synthesize information related to general public health knowledge and research methodology. This is a two-part examination: part I covers the core foundational courses competencies, and part II covers the concentration-specific courses competencies. Students are expected to take the comprehensive examination within or by the end of one academic year after completing all course work. Failure to take the examination after one academic year after completing all course work will result in disciplinary action up to dismissal from the program.

The student will be graded pass/fail on each part of the exam and have two opportunities to successfully pass each part of the examination. Failure on either part will result in a grade of failure on the examination. At least 80% on each part of the examination is required for a grade of pass. All students who fail both or any part of the examination must repeat the examination the following next testing date(s). If the student does not pass the second time he/she is subject to dismissed from the program. The comprehensive examination must be taken and passed prior to approval of the student’s dissertation prospectus.

**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 successful 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 six core courses and three credit hour Advanced Biostatistics Laboratory (I-III) courses 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 courses in the various 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 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 711) 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 on 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 711-712-713 Advanced Biostatistics Lab I, II, and III** (1 Hour per lab course) These laboratory courses accompany the Advanced Biostatistics and Computer Applications courses. The computer laboratory courses provide practical experience with the computer software programs discussed in the class. The biostatistics course (PHS 701) and Lab I must be taken at the same time. Lab II and Lab III are taken during the following semesters. Each lab course is a one-hour credit.

**PHS 750 Integrative Learning Experience/Community Research Practicum** (3 hours – 1 hr. per semester) This is 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 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.

**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 provides 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.

**PHBS 714/PHEP 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 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 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 Analysis 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 Analysis II (3 Hours) 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 provide 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 provides pragmatic experiences in methods, concepts, and trends of health informatics for application to public health and population health management. The course familiarizes students with quantitative approaches that can be used to problems in public sector management. Utilizing case studies, students will gain pragmatic insight on the impact of information systems in decision-making, collaboration, and maintaining business relationships. Appropriate application software will be used to analyze cases and complete a class project.

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 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.

**PHPM 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.

**PHPM 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.

**E. INTEGRATIVE LEARNING EXPERIENCE/COMMUNITY RESEARCH PRACTICUM (PHS 750)**

Students participate in a supervised community-oriented service or practice to gain first-hand knowledge of community issues and decision-making processes. During this experience, the student develops a research agenda relevant to community needs and/or practices. This agenda can form the basis of the DrPH dissertation. Students are required to register for the 1-credit hour practicum during the third semester and maintain enrollment for three consecutive semesters. The third semester culminates in an oral presentation and in the preparation of a paper of publishable quality.

Depending on the student’s interest, the practicum may be carried out in governmental or non-governmental public health agencies, health institutes, or academic units and programs of public health. The experience is intended to provide in-depth experience at mid- to upper-level administrative levels in public health. This is a specific undertaking, such as an assignment by a practicing public health professional, designed to provide broad, practical and new experiences in an area relevant to the student's future career. The field experience could address needs assessment, program planning, policy analysis, program management, and evaluation and/or surveillance activities within a public health setting.

The experience can relate to the student's dissertation interest and is selected jointly by the student and his or her academic advisor. The Field Coordinator shall identify and assist the student in selecting the field practicum site and program and ensures the quality and adequacy
of both the program and its on-site supervision by local staff. An explicit agreement on the planned activities must be achieved and formalized in a letter of agreement among the student, the advisor, the Field Placement Coordinator, and the agency.

The practicum begins in the third semester of enrollment and doctoral level courses and culminates after student has completed 3 semesters. Following successful completion of the third semester, a written and oral presentation on the project is done in the following semester (usually Fall) and should be suitable for submission to a refereed journal.

**FORM A – Commitment to Undertake the Community Health Research Practicum, PHS – 750**

This required form should be completed by the student and his or her academic advisor in the semester prior to starting the practicum. Students meet with their advisor to discuss appropriate practicum placements and to review pre-approved sites. The completed Form A indicates that this process has been accomplished. Student then makes an appointment to meet with the Field Placement Coordinator to discuss the placement process.

**FORM B – Documentation of Practicum Goals and Objectives**

Form B indicating agreed practicum goals and objectives for the semester must be completed at the start of the semester, prior to enrollment in the practicum course. It should be signed by the student, the preceptor, and Field Placement Coordinator, and returned to the office of Field Placement.

**Supplemental Course Work**

Supplemental course work may be required for the practicum, if recommended by the preceptor or faculty advisor.

**Oral and Written Presentation on the Practicum Experience**

The practicum culminates in an oral and written presentation. In addition to an oral presentation at a research colloquium, a paper should be prepared that is suitable for submission to a refereed journal.

A report is also due at the end of each semester of the practicum, documenting goals and objectives, hours in residency, and evaluation by preceptors, to be submitted to the Field Placement Coordinator.
Review and Grading Process

Each semester, the preceptor completes an evaluation form on the student and a written statement that includes an IP letter grade. This grade continues until the student has completed the third consecutive semester, at which time a letter grade will be assigned utilizing the Final Grade Form (FORM C). The evaluation forms, written statement of letter grade, and FORM C are submitted, along with the student’s final report, to the Field Placement Coordinator. This information is reviewed by the Field Placement Coordinator and then forwarded to the student’s Academic Advisor, who in turn reviews all materials and submits the final grade. All materials from student placements are kept on file in the Office of Field Placement. Students and preceptors may contact the Field Placement Coordinator for additional information, guidance, or clarification regarding any items pertinent to practicum-related contained in this handbook.

Responsibilities of Students in the Community Health Research Practicum

Students must:
Observe strict confidentiality of all information (students are forbidden to discuss any information relative to the organization, its customers, or others, without authorization).
Conduct themselves in a professional manner at all times in the presence of personnel, patients, customers, clients, families, visitors, or other guests of the organization.
Conform to the general policies, procedures, rules, and regulations of the organization in the same manner as all other personnel.
Not interfere with the operations of the organization.
Within the realm of reasonable, ethical, and legal standards, follow the directions of the preceptor or the preceptor’s designee at all times in matters pertaining to the organization.
Perform effectively and efficiently all tasks and activities assigned to them, continually seek better ways of applying themselves, and exhibit a cooperative attitude.
Submit monthly reports.
Seek the advice, counseling, and guidance of the preceptor and others assigned as the student’s supervisor.
Remember that all paperwork submitted to the Field Placement Coordinator must be signed by the preceptor before submission.
Report to their practicum site on all assigned days

Responsibilities of Preceptors

Preceptors are responsible for:
Planning, coordinating, and scheduling activities for the Community Health Research Practicum, in consultation with the student (the plan of goals, objectives and activities should be forwarded to the Office of Field Placement no later than the second week of the semester).
Initializing all student assignments and reports prior to being sent to the Coordinator.

Evaluating the student performance and informing student of strengths and weaknesses, identifying problem areas, and modifying the outlined program to reflect changes and specific needs of the student and the organization.

Verifying student’s competence relative to required tasks and activities by reviewing performance and completion of tasks and activities by observation and discussion or written tests.

Completing and submitting an evaluation of the students at the completion of the Community Health Research Practicum (the student should provide the preceptor with appropriate copies of the evaluation form).

Meeting with the students regularly on a specified schedule.

Site Affiliation Agreements

Field Placement Coordinator must arrange a written agreement (memorandum of understanding—MOU) that includes appropriate covenants of obligation between the Public Health Program and the Agency regarding the Community Health Research Practicum placement must be completed prior to the student being placed with the agency.

A contract will be initiated and signed by the appropriate University signing officials and sent to the agency for signature. Two original copies of the affiliation agreement must be signed, one for the Agency, the other for the Public Health Program’s Field Placement Coordinator.

Documentation regarding Preceptors

The preceptor’s name, title, position, and resume/curriculum vitae should be on file with the Field Placement Coordinator by the start of the placement.

Site Visits

The Field Placement Coordinator, academic advisor, or other representative of the Public Health Program may schedule an unannounced site visit to confer with student and preceptor. Site visits address topics related to the evaluation of the student’s performance, his or her suitability for desired career objectives and recommendations, and discussion on the student or the placement.

Program Parameters

The Community Health Research Practicum requires students to register for PHS-750 for each of three consecutive semesters, beginning in the second semester. Students may be required to complete additional hours, as specified by the preceptor or academic advisor, in order to optimize the learning and/or operational experience. Program opportunities may include:
o Direct interaction with stakeholders of the organization, such as clients, patients, employees, vendors, suppliers, or families.

o Contact with personnel in all departments.

o Involvement with the owners or governing body of the organization.

o Exposure to environmental assessment, marketing and planning.

o Exposure to organizational policies and procedures.

o Community involvement and professional development, including seminars, conferences, meetings, and professional association activities.

o Special assignments, projects, research, and studies.

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 DrPH Dissertation

Students proceed to the DrPH dissertation based on satisfactory completion of required coursework and with a satisfactory score on the Graduate Comprehensive Examination. Students must consult with 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. 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. 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 Prospectus**
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 Doctoral 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 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 obtain from the Division of Graduate Studies a copy of the 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/](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 and the School of Public Health 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 must be completed by the academic advisor and student in the first semester.

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 deficiency must be removed and the grade changed by the instructor within the first six weeks of the next school term in which the student is enrolled. When 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 or I/B). 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.

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 required approval of 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 withdrawal form must be completed by the student and submitted to the Office of the Vice-President for Student Affairs. A student who officially withdraws from the DrPH Program may request a proportionate refund of any fees paid based on the time of withdrawal from the beginning of the semester in accordance with University policy.

F.  TIME LIMIT TO COMPLETE THE DrPH DEGREE

The maximum time permitted to complete the DrPH degree is six years for students with an MPH degree or its equivalent and requisite background experience, and seven years for those entering without an MPH degree. The maximum time may be extended in unusual circumstances, upon written request to the Department Chair. The progress of doctoral degree candidates is reviewed annually by the academic advisor and department, 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 FORMS FOR MATRICULATION

The Division of Graduate Studies at Jackson State University has developed forms to be completed by graduate degree candidates. Each form must be completed under the direction of the student’s faculty advisor. It is important that students keep copies of these forms and have them available for Program, School, and University clearance.

Degree Plan (Degree Audit or Form I). It serves as a checklist for the candidate outlining the courses they must complete to earn the DrPH degree. DrPH Program students are required to complete the Degree Plan with their academic advisor, in their first semester. (APPENDIX A)

Application for Graduate Degree Candidacy (Form II) is the petition for graduate degree candidacy. This application is filed after completion of 80% of 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 B)

Graduate Area Comprehensive Examination (GACE) Application. This application is filed after completing 80% of required graduate coursework (all core, concentration and elective courses) with a 3.0 grade point average. The student must be registered for at least one credit hour in the semester in which the examination will be given. An audited course will not meet this requirement. After the student successfully pass the Graduate Area Examination, the student will complete the Application for Degree Candidacy form at which time his /her dissertation committee is formulated. (APPENDIX C)


Online Graduation Clearance. This process is to be completed prior to commencement. Student must go into JSU PAWS to start this process. See http://www.jsums.edu

Graduate forms http://www.jsums.edu/graduateschool/graduate-forms/

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
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 discussion of opportunities for collaboration on research, professional presentations, or workshops. 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. At the end of the session, the student, faculty, and departmental chair should receive and maintain a copy of the report for their records. (APPENDIX E)

I. EXIT INTERVIEW REQUIREMENT FOR GRADUATION CLEARANCE

Candidates for graduation are required to have an exit interview with the Department Chair and a faculty representative. This is to:

Ensure that candidates have met all requirements for graduation and understand procedures for graduation clearance (e.g., completion of Form IV and payment of graduation fees);
Facilitate a dialogue with students regarding their experiences in the DrPH Program, complete an evaluation of the Public Health Program, and discuss their future professional plans; and
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.

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.

**N. AREA COMPREHENSIVE EXAMINATION**

Students are required to pass a two-part (part I – core courses; and part II – concentration-specific courses) area comprehensive examination administered by the DrPH Program as a prerequisite for graduation clearance. Students must file an application to take the comprehensive examination by the date indicated in the Graduate Catalog. The first qualification requirement for the comprehensive examination is a 3.0 cumulative grade point average at the beginning of the semester in which the examination will be administered. The second requirement is that students must have completed 80% of required graduate course work (*all core, concentration and elective courses*). The student must be registered for at least one credit hour in the semester in which the examination will be taken. An audited course will not meet this requirement.

Students are required to take the examination within or no later than by the end of one year after completion of all coursework. Failure to take the examination accordingly will result in failure to make satisfactory progress in the program and dismissal from the public health program.

Students who do not pass the examination may not retake it until the following semester. A composite score of (part I and part II) 80% or more is required to pass the Graduate Area Comprehensive Examination. If the composite score of part I and part II is below 80%; however, the score for one part (e.g., part I) is at least 80%, then the student will not have to retake this part. Students with such status will have to retake the part with below 80% score the next testing date. Should the student fail to score 80% or more in the 2nd attempt, for both parts he/she will be dismissed from the program. The student can petition to the School Dean to take
the exam a 3rd time. If student fail the 3rd attempt he/she will be dismissed from the program. The Graduate Area Comprehensive Examination is given twice a year (Fall and Spring).

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 Procedure).

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 101-225), 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 DISABILITY SERVICES

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.
Appendix A

Jackson State University.........On-Line Graduate Degree Plan
Questions? Click here if you are: Master's, Ed. Specialist, or Doctoral Student.

Full Legal Name:

JSU ID: J

Current Address:

City, State, Zip:

E-mail Address:

Home Phone: Work Phone:

Degree:

Major: select 1

<table>
<thead>
<tr>
<th>Section I. COMPLETE LISTING OF COURSES REQUIRED IN DEGREE PROGRAM</th>
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<tbody>
<tr>
<td>Dept.</td>
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</tbody>
</table>
Transfer Courses

Please attach the "Request Transfer Credit" Form and an official transcript from the institution(s) concerned to support this request.

(If the "Request for Transfer of Credit" is not attached, this form will be returned).

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Institution</th>
<th>Sem. Hrs.</th>
<th>Grade</th>
<th>Year</th>
</tr>
</thead>
</table>
TOTAL HOURS REQUIRED FOR DEGREE PROGRAM:

Signature of Student: ____________________________________ Date: ______________

Section II. Acceptance by Department/Program and College (Please attach a current "Degree Evaluation"). We have reviewed the requirements of the department/program and the Division of Graduate Studies and recommend the acceptance of this degree plan. (Please sign and date).

Major Advisor: __________________________________________

Department Chair/Program Director: ____________________________

Academic College Dean: ____________________________

Section III. For the Division of Graduate Studies: A copy of this form may be sent to the Division of Graduate after approval by the Academic College Dean.

Revised July 2008
APPENDIX B

Jackson State University - Division of Graduate Studies

Application for Admission to Graduate Degree Candidacy: Doctoral

Directions: On-line directions are found in "CyberOrientation". Click here: Doctoral Information.

Please submit three (3) copies of form (one original and two copies) to the Division of Graduate Studies.

Section 1. To be completed by the student. Complete the "typed" section prior to printing and obtaining the required signatures.

Name: _________________________  JSU ID No. _________________________
Street, Apt. No.
City, State, Zip.
Home/Cell Telephone:
E-mail:
Degree and Major:
Select one

Expected Date of Graduation: Year: ______ Semester: ______
Signature of Student/Date: ___________________________ /____

Title of Dissertation: ___________________________

Section 2. Committee Approval
We have read this proposal for significance, methodology, sources of data, compliance with IRB/IACUC regulations and recommend its acceptance. We agree to serve on this committee in accordance with the policies of the department/program, college, and Division of Graduate Studies. Note: The Dissertation Committee must be formed at this time.

Signatures
Committee Chair/Date
Name Typed: _________________________
Committee Member/Date
Name Typed: _________________________
Committee Member/Date
Name Typed: _________________________
Committee Member/Date
Name Typed: _________________________
Committee Member/Date
Name Typed: _________________________
Committee Member/Date
Name Typed: _________________________
Committee Member/Date
Name Typed: _________________________

External Committee Chair/Date
Name Typed: _________________________
External Committee Member/Date
Name Typed: _________________________
External Committee Member/Date
Name Typed: _________________________
External Committee Member/Date
Name Typed: _________________________

Section 3. Certification and Recommendation of the Department/Program and College.
We have examined the entire graduate record of the student named above. The department/program grade point average
(GPA) has been maintained on the graduate record. All requirements for degree candidacy of the department/program, school, college and the Division of Graduate Studies have been met. (Please attach a current Degree Evaluation)

We recommend that this student be admitted to candidacy for the degree indicated. (Please sign and date).

Major
Advisor:_________________________ / _____

Graduate
Program Director: _______________________ / _____

Department Chair: ______________________ / _____

Academic
College Dean: ___________________________ / _____

Section 4. Accepted for the Graduate Council.

Graduate Dean: ___________________________ / _____

Effective: January 2008, supercedes Forms A and II.
APPENDIX C

Jackson State University
The Division of Graduate Studies
APPLICATION FOR THE GRADUATE AREA COMPREHENSIVE EXAMINATION

Directions: Please complete Part I and have your advisor and department chair approve your application by affixing his/her signature to it. Return the completed application to the Division of Graduate Studies on or before the deadline date specified in the Graduate Calendar. Use this opportunity to confer with your advisor about the content of your examination which should be individualized, personalized, and based upon your course of study. (See procedures below.)

Part I. To be completed by the student.
Name: ____________________________ JSU Id No. J __________________________
Address: __________________________ City/State/Zip: __________________________
Telephone: __________________________ E-Mail: __________________________
Advisor: __________________________ Hours earned: _______ # Times this examination taken 0 ______
Current Level: Doctoral ☐ Specialist ☐ Masters ☐
Major: __________________________ Desired Examination Date*: __________________________

*If you fail to take the examination on this date, you MUST RE-APPLY by the deadline to take it on a subsequent test date.

Signature: __________________________ Date: ______________

Part II. To be completed by the advisor.
The advisor verifies:
1. The student has been officially admitted to the program. Yes: ______ No: ______
2. The student has passed the Graduate English Competency Examination or passed English 500. Yes: ______ No: ______
3. The student has been declared a Candidate for Graduate Degree. Yes: ______ No: ______
4. The student's GPA is: ______
5. The student is eligible to take the Graduate Area Comprehensive Examination on __________________________

Advisor's Signature: __________________________ Date: __________________________

Name Typed: __________________________

Part III.
I have reviewed the requirements of the department/program and verify this student is eligible to take the Graduate Area Comprehensive Examination.
Department Chair/Program Director: __________________________ Date: __________________________

Name Typed: __________________________

Accepted for the Graduate Council.
Graduate Dean: __________________________ Date: __________________________
Eligibility

Master-level
1. Completion of 24 semester hours of graduate coursework with a 3.0 grade point average
2. Successful completion of Graduate English Competency Examination (GECE)

Specialist-level
1. Completion of 24 semester hours of graduate coursework with a 3.0 grade point average

Doctoral-level
1. Completion of 80% of required graduate coursework with the appropriate grade point average

- Students may not appear 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 in the semester in which the examination will be taken.
- Audited courses will not meet this requirement. The Graduate Comprehensive Examination is generally dated are set three times a year, Fall, Spring, and Summer by the Dean of the Division of Graduate Studies.
- Students are permitted to take the Comprehensive Examination a maximum of two (2) times: if the student fails the second time, the student must petition the Academic College Dean for permission to take the examination a third time. Once permission is granted, students then register with the assigned advisor or department chair to take this examination.
- Students should consult with department chairs or academic dean for specific departmental school and college requirements and number of examinations offered per year.

Procedures

- Students must pick up an application in the Division of Graduate Studies or their respective Department.
- The student completes the application and meets with their advisor for review and approval.
- Prior to approval, the advisor must verify that all requirements specified in Part II have been completed.
- The advisor signs the application granting approval for the student to take the comprehensive examination.
- The Department Chair signs the form granting departmental approval for the student to take the comprehensive examination.
- The student brings the approved application to the Division of Graduate Studies (not to the department) by the deadline specified in the Graduate Calendar.
- Students who miss the deadline for their desired examination date must wait to take the examination on the next scheduled date.
- The Division of Graduate Studies will complete the Comprehensive Examination Roster and mail notification to all qualified applicants and their departments as least five (5) days prior to each scheduled testing date.
- Students should consult with advisor or department chair for the specific location and time for the examination.
- Students may NOT take the examination as a walk-in.
APPENDIX D
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.: 

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: select 1 with a major of select 1.

☐ 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

<table>
<thead>
<tr>
<th>Committee Chair/Date</th>
<th>Academic Advisor/Date</th>
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<tbody>
<tr>
<td>Name Typed:</td>
<td>Name Typed:</td>
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<tr>
<th>Committee Member/Date</th>
<th>Committee Member/Date</th>
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<tr>
<td>Name Typed:</td>
<td>Name Typed:</td>
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<tr>
<th>Committee Member/Date</th>
<th>(External) Committee Member/Date</th>
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<tbody>
<tr>
<td>Name Typed:</td>
<td>Name Typed:</td>
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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

<table>
<thead>
<tr>
<th>Department Chair/Date</th>
<th>College Dean/Date</th>
</tr>
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<tbody>
<tr>
<td>Name Typed:</td>
<td>Name Typed:</td>
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</table>

3. For the Graduate Council

Dean of the Division of Graduate Studies/Date
Effective Nov. 2007, supersedes Form B.
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___)
- Pre-registration (___Fall___ Spring___ Summer/Year___)
- Transcript Evaluation
- Mid-Term Assessment
- Academic Advisement ___GECE Date: _____
- Clearance Evaluation ___ENG 500 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

Jackson State University
# APPENDIX F

## School of Public Health

### Doctor of Public Health (DrPH) Plan of Study

#### Fall (First Semester)

<table>
<thead>
<tr>
<th>COURSE TITLES</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PHS 701 Advanced Biostatistics and Computer Science Applications</td>
<td>3</td>
</tr>
<tr>
<td>PHS 702 Disease Pathogenesis and Behavioral Risk Factors</td>
<td>3</td>
</tr>
<tr>
<td>PHS 703 Designing Research Studies on Minorities and Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>PHS 711 Advanced Biostatistics Laboratory (I) <em>(SPSS)</em></td>
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#### Spring (Second Semester)

<table>
<thead>
<tr>
<th>COURSE TITLES</th>
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<tbody>
<tr>
<td>PHS 704 Survey and Qualitative Research Methods</td>
<td>3</td>
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<tr>
<td>PHS 705 Advocacy and Public Health Policies</td>
<td>3</td>
</tr>
<tr>
<td>PHS 712 Advanced Biostatistics Laboratory (II) <em>(SAS)</em></td>
<td>1</td>
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<tr>
<td>PHBI 711 Categorical Data Analysis <em>(Selected Elective)</em></td>
<td>3</td>
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#### Fall (Third Semester)

<table>
<thead>
<tr>
<th>COURSE TITLES</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PHS 706 Principles of Environmental and Occupational Health</td>
<td>3</td>
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<tr>
<td>PHS707*/PPAD709 Leadership for Health Professionals / Seminar in Leadership Dev.</td>
<td>3</td>
</tr>
<tr>
<td>PHS 750 Integrative Learning Experience/Community Research Practicum</td>
<td>1</td>
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<tr>
<td>PHS 713 Advanced Biostatistics Laboratory (III) <em>(Advanced SPSS, GIS, STATA, Decision Q, AHAS, or MXQDA)</em></td>
<td>1</td>
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<tr>
<td>1st Concentration <em>(All Concentrations)</em></td>
<td>3</td>
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#### Spring (Fourth Semester)

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<th>COURSE TITLES</th>
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<td>PHS 750 Integrative Learning Experience/Community Research Practicum</td>
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<td>2nd Concentration <em>(All Concentrations)</em></td>
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<tr>
<td>3rd Concentration <em>(All Concentrations)</em></td>
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#### Fall (Fifth Semester)

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<td>PHS 750 Integrative Learning Experience/Community Research Practicum</td>
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<tr>
<td>4th Concentration <em>(All Concentrations)</em></td>
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<tr>
<td>5th Concentration <em>(All Concentrations)</em></td>
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#### Spring (Sixth Semester)

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<tr>
<td>Graduate Comprehensive Examination <em>(GACE)</em></td>
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<tr>
<td>PHS 755 Independent Studies (Continuous Enrollment)</td>
<td>1</td>
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</table>
JACKSON STATE UNIVERSITY
SCHOOL OF PUBLIC HEALTH
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 DrPH Degree Program, at (601) 979-8806 (telephone) or 601-979-8809 (fax). Further information may also be obtained through the Division of Graduate Studies at (601) 979-2455. We look forward to hearing from you.