

FLORIDA A&M UNIVERSITY
College of Pharmacy and Pharmaceutical
Sciences
Institute of Public Health

Doctor of Public Health (DrPH)
Student Handbook

August 2012

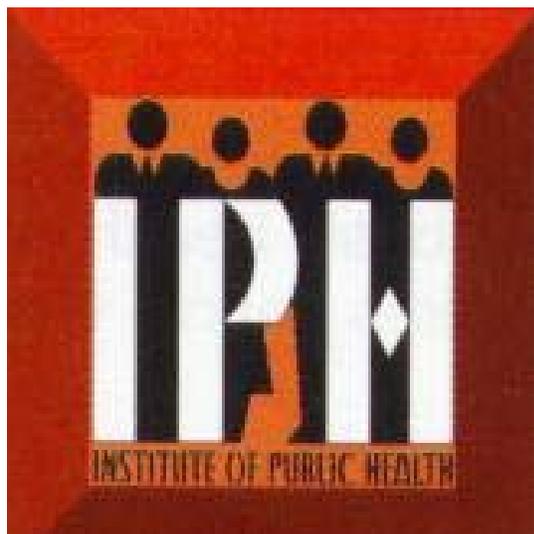


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Disclaimer

The statements set forth in this handbook are for information purposes only and should not be construed as a contract between a student and the Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences, Florida A&M University. While the provisions of this handbook will ordinarily be applied as stated, the IPH/COPPS reserves the right to change any provisions listed, including but not limited to academic requirements for graduation without actual notice to individual students. Every effort will be made to keep students advised of any changes. However, it is especially important that each student note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements by regular consultation with his/her advisor.

I. Introduction to the Program

The Doctor of Public Health (DrPH) program in the Institute of Public Health is designed primarily for those individuals planning careers involving public health professional practice, teaching, or research. This degree program provides training for the effective conduction or supervision of research and integration of new knowledge and techniques into community and/or public health practice. Thus, the primary emphasis of the DrPH program is to prepare practicing professionals in the application of research methods and provide a foundation for solving public health issues. Currently, the DrPH program is a **MINIMUM** 60-credit or a **MINIMUM** 78-credit hour program offered in two areas: (1) Behavioral Science and Health Education and (2) Epidemiology and Biostatistics.

Program Goals

The overall goals for the Institute of Public Health are:

1. To provide quality graduate education and training in public health;
2. To advance knowledge of the cultural competencies required to decrease high risk behavior and promote healthy behavior choices;
3. To promote and advance competencies in professional development in public health.
4. To conduct research that provides an evidence base for improving the health of those who bear a disproportionate burden of disease;
5. To disseminate and translate research knowledge and findings gained to all public health stakeholders and the community at large.
6. To encourage effective health promotion and disease prevention measures through proactive community outreach efforts statewide;
7. To contribute to the development of effective public health policy for Florida's poor and underserved populations;
8. To contribute to the development of a sustainable, culturally competent public health workforce
9. To strengthen existing partnerships and establish new sustainable service linkages with university, local, state, and national agencies and organizations

Doctor of Public Health Competencies

Doctor of Public Health (**DrPH**) Graduates should be able to:

1. Demonstrate knowledge and understanding of linkages among the multiple determinants of health (e.g., biological, environmental, social and behavioral) in developing competent, responsible public health practitioners. [public health biology and critical thinking]
2. Apply biostatistical methods to public health problems. [research skills and critical thinking]
3. Employ the concepts of human subjects' protection and confidentiality and recognize the particular issues relevant to the study of specific populations. [professionalism and cultural diversity]
4. Effectively communicate orally and in writing to both scientists and non-scientists the results of public health research. [communication]
5. Successfully conduct culturally competent community-based participatory research. [research skills, critical thinking and cultural diversity]
6. Build partnerships and linkages between the University, public health community, community leaders and legislators to advance public health policy. [systems thinking]
7. Apply ethical principles in public health practice and research. [professionalism]
8. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data. [informatics and critical thinking]
9. Demonstrate leadership and professionalism in public health practice. [leadership and professionalism]
10. Participate in the development, implementation and evaluation of research projects. [program planning and critical thinking]

Program Director

Cynthia M. Harris, PhD, DABT
Professor

DrPH Program Faculty

Name	Title	Concentration
Brown, C. Perry, DrPH	Professor	Epidemiology/Biostatistics
Close, Fran T., PhD	Associate Professor	Behavioral Science and Health Education
Dark, Tyra, MPH, PhD	Assistant Professor	Epidemiology/Biostatistics
Dutton, Matthew, PhD	Assistant Professor	Epidemiology/Biostatistics
Kiros, Gebre, PhD	Associate Professor	Epidemiology/Biostatistics
Lee, Torhonda, PhD	Assistant Professor	Behavioral Science and Health Education
Lopez, Ivette A, PhD	Associate Professor	Behavioral Science and Health Education
Rahman, Saleh, PhD	Associate Professor	Behavioral Science and Health Education
Suther, Sandra, PhD	Associate Professor	Behavioral Science and Health Education

IPH Program Faculty

Name	Title	Concentration
Ashford, Alicestine, EdD, MPH	Associate Professor	Health Policy & Management
Becker, Alan, MPH, PhD	Assistant Professor	Environmental & Occupational Health
Harris, Cynthia M., PhD, DABT	Professor	Environmental & Occupational Health

II. Coursework Requirements

The courses required for the DrPH program will differ based on the area of concentration and whether the doctoral student has received a Masters of Public Health (MPH) degree from an accredited college or university.

Prerequisites

All doctoral students *MUST* complete the coursework that covers the MPH core. If the student has an MPH from an accredited college or university, the student should complete a **MINIMUM** 60-credit hours required for the DrPH program. However, if the student does not have an MPH degree or has not completed the MPH core requirements, the student will be required to fulfill the prerequisites course work (21-credit hours) in addition to the **MINIMUM** 60-credit hours for completing the DrPH program.

Required Coursework

“See listing of didactic coursework for Behavioral Science and Health Education (Appendix A) and Epidemiology/Biostatistics (Appendix B).”

Required Participation in the Monthly Public Health Seminar

There is a mandatory attendance in the monthly public health seminar by all students. The public health seminar brings prominent people from various specializations of the field of public health.

Each doctoral candidate is required to give a talk/present in the monthly public health seminar on a topic of their interest and research before their dissertation defense.

Academic Advisement

Upon admission to the DrPH program, all doctoral students will be assigned an academic advisor. The doctoral student **MUST** meet with their academic advisor a MINIMUM of THREE (3) times per semester (Pre-Registration, Mid-Semester, and the End of Semester) to ensure registration and course requirements are fulfilled and satisfactory academic progress is being made.

Dissertation Advisement

Upon completion of all required coursework for the DrPH program, all doctoral students must select their dissertation chair in order to plan their course of study. The dissertation chair should be a faculty member whose research interests are similar to the doctoral student. The academic advisor may then become the dissertation chair if the student is interested in the academic advisor's research. The appropriate forms must be completed, signed and submitted to the Academic Support Services Graduate Programs Office in the College of Pharmacy and Pharmaceutical Sciences.

Changing Advisor

The assignment to an academic advisor may be temporary. It may be necessary for the doctoral student to change advisors at some point during his/her matriculation in the DrPH program. If it is necessary to change an academic advisor or dissertation chair, the doctoral student must communicate with his/her current advisor and the anticipated advisor or chair **before** submitting this request. The ***"Change in Advisor"*** form must be completed, signed and submitted to the Academic Support Services Graduate Programs Office in the College of Pharmacy and Pharmaceutical Sciences.

Planning a Course of Study

Each DrPH program concentration will have a curriculum-planning sheet that outlines the required courses and dissertation credits. This worksheet should be consulted during meetings with the student's academic advisor in order to consistently develop a plan for taking the required courses in the program concentration. See Appendix A for the Behavioral Science and Health Education Curriculum and Appendix B for the Epidemiology and Biostatistics Curriculum.

Transfer of Credit

Transfer credits eligibility depends on the subject matter of each course and the accreditation status of the institution that awarded the credits. The maximum permissible transfer credit hours at the doctoral level are twelve (12) credit hours. The actual number accepted will be determined by an evaluation of the student's transcripts by appropriate officials in the College of Pharmacy and Pharmaceutical Sciences and/or Institute of Public Health.

III. Doctoral Progression

Upon completion of the required coursework, the doctoral students will follow the sequence below:

1. **Pre-Qualifying Examination**
2. **Doctoral Committee Formation**
3. **Specialty Examination**
4. **Official Candidacy**
5. **Proposal Defense/Qualifying Examination**
6. **Dissertation Research**
7. **Public Health Practicum**
8. **Dissertation Defense**

IV. Pre-Qualifying Examination

Behavioral Science and Health Education

The Pre-Qualifying Examination will be a type-written comprehensive exam designed to test the student's depth of knowledge and intellectual skills in behavioral sciences and health education. The examination will be offered over a two (2) day period twice in a year (Spring and Fall). It will be administered on the second Monday and Tuesday in September and the second Monday and Tuesday in February. **The Pre-qualifying examination *must be taken no later than two (2) years after a student's completion of course work.***

Day 1

Basic competency in the core areas will be tested on Day 1. These basic areas include but are not limited to health behavior theories and applications, principles and applications of health education and promotion as well as ethics. Each focus area will have two questions, with a total of six questions. The student is required to select and answer any four of the six questions. Students should answer each question or subset of questions completely and thoroughly. The answers should be in essay format and are expected to incorporate recent findings from published literature.

Each day of testing will begin at 9:00 a.m. and end at 5:00 p.m., and will be held in one of the computer labs or a designated testing area with a one hour break for lunch. Students are **not** permitted to discuss the exam, access the internet, or consult any literature pertinent to it. Consultation with fellow candidate(s) and/or looking into books or computer documents is in direct violation of the FAMU and College of Pharmacy and Pharmaceutical Sciences' examination codes and could result in dismissal from the University, revocation of the degree, and civil penalties. Students are **not permitted** to take any documents, calculators, computer disks or electronic devices of any form into the test area. Unused disks will be provided to each student by the department. Students will be instructed to enter only their student ID on the disk and to save their work

regularly. All exam materials and answer disks should be returned to the exam coordinator or designated person upon completion or 5:00 p.m. sharp.

Students must be registered for at least three (3) semester hours of graduate work during the term in which they take the comprehensive examination.

Day 2:

Knowledge of general research methodology, planning and administration, and evaluation of health education and promotion programs will be tested on Day 2.

Each focus area will have two questions, with a total of six questions. The student is required to select and answer any four of the six questions. Students should answer each question or subset of questions completely and thoroughly. The answers should be in essay format and are expected to incorporate recent findings from published literature. All other procedures that are mentioned for day 1 would be applicable to Day 2.

Grading of the exam

All student responses to Day 1 and Day 2 of the exam will be graded by the respective instructor for each subject area. Answer sheets will have **students ID** only. The answers will be graded according to the following criteria: (i) appropriateness and accuracy, and (ii) coherence, comprehensiveness and clear writing.

Performance on the Pre-Qualifying Examination will be assessed separately for each section as: Pass (acceptable as written), or Fail (unacceptable). All sections of the examinations must be passed for the student to proceed to the dissertation phase of the program. Grading will be discussed by all respective track faculties before the results are given to the students. If 80% is not achieved on each question, the student may not re-take the exam until the next testing date (September or February). The Committee Chair will notify the student the results of the exam and will complete a “***Notification of Qualifying Exam Results***” form.

The university guidelines on academic honesty will be adhered to and any violations of such will result in disciplinary action. These actions include but are not limited to failure of the examination and/or dismissal from the university.

V. Pre-Qualifying Examination

Epidemiology and Biostatistics

The Pre-Qualifying Examination in epidemiology and biostatistics will be a written examination. The Examination is designed to assess the student's mastery of the general field of public health and the student's gaining of both depth and breadth in the area of specialization within Epidemiology and Biostatistics. The application of epidemiologic and biostatistical research methods covered in the courses taken by students will be the focus of the examination. The examination will be offered on the second Monday and Tuesday in September (fall semester) and the second Monday and Tuesday in February (spring semester). Eligibility to sit for the examination is restricted to those students who have completed the required coursework in epidemiology and biostatistics. Students must take the pre-qualifying examination within two (2) years of completion of the prerequisite coursework. During the semester that students take the pre-qualifying examination they must be enrolled in at least three (3) semester hours.

The examinations will be scheduled from 9:00 am to 5:00 pm with a one hour break for lunch. The site for the examination will be in one designated examination room or in the GIS computer laboratory. Writable computer media will be provided to the students.

Day 1

The first day will be devoted to epidemiology subject matter. The purpose of this examination is to determine whether or not a student has mastered the reasoning, critical thinking, and design in epidemiology. Mastery is tested by asking the students to answer questions that draw on reading lists. The questions on the examination tap issues related to: Causal criteria or connectedness, Study design, Screening, Bias, Confounding, Effect modification and Public health applications. This section of the examination will focus on epidemiology methodology and content specific knowledge (i.e., cardiovascular epidemiology, cancer epidemiology, maternal and child health epidemiology). Students will have two questions from each course and will select one to answer.

Day 2

The second day will be devoted to the biostatistics area. The examination consists of three separate examinations: a theory examination, an applications examination, and interpretation of results from statistical software. The questions are mainly from the textbooks and literature covered in the following courses: Biostatistics for Public Health II, Statistics and Computer Methods in Public Health, Applied Regression Analysis and Methods for Categorical Data Analysis as well as other courses taken by the student. Six questions and problems will be given to the student and students will choose and answer only four questions. All work will be completed on laptop computers or desktop computers provided by the faculty of the track. Students may bring calculators and pens for notes and calculations. Responses to questions will be written in Microsoft Word or in the case of statistical analysis, statistical output will be accepted along with textual explanations.

Grading of the exam

Responses to each question on the examination will be read and graded by the instructors in that discipline. Responses will be evaluated on the basis of specificity of the response, clarity of the response, comprehensiveness, accuracy, and succinctness. Based on the collective evaluation of the faculty in biostatistics and epidemiology, students will pass or fail. This result will be applied to both the epidemiology and the biostatistics portions of the examination. If 80% is not achieved on each question, the student may not re-take the exam until the next testing date (September or February). The Director of the Institute of Public Health will notify the student the results of the exam and will complete a “**Notification of Qualifying Exam Results**” form.

The university guidelines on academic honesty will be adhered to and any violations of such will result in disciplinary action. These actions include but are not limited to failure of the examination and/or dismissal from the university.

VI. The Doctoral Dissertation Committee

Formation and Composition

Upon successful completion of the comprehensive examination, each doctoral student will form a dissertation committee. The faculty on the dissertation committee should be individuals with expertise in an area that will advance the student's dissertation research. The dissertation committee must be composed of at least **five** members as listed below:

- A. Two full-time faculty members in the student's track from the Institute of Public Health at FAMU. One of these committee members **MUST** be designated as the dissertation chair;
- B. One full-time faculty member who is not in the student's track from the Institute of Public Health at FAMU; and
- C. Two faculty members or experts¹ from any school/college at FAMU, another accredited academic institution, or a nationally/internationally recognized organization involved in research or public health practice.

Committee Approval

All dissertation committee members must complete and sign the "***Submission of Graduate Program of Study***" form. The dissertation committee must be approved, in writing, by the Director of the Institute of Public Health.

¹ Must be an individual with a terminal degree in an academic or professional field (e.g., Ph.D., Ed.D., J.D., or M.D.). The student must ensure that appropriate forms are completed and approved for prospective committee members who do not have graduate faculty or doctoral directive status at FAMU.

Changes to the Dissertation Committee

Changes in the composition of the dissertation committee should not be made after the proposal has been approved, except in unusual circumstances. After initial approval of this change by the committee, the student must meet with the Dean or Institute of Public Health Director to request a change in the dissertation committee.

Committee Meetings

Each doctoral student is responsible for organizing a meeting with all committee members at least twice each academic year. During these meetings, each committee member will evaluate the student's progress toward completion of the dissertation and provide the student with goals for future meetings. Students who fail to satisfy this requirement will be automatically placed on probation and will not be returned to good standing without the written consent of the dissertation committee and the dissertation chair.

To ensure that committee members have adequate time to review and provide feedback on dissertation drafts, students must provide a written document to each committee member at least 15 days prior to a scheduled meeting.

Concept Paper

The doctoral student will provide a **concept paper** to the members of his/her dissertation committee. The concept paper should be in the following format:

- | | |
|-----------------------------|---------------------------|
| A. Cover Page | E. Literature Review |
| B. Introduction | F. Hypothesis |
| C. Significance of Research | G. Design and Methodology |
| D. Specific Aims | H. References |

The concept paper should describe the student's dissertation research topic in sufficient detail so that the committee members will be able to prepare a Specialty Comprehensive Examination pertinent to the student's topic area. The concept paper should not exceed 15 pages (sections B – G).

VII. Specialty Comprehensive Examination

After presentation of the concept paper and meeting of the dissertation committee, a Specialty Comprehensive Examination will be constructed. The Specialty Comprehensive Examination will also be a type-written exam designed to test the student's depth of knowledge and intellectual skills related to the specific topic area that has been chosen for the dissertation. The committee will select the topic areas for this exam. Any specific research methods necessary to carry out the hypotheses generated by the student will also be included in the examination. The same format of questions and procedures that is used for the pre-qualifying comprehensive exam will be used for the specialty comprehensive exam. The major difference is that the committee members will provide a list of topics and possible test areas to the student in advance. The Specialty Comprehensive Exam will be graded by the respective committee members. Performance on the Specialty Comprehensive Examination will be assessed separately for each section as: Pass (acceptable as written), or Fail (unacceptable). **The Specialty Comprehensive Examination *must be taken no later than one (1) year after a student's completion of the Pre-Qualifying Comprehensive Examination.***

Grading of the exam

Responses to each question on the examination will be read and graded by the instructor in that discipline. Responses will be evaluated on the basis of specificity of the response, clarity of the response, comprehensiveness, accuracy, and succinctness. Based on the collective evaluation of the dissertation committee, students will pass or fail. In the epidemiology and biostatistics track, this result will be applied to both the epidemiology and the biostatistics portions of the examination. A student must achieve at least 80% of the concepts/points on each question in order to pass that question. Questions not achieving at least 80% will need to be retaken. Retakes of one or two questions on the specialty exam will be taken within 60 days. If three or more questions need to be re-taken, the student may not retake the exam until the following semester. Advancement to candidacy does not occur until the specialty

exam (in its entirety) is completed. Failure to pass the entire specialty exam, after the second attempt, may result in dismissal from the DrPH Program. The Director of the Institute of Public Health will notify the student the results of the exam and will complete a “**Notification of Qualifying Exam Results**” form.

The university guidelines on academic honesty will be adhered to and any violations of such will result in disciplinary action. These actions include but are not limited to failure of the examination and/or dismissal from the university.

VII. Dissertation Research

The student will carry out a research project under the supervision of the Dissertation Chair. Dissertation research for the DrPH should constitute a substantial contribution to the body of knowledge in public health. Research for the dissertation may be either applied or basic but must be original, scientifically rigorous, and suitable for publication in appropriate, peer-reviewed scientific journals.

Oral Presentation of Dissertation Proposal

After successful completion of the Comprehensive Exam, each student will prepare a type-written research proposal. The Dissertation proposal should not exceed 30 pages (sections D – I).

The dissertation proposal should be in the following format:

- | | |
|--|------------------------------------|
| A. Cover Page | G. Literature Review |
| B. Table of Contents | H. Hypothesis |
| C. Abstract (maximum of 200 words
on its own separate page) | I. Design and Methodology |
| D. Introduction | J. References |
| E. Significance of the Research | K. Appendices (Tables and Figures) |
| F. Specific Aims | |

All written proposals must be presented orally to his or her Dissertation Research Committee. The Dissertation Proposal Examination serves two primary functions:

- To ascertain whether the student is adequately prepared to pursue the dissertation topic. If deficiencies are discovered, additional course work may be required.
- To indicate to the student whether the Committee feels that the proposed project is feasible and whether it should result in a useful, satisfactory product within the time and resources available.

The oral (PowerPoint) presentation should last approximately 30 minutes. The Dissertation Committee will approve the proposal, approve it with minor changes, accept the proposal with major revisions or reject the proposal. The student may correct proposals accepted with minor changes. However, proposals requiring major revision must be re-presented to the committee for re-evaluation. Failure of the committee to approve a proposal on re-submission may result in the administrative withdrawal of the student.

When the student is ready to present a research proposal to the dissertation committee, a memorandum along with a copy of the proposal should be sent to each research committee member at least 15 days prior to the oral presentation. A copy of the memo should be forwarded to the Academic Support Services Graduate Programs Office in the College of Pharmacy and Pharmaceutical Sciences. In the semester in which the student is to present his/her dissertation proposal, he/she is to be enrolled in PHC 8981, Doctoral Research Protocol.

Admission to Candidacy

When the doctoral student has passed the pre-qualifying examination and has presented to the dissertation committee an acceptable proposal for research, the dissertation committee will recommend that the student be admitted to candidacy. A student must be in good academic standing (GPA of 3.0) and apply for candidacy after completion of the qualifying exam (proposal defense). A ***Certificate of Approval for Admission to Candidacy for Doctor of Public Health Degree Form*** and a ***Submission of Successful Defense of Research Protocol*** must be completed and signed by the dissertation committee at the oral presentation of the dissertation proposal. Four copies of the Certificate of Approval for Admission to Candidacy Document should be signed by the student's dissertation chair and by the Dean of the College of Pharmacy; all four copies of the document are to be submitted to the Dean of the Graduate School. Following approval and signing of all four copies by the Dean of the Graduate School, a copy of the document is forwarded to the Registrar's Office, a copy remains in the Graduate School Office, a copy is placed in the student' file, and a copy remains in the Graduate Program Office file in the College of Pharmacy.

Dissertation Research

A student will conduct dissertation research according to the approved study protocol outlined in the dissertation proposal under the guidance of the dissertation committee. This research protocol must be approved by the Florida A&M University Institutional Review Board (IRB). The student will be responsible for adhering to the principles of ethical research conduct.

Written Dissertation

The dissertation will be prepared according to Florida A&M University's *Guidelines for Preparation and Submission of Doctoral Dissertations and Master's Theses (Appendix C)* as interpreted by the Department and the Dissertation Research Committee. Dissertations may be presented as a series of publishable papers in peer-reviewed scientific journals or in the standard dissertation format.

Public Health Practicum

Doctoral level directed dissertation practicum is an integral part of the DrPH program. Attaining the DrPH involves more than the completion of a generalized body of coursework. Students should work closely with their dissertation committee to identify idiosyncratic experiences (e.g., literature reviews, training, and internships) that will facilitate the timely completion of an original, scientifically rigorous dissertation project.

The objectives of this directed practicum are to broaden the understanding of specific research topic and methods, as well as acquiring specific skills that are essential to carry out the dissertation research. The student, along with the dissertation chairperson, will identify a practicum site where the activities will take place or a person with whom the directed research will take place.

The student must successfully complete 4-6 hours of practicum and minimum of 12 semester hours of doctoral-level directed dissertation research before he/she can defend his/her dissertation. The student cannot sign up for doctoral-level directed research hours until the semester after he/she has successfully passed all parts of the comprehensive examination. ***The student cannot be enrolled in doctoral-level directed research hours during the semester he/she defends his/her dissertation.***

For each three credit hour segment of doctoral-level directed research, the student must identify a research advisor. The student and his/her research advisor should agree upon a research work plan with clear goals and objectives. If the student's research experience will not be conducted under an individual with graduate faculty or doctoral directive status at FAMU, then one of the committee members must review and sign a research agreement. The research advisor will assign a satisfactory or unsatisfactory grade for each three hour segment of research hours attempted or completed.

Dissertation Defense Seminar

During the semester of the dissertation defense, the candidate must enroll in PHC/PHA 8985, Dissertation Defense. *The dissertation defense must take place at least 6 weeks prior to graduation.* The defense of a dissertation is a public event and must be scheduled to allow the attendance of all dissertation committee members and all who are interested. A memorandum and a copy of the dissertation should be sent to each dissertation committee member at least 15 days before the defense date. A copy of the memo should be forwarded to the Academic Support Services Graduate Programs Office in the College of Pharmacy and Pharmaceutical Sciences. In addition, a ***Defense Announcement Form*** should be submitted to the School of Graduate Studies and Research 15 days before the defense date.

Following the seminar-style (PowerPoint) presentation, the Dissertation Committee will meet with the student in private, after which the Committee will accept the dissertation with no or minor revision(s), accept the dissertation with

major revision(s), or reject the dissertation. The student and dissertation chair may correct dissertations requiring minor revision(s); however, dissertations requiring major revision(s) must be re-worked and presented to the committee for re-evaluation at a later meeting. Failure of the student to satisfy the Dissertation Committee will result in administrative withdrawal of the student.

Four original copies of the ***Defense Outcome Form*** will be signed by the dissertation committee at the completion of a successful defense. These forms are obtained from the School of Graduate Studies and Research. Once signed, the forms are returned to the Dean of the School of Graduate Studies and Research.

Final manuscripts should be printed on 24 lb., acid-free, white, cotton paper. Dissertations shall be bound in the officially approved olive green color with a hardback cover within 30 days of successful defense.

References

Florida A&M University

Harvard School of Public Health

Johns Hopkins Bloomberg School of Public Health

University of Alabama at Birmingham School of Public Health

APPENDIX A

**DOCTOR OF PUBLIC HEALTH
IN
BEHAVIORAL SCIENCE AND
HEALTH EDUCATION**

CURRICULUM

78 Hour Curriculum

Behavioral Science & Health Education - Doctor of Public Health Curriculum

Public Health Core (22 Credits)

PHC 6100	Introduction to Public Health	3 hours
PHC 6050	Biostatistics for Public Health Practice-I	3 hours
PHC 6050L	Biostatistics	1
PHC 6357	Public Health Perspectives of Environmental and Occupational Health	3 hours
PHC 6000	Introduction to Epidemiology	3 hours
PHC 6560	Principles of Behavioral Science and Health Education	3 hours
PHC 6102	Principles of Health Policy and Management	3 hours
PHC 6934	Topics in Public Health	3 hours
TOTAL		22 hours

BS/HE Core Courses (9 Credits)

PHC 6506	Planning & Evaluation of Health Ed Programs	3 hours
PHC 6444	Community Organizing & Public Health	3 hours
PHC 7504	Advanced Theory in Health Education	3 hours
TOTAL		9 hours

Health Education Concentration (15 Credits)

PHC 7750	Advanced Health Program Evaluation	3 hours
PHC 7714	Health Education Seminar	3 hours
PHC 7715	Plan & Admin of Health Education Program	3 hours
PHC 6441	Health Inequities in American Populations	3 hours
PHC 6419	Principles of Global Health	3 hours

Electives (3 Credits)

PHC 6532	Current Issues in Women's Health	3 hours
PHC 6411	Principles of Social Marketing	3 hours
PHC 7530	Maternal and Child Health Epidemiology	3 hours
PHC 6601	Introduction to Public Health Genomics	3 hours
PHC xxxx	Health Communication	3 hours

See "Additional Electives"

18 hours

Research Methods Core (9 credits)

PHC 6704	Applied Community-Based Research Methods	3 hours
PHC 6051	Advanced Biostatistics for Pub Hlth Practice	3 hours
PHC or PHA	Additional biostatistics or epi research course	3 hours
TOTAL		9 hours

Research and Practicum (21 credits)

PHC 7981	Doctoral Research in Public Health (minimum)	3 hours
PHC 7945	Practicum in Public Health (minimum)	4 hours
PHC 8981	Doctoral Research Protocol	1 hour
PHC 8966	Comprehensive Examination	1 hour
PHC 7980	Doctoral Dissertation (3x4 credits) (minimum)	12 hours
PHC 8983	Dissertation Defense	1 hour

21 hours

TOTAL HOURS

***78 hours**

* Includes registered hours for comprehensive exam, proposal defense, dissertation defense (2-3 hours)

60 Hour Curriculum

Behavioral Science & Health Education - Doctor of Public Health Curriculum

BS/HE Core Courses (9 Credits)

PHC 6506	Planning & Evaluation of Health Ed Programs	3 hours
PHC 6444	Community Organizing & Public Health	3 hours
PHC 7504	Advanced Theory in Health Education	3 hours
TOTAL		9 hours

Health Education Concentration (15 Credits)

PHC 7750	Advanced Health Program Evaluation	3 hours
PHC 7714	Health Education Seminar	3 hours
PHC 7715	Plan & Admin of Health Education Program	3 hours
PHC 6441	Health Inequities in American Populations	3 hours
PHC 6419	Principles of Global Health	3 hours

Electives (6 Credits)

PHC 6532	Current Issues in Women's Health	3 hours
PHC 6411	Principles of Social Marketing	3 hours
PHC 7530	Maternal and Child Health Epidemiology	3 hours
PHC xxxx	Health Communication Research	3 hours
PHC 6601	Introduction to Public Health Genomics	3 hours
	See "Additional Electives"	
		21 hours

Research Methods Core (9 credits)

PHC 6704	Applied Community-Based Research Methods	3 hours
PHC 6051	Advanced Biostatistics for Pub Hlth Practice	3 hours
PHC or PHA	Additional Biostatistics or Epi research course	3 hours
TOTAL		6 hours

Research and Practicum (21 credits)

PHC 7981	Doctoral Research in Public Health (minimum)	3 hours
PHC 7945	Practicum in Public Health (minimum)	4 hours
PHC 8981	Doctoral Research Protocol	1 hour
PHC 8966	Comprehensive Examination	1 hour
PHC 7980	Doctoral Dissertation (3x4 credits) (minimum)	12 hours
PHC 8983	Dissertation Defense	1 hour

TOTAL HOURS

***60 hours**

* Includes registered hours for comprehensive exam, proposal defense, dissertation defense (2-3 hours)

PUBLIC HEALTH CORE (21 Credits)***Introduction to Public Health***

This course is designed to introduce participants to the principles, theories, concepts methodologies involved in the study of public health at the community, state, and national levels. The course will primarily provide a forum to discuss the history of public health, public health and disease, identification and analysis of community assessment data, and functions, tools, activities and results of public health practice.

Biostatistics for Public Health Practice – I (PHC - 3 credits)

This course covers basic statistical techniques that are important for analyzing data arising from public health, environmental health, epidemiology, biomedical and pharmaceutical research. Applications of biostatistical methods to real data are stressed. Understanding of basic concepts will be emphasized through problem solving and examples using real-data sets. Major topics include elements of sampling design, descriptive statistics, graphical data presentation, rates and standardization, life tables, probability, sampling distributions, estimation and hypothesis testing, tests of significance, comparison of two means and proportions, confidence intervals, measures of association, relative risk, odds ratio, Mantel-Haenszel. The computer is used throughout the course, and the student will gain familiarity with SAS. There will be computer lab sessions each week.

Prerequisite: Basic knowledge of mathematics and familiarity with computers.

Epidemiology-I (Introduction to Epidemiology)

This course is designed to introduce participants to the theories, concepts, and tools of Epidemiology. Specifically, the course will focus on the application of these theories and concepts to the practice of Public Health. Topics to be discussed include epidemiological and statistical terminology, quantification of disease, disability and health in population groups, vital statistics and reportable disease mechanisms, procedures for infectious and chronic disease control.

Prerequisite: Permission of the Instructor

Public Health Perspectives of Environmental and Occupational Health

The APPLIED public health course will consider the public's viewpoint of environmental and occupational effects, the role of state, local and federal agencies in protecting public health, and the perception of risk. In addition, the roles of community groups and other organizations will be discussed, as will the issues surrounding environmental justice and environmental equity, and common terminology in environmental and occupational health.

Principles of Behavioral Science and Health Education

This course will introduce students to the principles, theories, concepts, and methodologies involved in the study of health behavior and community

education. The course will primarily provide a forum to discuss the foundations of health behavior and health education, models of individual and interpersonal health behavior, community health and susceptible populations, community and group intervention models of health behavior

Principles of Health Policy and Management

This course will consider major aspects of American health care policy. The first half of the course will provide a comprehensive review of general principles underlying federal, state, and private reforms aimed at controlling costs, expanding access, protecting quality and assuring the public's health. We will identify the forces, both internal and external to local, State, and federal governments, which influence health policy decisions.

Topics in Public Health

This course will introduce the student to current topics in public health. The course will primarily provide a forum for critical review of the current public health literature and the oral presentation of public health information. Presentations may cover such topics as asthma, rural health care policy, lead poisoning prevention, bio-terrorism, occupational exposure, environmental exposures and disease outcomes, breast and prostate cancer screening guidelines, evaluation of tobacco cessation programs and emerging infectious diseases

CORE COURSES IN BEHAVIORAL SCIENCE & HEALTH EDUCATION (9 Credits)

Planning and Evaluation of Health Education Programs

This course will introduce the participant to the principles, concepts, and methodologies involved in planning and evaluation of health education programs. Participants in this course will learn and apply models of program planning, as well as models and methodologies of program evaluation as related to health education programming.

Community Organizing and Public Health

This course will introduce students to community organizing from an historical, healthcare, and health education perspective. Students will gain knowledge about basic community organizing, leadership development, building organizations, grassroots fundraising, prejudice and power, accountability, strategy, tactics, holding actions, and, identifying issues. This course is designed to teach students the knowledge and skills to assist communities in creating change and increase participation in being a healthy community.

Advanced Theory in Health Education

This course is designed to introduce students to models used for behavioral science and the development of health promotion programs. Students will be taught and asked to apply the theories to develop behavior change programs for individuals, organizations and systems. Students will be encouraged to combine theories to address the particular populations.

BEHAVIORAL SCIENCE AND HEALTH EDUCATION CONCENTRATION COURSES (15 Credits)

Advanced Health Program Evaluation

Theory and applications of original behavioral research: hypothesis generation, specifications of study aims and population, selection of measurement, data collection, design and analytical techniques, and preparation of evaluation research report.

Health Education Seminar Series

This Seminar serves as a vehicle for doctoral students to present and discuss conference papers, current research and research proposals.

Planning and Administration of Health Education and Promotion Programs

Examines administration of health education and promotion programs in schools, communities, and worksites; goals, advantages, and special concerns of working in each of these settings.

Health Inequities in American Populations

This course will offer wide exposure to contemporary practice and research issues in the field of health disparities, allowing students to sample a number of topics. The class will concentrate on the identification of mechanisms underlying health disparities and evidence-based models to close the multitude of urban rural and national health gaps. Gaps in health based on gender, race, ethnicity, age, socioeconomic status, sexual orientation and geographical location will be covered.

Principles of Global Health

This course introduces students to the global context of public health, to major concepts and methods in global health and to dimensions of public health particular to international setting; Examines major themes and policies in global health; and analyzes health problems and varying responses in different parts of the world, particularly in resource-poor societies. This course also examines the historical.

ELECTIVES (3 – 6 Credits)

Current Issues in Women's Health

This course will be an analysis of the historical, social and psychological aspects of women's health from a public health perspective. Special emphasis is placed on the lifecycle challenges and chronic conditions from underserved communities

The course focuses on the presentation and discussion of chronic diseases which differentially impact minority and economically disadvantaged populations; i.e. Cancer, Heart Disease, Diabetes, Stroke, Accidents. The course will be in seminar format with lectures by professionals working in the field, presentations by student participants. Course readings will be assigned by the instructor.

Principles of Social Marketing

Focuses on changing the voluntary behaviors of a society (e.g., smoking, diet, exercise habits). Students learn how to apply marketing techniques and concepts to societal contexts like preventive health, education and politics.

Maternal and Child Health Epidemiology

Reading, Analyzing and Interpreting the Public Health and Medical Literature: This course provides the opportunity to analyze, interpret and critique original research articles. Assignments consist of oral and written reviews of recently published papers. A literature review paper on a topic chosen by the student is also required. Student presentations are supplemented by didactic instruction on topics critical to evaluating study validity (e.g. subject selection, bias, confounding, laboratory methods, results presentation, quality control, and statistical analyses). Library search skills and bibliographic database development will also be covered. Upon completion, students will have learned how to critically analyze and interpret research findings and how to present for publication. Class will be limited to 10. Familiarity with basic epidemiology methods, including study design and statistical analyses will be assumed.

Health Communication Research

Provide in-depth exposure to current research involving media strategies used to bring about individual level and societal change. Critically examines major trends in communication research with a special focus on theory-based media and communication interventions for health promotion and disease prevention.

Introduction to Public Health Genomics

This course will introduce the participant to basic genetics and the relevance of genomics to such key public health issues as ethnic health disparities, environmental health, health policy and law, research ethics, maternal and child health, clinical preventive medicine, health behavior, health economics, and communicable disease control.

See also “Additional Electives” below

RESEARCH METHODS CORE (9 Credits)
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Applied Community-Based Research Methods

Research Methods in Public Health focuses on the design and analysis of sample surveys. A brief introduction to questionnaire design and evaluation will be followed by a discussion of sample design techniques. Estimation methods, including calculation and use of sampling weights, and variance estimation methods. Quantitative and qualitative methods that are relevant for data collection analysis of important problems in public health will be covered.

Prerequisite: Biostatistics for Public Health Practice-I, Introduction to Epidemiology

Biostatistics for Public Health Practice – II

This course is the second part of biostatistics. Emphasis is given to applied biostatistical methods to health data and concepts and methods will be illustrated using examples. Major topics include nonparametric methods, regression analysis, analysis of variance, logistic regression, and survival analysis. The computer is used throughout the course, and the student will gain familiarity with STATA.

Prerequisite: Biostatistics for Public Health Practice-I

Research Methods in Public Health

Research Methods in Public Health focuses on the design and analysis of sample surveys. A brief introduction to questionnaire design and evaluation will be followed by a discussion of sample design techniques. Estimation methods, including calculation and use of sampling weights, and variance estimation methods. Quantitative and qualitative methods that are relevant for data collection analysis of important problems in public health will be covered.

Prerequisite: Biostatistics for Public Health Practice-I, Introduction to Epidemiology

Research and Practicum (21 credits)

PHC 7981 – Advanced Research in Public Health Practice

The student will pursue supervised research under the guidance of his/her research advisor with ongoing assessment of progress by research advisor. The student will be expected to develop expertise in techniques and the theories related to their research that will be used in the preparation, conduct and completion of the doctoral dissertation. The student will demonstrate a strong foundation by presenting their research findings at scientific meetings. Also, the student will be supervised in the development of bibliographic development and manuscript and grant writing skills.

PHC 8966 – Comprehensive Examination

PHC 7945 – Doctoral Practicum in Public Health

The goal of the doctoral practicum is to provide students with opportunities to interact with other health care professionals in a setting that will enhance their knowledge and skills in the subject area of their dissertation.

PHC 8981 – Doctoral Research Protocol

This course satisfies the requirement for doctoral students to conceptualize, write, propose, present, and defend the proposal for the dissertation research. This course is the same as PHA 8968.

PHC 7980 - Dissertation Research

Research for doctoral candidates for completion of the doctoral dissertation. The student will complete a supervised original research project and write a scholarly dissertation based on the completed research. The student will demonstrate

mastery of the field and expertise in the research by a successful open defense of the dissertation.

PHC 8983 – Dissertation Defense

ADDITIONAL ELECTIVES

COLLEGE OF ARTS AND SCIENCES

PAD 5025 Public Management: Practice and Problems (3) Meaning, content, significance, and evolutionary development of public administration; administration and politics; patterns of management; and legal bases of administration, accountability, and administrative responsibility.

PAD 5106 The Organization as a Political System (3) Theoretical concepts of organizational structure, and control and prediction of administrative behavior, including analysis of models and cases originating from traditional, behavioral, and decision-making approaches to study of administrative organization.

PAD 5306 Problems of Public Policy Analysis (3) Problems related to approaches, predictions, and application of public policy analysis in terms of instruments of policy development and selected areas of policy.

PAD 5417 Problems of Public Personnel Administration (3) Basic problems encountered by government executives in recruiting, maintaining, and developing personnel, such as career development, leadership, motivation, and employee relations.

PAD 5807 Political Conflict and Metropolitan Administration (3) Conflict in metropolitan areas. Emphasis on relationship between patterns of conflict and quality of public service provided by government agencies.

PAD 6035 Seminar in Administrative Policy (3) Analysis of processes by which and through which administrative agencies determine and enforce policy in terms of legal and political considerations, as well as in terms of behavioral theory.

PAD 6060 Seminar in Public Management (3) Major theoretical concepts in public administration and their relationship to selected aspects of public policy as well as their application to behavior administrators in developing industrialized government systems.

PAD 6227 Seminar in Public Financial Administration (3) Review of administration, organization, methods, problems, and policy implications of execution of governmental fiscal policies through budgetary formulation and revenue collection.

POS 5117 Problems in State and Local Government (3) Identification and analysis of the basic problems of state and local government. Major emphasis on the current problems of functional significance.

CYP 6936 Seminar in Community Psychology (3) This seminar focuses on the application of clinical and psychological principles and procedures to multicultural community structures and settings. Social intervention and prevention models and consultation, evaluation, and social action research strategies will be emphasized, particularly as they relate to the mental health of African American communities. (Lecture, field experience)

EAB 6766 Advanced Behavior Modification (3) Specific behavior change programs directed toward school and community. Emphasis on community control of behavior and changing the community as well as a means of changing behavior. Multicultural issues and application will also be considered. (Lecture, classroom and laboratory demonstration)

Resource Development and Management (3) Provides learning experiences in concepts and systems related to resource development management in social service organizations, including staff and fiscal resources. Particular attention is given to developing resources in underserved urban and rural areas, particularly to minorities, women and other oppressed populations.

Empowerment (3) Methods and skills for building collaborative alliances with client/community systems to increase access to and control of needed resources. Emancipatory in interventions and multicultural practice methods in communities and organizations are emphasized.

Women, Power, and Change (3) Designed to provide students with knowledge and understanding of women's issues in relations to changing roles, sexism, racism, and empowerment at the individual, group, community, and organizational levels.

Case Management (3) Provides knowledge of the historical development, process, and models for case management in social services. Examines the approaches to service delivery that can be utilized with multiproblem constituents, incorporating the utilization of community network systems in urban and rural areas.

COLLEGE OF EDUCATION

ADE 5075 Higher Adult Education (3) Program development, planning, organization, operation in colleges and universities. Emphasis on continuing education programs-conferences, seminars, workshops, and extension.

ADE 5081 Introduction to Adult Education Programs (3) Overview with emphasis on historical development, philosophy, purposes, functions, scope, and agencies.

ADE 5181 Community Adult Education Programs (3) Principles and practices in organizing and administering community adult education programs. Emphasis on developing and maintaining appropriate community relationships, professional and lay roles, institutional or agency relation processes and decision and decision making patterns.

ADE 5182 Planning and Development of Adult Programs (3) Planning and development of objectives and assessment of forces affecting adult education programs. Emphasis on program content, organization, and improvement; and staff organization.

ADE 5471 Materials and Methods in Adult Education (3) Analysis of activities of schools, churches, and health agencies in various types of social work in relationship to adult education programs.

ADE 5474 Methods, Techniques and Materials of Adult Basic Education (3) Innovative approaches to program instruction and skills development in relation to adult education.

HSC 5305 Health Education in High School (3) Understanding principles of organization of school health programs, health programs, and the health curriculum for grades 9-12.

HSC 5307 Health Education in Middle School (3) Understanding principles of organization of school health programs, health programs, and the health curriculum for grades 6-8.

HSC 5317 Health Education Curriculum (3) Analysis of health instruction program in the elementary and secondary schools.

HSC 5327 Health Education in the Intermediate School (3) Understanding principles of organization of school health programs, health programs, and the health curriculum for grades 6-8.

HSC 5335 Problems in School Health Service (3) Emphasis on recognition and evaluation of pertinent health problems confronting schools and communities.

HSC 5605 Health Concepts and Behaviors (3) Current research in medical and behavior sciences relating to health perception and behavior. Emphasis on attitude formation and motivation in health education programs.

HSC 5633 Issues in Health (3) Critical analysis of issues related to health which have influenced or should have influenced health teaching. Emphasis on problems, trends, issues in public and community health.

HSC 5904 Global Health Issues (3) Designed to explore issues, trends, problems, innovation, and discoveries of health around the world.

EDF 5434 Testing and Evaluation (3) Selection, administration, interpretation, and utilization of standardized tests; construction of tests; uses of tests for various purposes.

EDF 5481 Introduction to Educational Research (3) Methodology of research in behavioral sciences, documentation, measurement, data analysis, and reporting. Students evaluate existing research and design new studies.

EDG 5706 Human Relations Skills (3) Examinations of the concepts, attitudes, habits, values, skills, and techniques which promote relating effectively to other individuals and various subgroups other than one's own; study of the processes and specific strategies which promote positive human relations in multicultural classrooms.

COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES

PHA 6715 Biostatistics and Computer Methodology (3) An introduction to methods of collection, tabulation, analysis, and application of biological data specifically related to various biomedical problems. Three hours of lecture per week.

PHA 6715L Biostatistics and Computer Methodology Laboratory One (1) hours per week. Computer application of biostatistics.

PHA 6737 Drugs and Society (3) Major aspects of drugs subject to misuse, including medical, social, and legal implications, consumer education, and user rehabilitation.

PHA 6740 Proposal Preparation and Grant Administration (3) Grant-proposal development, funding-source selection, and evaluation process for proposal approval and funding. Two (2) lecture hours per week.

SCHOOL OF BUSINESS AND INDUSTRY

MAR 5805 Marketing Strategy (3) An analysis of the competitive environment and the sources of differential advantage with an emphasis of marketing mix decisions, the implementation of marketing strategy, and the organization and control of marketing activities.

SCHOOL OF JOURNALISM, MEDIA AND GRAPHIC ARTS

MMC 5425 Research Methods in Journalism (3) Introduction to mass communications research techniques, practice of social science research as it applies to communication. Scientific method, measurement, analysis. Emphasis on understanding research techniques and use of research results. Questionnaire construction, interview techniques, hypothesis testing. Use of computer programs to structure and analyze data for scientific surveys for mass media.

MMC 5607 Mass Media and Society (3) Analysis and interpretation of theoretical effects of media on society.

APPENDIX B

**DOCTOR OF PUBLIC HEALTH
IN
EPIDEMIOLOGY AND BIostatISTICS**

CURRICULUM

78 Hour Curriculum
Epidemiology and Biostatistics Doctor of Public Health Curriculum

Public Health Core (22 Credits)		
PHC 6100	Introduction to Public Health	3 hours
PHC 6050	Biostatistics for Public Health Practice-I	3 hours
PHC 6050L	Biostatistics Lab	1 hour
PHC 6357	Public Health Perspectives of Environmental and Occupational Health	3 hours
PHC 6000	Introduction to Epidemiology	3 hours
PHC 6560	Principles of Behavioral Science and Health Education	3 hours
PHC 6102	Principles of Health Policy and Management	3 hours
PHC 6934	Topics in Public Health	3 hours
TOTAL		22 hours
Epidemiology Core Courses (9 Credits)		
PHC 6011	Advanced Epidemiology Methods	3 hours
PHC 6003	Epidemiology of Chronic Disease	3 hours
PHC 6002	Epidemiology of Infectious Disease	3 hours
TOTAL		9 hours
Biostatistics Core Courses (12 Credits Minimum)		
PHC 6051	Biostatistics for Public Health Practice-II	3 hours
PHC 6709	Statistics and Computer Methods in Public Health	3 hours
PHC 6059	Applied Regression Analysis	3 hours
PHC 6708	Methods for Categorical Data Analysis	3 hours
PHC 7711	Applied Survival Analysis	3 hours
PHC 3536	Techniques of Demographic Analysis	3 hours
Epidemiology Concentration (15 credits Minimum)		
PHC 7902	Directed Readings in Epidemiology	3 hours
PHC 6902	Directed Readings in Biostatistics	3 hours
PHC 7020	Design, Conduct and Analysis of Clinical Trials	3 hours
PHC 7021	Clinical Epidemiology	3 hours
PHC 6194	Geographical Information Systems	3 hours
PHC 7076	Cancer Epidemiology	3 hours
PHC 7077	Cardiovascular Disease Epidemiology	3 hours
PHC 7xxx	Epidemiology of STDs and HIV/AIDS	3 hours
PHC 7xxx	Epidemiology of Emerging & Re-emerging Diseases	3 hours
PHC 7530	Maternal and Child Health Epidemiology	3 hours
Research and Practicum (21 credits Minimum)		
PHC 7981	Doctoral Research in Public Health (minimum)	3 hours
PHC 7945	Practicum in Public Health (minimum)	4 hours
PHC 8981	Doctoral Research Protocol	1 hour
PHC 8966	Comprehensive Examination	1 hour
PHC 7980	Doctoral Dissertation (3x4 credits) (minimum)	12 hours
PHC 8983	Dissertation Defense	1 hour
TOTAL HOURS		* 78 hours

* Includes registered hours for practicum, comprehensive exam, proposal defense, dissertation defense (6 hours)

60 Hour Curriculum

Epidemiology and Biostatistics Doctor of Public Health Curriculum

Public Health Core (3 Credits)		
PHC 6934	Topics in Public Health	3 hours
Epidemiology Core Courses (9 Credits)		
PHC 6011	Advanced Epidemiology Methods	3 hours
PHC 6003	Epidemiology of Chronic Disease	3 hours
PHC 6002	Epidemiology of Infectious Disease	3 hours
		9 hours
Biostatistics Core Courses (12 Credits Minimum)		
PHC 6051	Biostatistics for Public Health Practice-II	3 hours
PHC 6709	Statistics and Computer Methods in Public Health	3 hours
PHC 6059	Applied Regression Analysis	3 hours
PHC 6708	Methods for Categorical Data Analysis	3 hours
PHC 7711	Applied Survival Analysis	3 hours
PHC 3536	Techniques of Demographic Analysis	3 hours
Epidemiology Concentration (15 credits Minimum)		
PHC 7902	Directed Readings in Epidemiology	3 hours
PHC 6902	Directed Readings in Biostatistics	3 hours
PHC 7020	Design, Conduct and Analysis of Clinical Trials	3 hours
PHC 7021	Clinical Epidemiology	3 hours
PHC 6194	Geographical Information Systems	3 hours
PHC 7076	Cancer Epidemiology	3 hours
PHC 7077	Cardiovascular Disease Epidemiology	3 hours
PHC 7xxx	Epidemiology of STDs and HIV/AIDS	3 hours
PHC 7xxx	Epidemiology of Emerging & Re-emerging Diseases	3 hours
PHC 7530	Maternal and Child Health Epidemiology	3 hours
Research and Practicum (21 credits Minimum)		
PHC 7981	Doctoral Research in Public Health (minimum)	3 hours
PHC 7945	Practicum in Public Health (minimum)	4 hours
PHC 8981	Doctoral Research Protocol	1 hour
PHC 8966	Comprehensive Examination	1 hour
PHC 7980	Doctoral Dissertation (3x4 credits) (minimum)	12 hours
PHC 8983	Dissertation Defense	1 hour
	TOTAL HOURS	* 60 hours

* Includes registered hours for practicum, comprehensive exam, proposal defense, dissertation defense (6 hours)

PUBLIC HEALTH CORE (21 Credits)***Introduction to Public Health***

This course is designed to introduce participants to the principles, theories, concepts methodologies involved in the study of public health at the community, state, and national levels. The course will primarily provide a forum to discuss the history of public health, public health and disease, identification and analysis of community assessment data, and functions, tools, activities and results of public health practice.

Biostatistics for Public Health Practice – I (PHC - 3 credits)

This course covers basic statistical techniques that are important for analyzing data arising from public health, environmental health, epidemiology, biomedical and pharmaceutical research. Applications of biostatistical methods to real data are stressed. Understanding of basic concepts will be emphasized through problem solving and examples using real-data sets. Major topics include elements of sampling design, descriptive statistics, graphical data presentation, rates and standardization, life tables, probability, sampling distributions, estimation and hypothesis testing, tests of significance, comparison of two means and proportions, confidence intervals, measures of association, relative risk, odds ratio, Mantel-Haenszel. The computer is used throughout the course, and the student will gain familiarity with SAS. There will be computer lab sessions each week.

Prerequisite: Basic knowledge of mathematics and familiarity with computers.

Epidemiology-I (Introduction to Epidemiology)

This course is designed to introduce participants to the theories, concepts, and tools of Epidemiology. Specifically, the course will focus on the application of these theories and concepts to the practice of Public Health. Topics to be discussed include epidemiological and statistical terminology, quantification of disease, disability and health in population groups, vital statistics and reportable disease mechanisms, procedures for infectious and chronic disease control.

Prerequisite: Permission of the Instructor

Public Health Perspectives of Environmental and Occupational Health

The APPLIED public health course will consider the public's viewpoint of environmental and occupational effects, the role of state, local and federal agencies in protecting public health, and the perception of risk. In addition, the roles of community groups and other organizations will be discussed, as will the issues surrounding environmental justice and environmental equity, and common terminology in environmental and occupational health.

Principles of Behavioral Science and Health Education

This course will introduce students to the principles, theories, concepts, and methodologies involved in the study of health behavior and community education. The course will primarily provide a forum to discuss the foundations of health behavior and health education, models of individual and interpersonal health behavior, community health and susceptible populations, community and group intervention models of health behavior

Principles of Health Policy and Management

This course will consider major aspects of American health care policy. The first half of the course will provide a comprehensive review of general principles underlying federal, state, and private reforms aimed at controlling costs, expanding access, protecting quality and assuring the public's health. We will identify the forces, both internal and external to local, State, and federal governments, which influence health policy decisions.

Topics in Public Health

This course will introduce the student to current topics in public health. The course will primarily provide a forum for critical review of the current public health literature and the oral presentation of public health information. Presentations may cover such topics as asthma, rural health care policy, lead poisoning prevention, bio-terrorism, occupational exposure, environmental exposures and disease outcomes, breast and prostate cancer screening guidelines, evaluation of tobacco cessation programs and emerging infectious diseases

CORE COURSES IN EPIDEMIOLOGY (9 Credits)

Epidemiology-II (Advanced Epidemiology)

The advanced Epidemiology Course focuses on in-depth examinations of study design, analysis, and interpretation of epidemiologic data. Included in this course is the study of advanced statistical methods as they apply to epidemiologic data (analysis of variance, correlation and regression, and logistic regression). This course will consist of lecture, discussion and computer assignments.

Prerequisite: Epidemiology-I, Biostatistics for Public Health Practice-I

Epidemiology of Chronic Disease

The course focuses on the presentation and discussion of chronic diseases which differentially impact minority and economically disadvantaged populations; i.e. Cancer, Heart Disease, Diabetes, Stroke, Accidents. The course will be in seminar format with lectures by professionals working in the field, presentations by student participants. Course readings will be assigned by the instructor.

Epidemiology of Infectious Disease

This course will focus on the epidemiology of selected infectious diseases which are: (1) of public health importance today, (2) differentially impact minority and disadvantaged populations and (3) are emerging and are of potential public health importance. Topics include Sexually Transmitted Diseases, arthropod-borne infections, HIV/AIDS, Tuberculosis, Enteric Diseases, transmission patterns, and mathematical models. This course will be in seminar format with lectures by professionals working in the field and presentations by student participants. Additional course readings will be assigned by the instructor.

CORE COURSES IN BIOSTATISTICS (11 Credits)

Biostatistics for Public Health Practice – II (3 credits)

This course is the second part of biostatistics. Emphasis is given to applied biostatistical methods to health data and concepts and methods will be illustrated using examples. Major topics include nonparametric methods, regression analysis, analysis of variance, logistic regression, and survival analysis. The computer is used throughout the course, and the student will gain familiarity with STATA.

Prerequisite: Biostatistics for Public Health Practice-I

Statistical and Computer Methods in Health Data (3 credits)

This course will introduce course participants to the processes of data management in the field of Epidemiology and Biostatistics. Specifically, participants will learn to utilize a variety of currently available software packages for data management. These include SAS, SPSS, Microsoft Excel, and Microsoft Access.

Prerequisite: Biostatistics-I, facility with microcomputers

Applied Survival Analysis (3 credits)

This course covers commonly used statistical methods for the analysis of lifetime data in the biomedical, behavioral, and social sciences. Basic concepts associated with survival analysis such as censoring, hazard functions, and survivorship functions will be reviewed. Common analytical approaches such as Kaplan-Meier estimation, log-rank tests and proportional hazards regression will also be reviewed and covered in more depth. Additional topics include parametric survival distributions, accelerated failure time modeling, competing risks, duration modeling, quality-of-life-adjusted survival analysis, and design considerations. Computational approaches using statistical software will be emphasized.

Prerequisites: Biostatistics for Public Health Practice I, II

Modern Methods for Categorical Data Analysis (3 credits)

This course covers both theory and methods for drawing inference from discrete categorical data. Topics to be covered include contingency tables, measures of association, goodness-of-fit, loglinear models, model mis-specification, and special experimental design structures such as repeated measures and matched pairs.

Prerequisite: Biostatistics for Public Health Practice I, II

Applied Regression Analysis (3 credits)

This course will present a unified treatment of modern regression models for discrete and continuous data focusing on practical applications to medical and health data. Topics include multiple linear and nonlinear regression for continuous response data, model diagnostics, analysis of variance and covariance, logistic regression, Poisson regression for count data, and Cox regression for censored survival data.

Prerequisite: Prerequisite: Biostatistics for Public Health Practice I, II

Techniques of Demographic Analysis

This course covers procedures and techniques for the collection, evaluation, and analysis of demographic data; census and vital registration systems, surveillance systems, and population surveys. It investigates both direct and indirect method of estimation. It introduces measures of population and composition and of fertility, mortality, morbidity and migration; construction of life tables, population estimates, and projections. The Census data and statistical software will be used to demonstrate the concepts and various techniques.

Prerequisite: Prerequisite: Biostatistics for Public Health Practice I, II

EPIDEMIOLOGY CONCENTRATION (15 Credits)***Directed Readings in Epidemiology and Biostatistics***

Reading, Analyzing and Interpreting the Public Health and Medical Literature:

This course provides the opportunity to analyze, interpret and critique original research articles. Assignments consist of oral and written reviews of recently published papers. A literature review paper on a topic chosen by the student is also required. Student presentations are supplemented by didactic instruction on topics critical to evaluating study validity (e.g. subject selection, bias, confounding, laboratory methods, results presentation, quality control, and statistical analyses). Library search skills and bibliographic database development will also be covered. Upon completion, students will have learned how to critically analyze and interpret research findings and how to present for publication. Familiarity with basic epidemiology methods, including study design and statistical analyses will be assumed.

Introduction to Clinical Epidemiology

This course will help students learn or refine the skills of Clinical Epidemiology, defined as the study and management of illness in individuals as well as populations using methods. Individual and group sessions will develop techniques of constructive critical appraisal of the medical literature, illustrated by examples from general health, cardiovascular disease and diabetes. Students will learn how to assess studies of prognosis or outcomes of illness, treatments, diagnostic tests and screening programs, as well as the basic requirements for randomized clinical trials.

Epidemiology of HIV/STDs

This course provides in-depth discussion of bacterial and viral sexually transmitted disease syndromes of importance in developed and developing countries. Control and prevention strategies are emphasized. This course is also designed to provide students with the knowledge and skills to manage complex methodologic issues involved in the epidemiology of HIV/AIDS. The epidemiology of HIV/AIDS encompasses clinical, behavioral, political, ethical and methodologic components that are also relevant to other diseases found in both chronic and infectious disease epidemiology.

Cancer Epidemiology

The objectives of this course are to familiarize students with central topics in cancer epidemiology and prevention, including cancer biology, research methods, and applied cancer control; provide students with an opportunity to develop an in-depth understanding of an etiology-specific cancer process; provide students with hands-on experience in conducting cancer epidemiology and prevention research; familiarize students with various facets of funding, including grant writing and reviewing. Nutritional etiology is covered.

Maternal and Child Health Epidemiology

Reading, Analyzing and Interpreting the Public Health and Medical Literature: This course provides the opportunity to analyze, interpret and critique original research articles. Assignments consist of oral and written reviews of recently published papers. A literature review paper on a topic chosen by the student is also required. Student presentations are supplemented by didactic instruction on topics critical to evaluating study validity (e.g. subject selection, bias, confounding, laboratory methods, results presentation, quality control, and statistical analyses). Library search skills and bibliographic database development will also be covered. Upon completion, students will have learned how to critically analyze and interpret research findings and how to present for publication. Class will be limited to 10. Familiarity with basic epidemiology methods, including study design and statistical analyses will be assumed.

Cardiovascular Disease Epidemiology

Reviews current concepts of the etiology of cardiovascular diseases, including heart disease, stroke, and peripheral vascular diseases. The emphasis is on the interrelationship between epidemiology and current concepts of pathophysiology. Critiquing of articles will be included in most sessions.

Geographical Information Systems (2 Credits)

The Introduction to GIS course will cover the input, storage, management, transformation, analysis and graphical output of Geographical Information Systems and how GIS is applied to a variety of spatial geographical problems in public health and epidemiology. The lectures will cover general theories, methodologies and applications of GIS while the exercises will be based on using and implementing one of many GIS packages currently available, ArcGIS, developed by one of the leading professional GIS companies, ESRI (Environmental Systems Research Institute). The lectures and exercises will provide the student background to design his/her own independent project and how to implement a GIS for your own dissertation work.

Epidemiology of Emerging and Re-emerging Disease

Research and Practicum (21 Credits)

PHC 7981 – Advanced Research in Public Health Practice

The student will pursue supervised research under the guidance of his/her research advisor with ongoing assessment of progress by research advisor. The student will be expected to develop expertise in techniques and the theories related to their research that will be used in the preparation, conduct and completion of the doctoral dissertation. The student will demonstrate a strong foundation by presenting their research findings at scientific meetings. Also, the student will be supervised in the development of bibliographic development and manuscript and grant writing skills.

PHC 8966 – Comprehensive Examination

PHC 7945 – Doctoral Practicum in Public Health

The goal of the doctoral practicum is to provide students with opportunities to interact with other health care professionals in a setting that will enhance their knowledge and skills in the subject area of their dissertation.

PHC 8981 – Doctoral Research Protocol

This course satisfies the requirement for doctoral students to conceptualize, write, propose, present, and defend the proposal for the dissertation research. This course is the same as PHA 8968.

PHC 7980 - Dissertation Research

Research for doctoral candidates for completion of the doctoral dissertation. The student will complete a supervised original research project and write a scholarly dissertation based on the completed research. The student will demonstrate mastery of the field and expertise in the research by a successful open defense of the dissertation.

PHC 8983 – Dissertation Defense**Additional Courses in Public Health*****Research Methods in Public Health***

Research Methods in Public Health focuses on the design and analysis of sample surveys. A brief introduction to questionnaire design and evaluation will be followed by a discussion of sample design techniques. Estimation methods, including calculation and use of sampling weights, and variance estimation methods. Quantitative and qualitative methods that are relevant for data collection analysis of important problems in public health will be covered.

Prerequisite: Biostatistics for Public Health Practice-I, Introduction to Epidemiology

Environmental Health Risk (3 credits)

This course provides students with a comprehensive understanding of the environmental factors impacting human health, including the consequences of natural and human-made disasters. The relative contribution of individual consumer choice, political economy and government policies to local, national and global environmental health will be explored. Issue areas to be covered include: exposure assessment, burden of disease, toxicology risk assessment, communication and risk management.

Prerequisite:

Environmental Epidemiology

The purpose of this course is to review and present epidemiologic principles and concepts that apply to the methodology, analysis and interpretation of studies on adverse health effects due to environmental exposure that impact communities. It will concentrate on the study of the effect on human health of the physical, biologic and chemical factors in the external environment, broadly conceived from the epidemiologic point of view. This course will prepare students to function effectively as environmental epidemiologists in the environmental/public health arena. The knowledge base and skills that are the focus of this course, are fundamental to the scope of work expected of individuals working in environmental epidemiology and in particular the community health assessment process. The course focuses on epidemiologic approaches to activities that are a routine part of the investigation of adverse human health effects in community settings.

Courses in Pharmacy

Pharmacoepidemiology

Introduction to the field of pharmacoepidemiology which uses epidemiologic methods to examine the benefits or risks of medications in the population. In addition to formal lectures, students will be given the opportunity to examine and critique the literature in this area.

APPENDIX C

DOCTOR OF PUBLIC HEALTH

DISSERTATION GUIDELINES

**(Florida A&M University Guidelines for Preparation and
Submission of Doctoral Dissertations)**

Florida A&M University Manuscript Guidelines

Format

This section specifies the format that must be adhered to in preparing the final copy of your manuscript (Chapter 3, FAMU Dissertation and Thesis Guidelines).

Margins

Every page of the manuscript must be kept within the following margins:

Top: 1 inch minimum Bottom: 1 1/4 inch minimum Right: 1 inch minimum

Left (binding edge): 1 1/4 inch minimum

It might be a good idea to set these margins from the very beginning of the writing process to avoid having to reformat your pages later.

Spacing and Indentation

The manuscript must be double-spaced. Use only one side of the page. The first line of each paragraph must be indented five to eight spaces.

Pagination

Every page of the manuscript must be numbered, except for the title page and the copyright page. This includes text, tables, photographs, illustrations, appendices and the bibliography. Page numbers of the text are to appear at the upper right corner.

The preliminary pages are numbered in lower-case Roman numerals, which are centered at the bottom of the page. Begin numbering the preliminaries with the signature page, which is always: **iii**.

The text and all other pages of the manuscript, including references, caption pages, appendices, photos, figures, charts, etc., are all numbered in Arabic numerals beginning with 1, and continuing consecutively through the end of the manuscript. No punctuation or diacritics of any kind may be used next to the page number (i.e. -4, 4, 4', 4.5, 4a).

The page number of every chapter or section is centered at the bottom of the page. Subsequent pages are numbered at the upper right corner.

Illustrations (Charts, Tables, Graphs, Figures and Captions)

Illustrations may be located throughout the text or as an appendix, located prior to references and/or bibliography. Charts and tables may be placed horizontally or vertically, but in either case must fit within the required margins. It may be necessary to use a reducing copier in order to achieve this. If necessary, wide tables, charts, and figures can be placed sideways, with the upper portion of the illustrations towards the

binding edge. Figures may be embodied in the text or be on a separate page. Figures and tables may be located either throughout the work or in an appendix. List(s) of figures, tables or other illustrations, with a brief descriptive title, must be included in the preliminary pages. If you have a few tables, you may include them in a "list of figures and tables" rather than having separate lists for each.

Captions and Caption Pages

Each figure or table must be numbered and include a caption. The standard is for all captions to be placed above tables and below figures and pictures. Captions may be single or double spaced. Lengthy captions should be single spaced. Use consistent spacing. With full page figures, a facing caption page may be necessary. Such a caption page must be in the mirror image of a normal page: the wider margin is on the right, and the number is in the upper-left corner. The caption is always on a page by itself, not on the back of a preceding page. All captions, with the appropriate page numbers, are listed in the list of figures and/or tables; lengthy captions may be abbreviated to the first phrase.

Photographs, Maps and Slides

Photographs may be included in the body of the manuscript, but they must fit within the specified margins. Pagination must be observed. We strongly recommend black and white or color photocopying which is the best and least expensive method. Otherwise, single-weight matte-finish, fiber-based photographic paper is required. Photographs may not be mounted on acid-free paper. Glossy photographs are not acceptable.

Slides must be submitted in clear, polypropylene storage pages. Slides must be numbered and labeled (typed) with the name of the graduate. A list of slides must be included in the table of contents and contain the slide number, title of slide, date and other descriptive information.

Compact Discs and Audio and Video Tapes

Compact discs and audio tapes must be high quality. Video tapes must be VHS format. Tapes must be labeled (typed) with the name of the graduate, title(s) of the work(s), total playing time. In cases where newer technology is being used, consult with the committee members with advice for the graduate dean.

Quotations and Footnotes

If a quotation exceeds six lines, it should be single-spaced and set off from the text with an indentation of an additional 1/2" on both the right and left, measured from the right and left margins. No quotation marks may be used in this case.

Footnotes may be placed either at the end of the chapter or at the bottom of the page; in the latter case, they are to be separated from the text by a solid line extending approximately 20 spaces from the left margin. Footnotes are single-spaced with a

double space between footnotes. Endnotes are to be placed at the end of the manuscript. Most word processing programs have features that automatically format footnotes and endnotes.

Appendices, References, Bibliography

Appendices may be single-spaced. References are to be single-spaced with a double space between entries. A bibliography lists works that you consulted or to which the reader may be referred, while "references" is used to head a list of works cited in the text. The format of the references and/or bibliography should follow that of your discipline. Do not depersonalize non-primary authors by referring to them in the bibliography as et al.

Using Published Material

If approved by your committee, reports of research undertaken during your graduate study at Florida A & M University, that have been published or submitted for publication in appropriate media, may be accepted in their printed form in full or in part as the doctoral dissertation or master's thesis.

If the reprinted material has co-authors beyond the dissertation advisor, you must submit letters from these co-authors to the Academic Dean, giving their approval for the reprints to be used. This must be done even if copyright has been retained. You need to determine if the publisher's permission is also required.

Reprints must adhere to the prescribed margin specifications and be printed on 24 lb. acid-free paper. The name and date of the journal from which the reprint is taken must appear on the first page of the reprint but is optional on subsequent pages. Chapters may have their own abstract.

Acknowledgment of the use of a reprint is to be included in both the "Acknowledgments" section and at the end of the reprint chapter. A sample statement would read:

The text of Chapter Three (or this chapter), in part or in full, is a reprint of the material as it appears in (name of publication). The dissertation or thesis author (or I) was the primary (or secondary) researcher and/or author and the co-author(s) listed in this (these) publication(s) directed and supervised the research which forms the basis for this chapter.

It is your responsibility to ensure that the use of published material is in compliance with the copyright laws of the United States.

When you are the copyright owner, you must supply a copyright page giving the following information for each publication:

Copyright by (name of author-copyright owner); Copyright registration number (obtain this from the copyright certificate); Year copyright was obtained.

When the copyright owner is someone besides you, it is necessary to obtain permission to reproduce material in the dissertation and on microfilm. No dissertation containing material that has been copyrighted will be accepted without appropriate authorization.

Manuscript Option or Freestanding Chapters

In some circumstances, the nature of the dissertation or thesis may naturally lead to its division into chapters that can be self-contained or freestanding and that may constitute material essentially ready for submission for publication. Such a division is an acceptable alternative to the customary format but is subject to the following restrictions:

- The manuscript will contain a general abstract and may contain a general introduction to the subject of research.
- Each chapter may have an abstract, introduction, and subsequent subsections in the style usually followed in the particular discipline.
- All chapters must utilize the same editorial style for footnotes, references, identifications of figures, equations, and other material, as well as for the location of footnotes, references and figures.
- The figures, tables and appendices must carry chapter identification or be consecutively numbered. Figures or tables in one chapter may be referred to in another chapter by referring to the former chapter as a separate document. In the list of figures and/or tables called for in the table of contents, the figures and tables for each chapter should be listed under suitable chapter subheadings.

Style Manuals

Choose the style manual that is most commonly adhered to in your field of study, and follow it consistently.

Organization

Language Requirements

The dissertation must be written in English, with the exception that students specializing in a foreign language may write the manuscript in the respective language. Those who choose this option must submit two abstracts. One must be approximately 1000 words and in English. The other (250 words for a master's, 500 words for a Ph.D.) must be written in the language of the dissertation.

Preliminary Pages

The following preliminary pages precede the body of the manuscript in the following order and are numbered using lower case Roman numerals centered at the bottom of each page:

- ***Title page** (not numbered; see sample)
- ***Copyright page** or blank page (not numbered; see sample)
- ***Signature page** (always numbered: iii; and pages thereafter numbered consecutively; see sample)
- **Dedication page** (optional)
- ***Table of contents** (see sample)
- **List(s)** of symbols, figures, tables, illustrations, and/or photographs (if contained in manuscript -see sample)
- **Preface** (optional)
- **Acknowledgment(s)** (optional)
- *** Vita**, publications, fields of study (doctoral dissertations only)
- **Abstract** (final item in the preliminary pages-see sample)

* Required pages

In the FAMU Dissertation and Thesis Guidelines (**available online**), you will find samples illustrating the preliminary pages. Your table of contents lists all parts of the manuscript including all preliminary pages (beginning with page iii), text divisions, appendix, references, and bibliography. If you include a preface, no part of the manuscript, which is essential to an understanding of the main body of the text, should appear in the preface.

Final Production of Manuscript

Overall Appearance

The general appearance of your manuscript is most important. One copy of your bound manuscript is deposited with the main library; one with the School of Graduate Studies and Research, and another with your department. Prior to being shelved in the library, the circulating copy of your manuscript will be forwarded to Bell and Howell Information and Learning (formerly known as *University Microfilms International - UMI*) to be microfilmed for use by scholars around the world. Master's thesis is not microfilmed.

Crossed out words or letters, strike-overs, erasures or other corrections in the manuscript are not acceptable. Liquid paper or other correction techniques are not allowed, and no material may be mounted by use of paper clips, staples, or adhesives of any kind, including photographic dry mounting tissue. Page headers are not permitted in any form. Page footers may only be used for creating standard footnotes.

Paper and Methods for Printing Final Copies

The three copies of your work prepared for submission to Graduate Studies, your department and the library must be on 8 1/2" x 11", unpunched, unbound, white acid-free paper and cannot contain lines, smudges, spots, glitches, or shaded background. Watermarks identify content and, therefore, appear on each sheet of paper. Original copies must be submitted to the School of Graduate Studies for approval prior to binding.

Some students prefer to make copies using a laser printer. This method is the most time consuming but normally provides the best quality copies. Many students make use of a commercial copy company. Copies done on departmental or self-service copy machines are rarely clean enough to meet the University's quality standard. If using a copier service, plan to provide them with a clean, laser printed copy on good quality paper -- not recycled.

Typeface

Consistency is vital. Any easily read typeface style is acceptable with the exception of cursive types. The most common are Courier New, Times Roman, Chicago, Helvetica, Arial and Palatino. The same typeface style must be used throughout. The point size must be 10 or larger. Bell and Howell Information and Learning recommend a large pica type -- 10-12 characters per inch. Also, all section headings must be consistent in appearance and placement. Remember that no correction fluid is allowed on any copies. Any symbols, equations, figures, or lines that are drawn must be in permanent black ink.

Formats for Preliminary and Other Pages

This section contains format requirements for the pages preceding the text and for other required pages. The following preliminary pages precede the body of the manuscript in the following order and are numbered using lower case Roman numerals centered at the bottom of each page:

- ***Title page** (not numbered; see sample)
- ***Copyright page** or blank page (not numbered; see sample)
- ***Signature page** (always numbered: iii; and pages thereafter numbered consecutively; see sample)
- **Dedication page** (optional)
- **Acknowledgments** (optional)
- ***Table of contents** (see sample)
- **List(s)** of symbols, figures, tables, illustrations, and/or photographs (if contained in manuscript -see sample)
- **Preface** (optional)
- *** Vita**, publications, fields of study (doctoral dissertations only)
- **Abstract** (final item in the preliminary pages-see sample)

* Required pages

Title Page

The title of your manuscript should be as succinct and concise as possible. Because scholars from all over the world may be using key word searches to locate research in your field, it is recommended that you use words for formulas, symbols, Greek Letter, etc. University Microfilms cites the following example: "Metabolic Relationships of p. and

K⁺ Uptake Mechanisms in Snap Beans (*P. vulgaris*) Roots" should be written as "Metabolic Relationships of Inorganic Phosphate and Potassium Uptake Mechanisms in Snap Bean (*Phaseolus Vulgaris*) Roots."

Use your legal name on your manuscript, and make sure that it is identical on the title page, the copyright notation, and the abstract. For example, do not use your first name and initial in one place and your first name and middle name in another place.

Copyright Page

If you have had large sections or your entire manuscript published or copyrighted, and you are the copyright owner, then you must supply a copyright page giving the following information for each publication:

- Copyright by (name of author-copyright owner);
- Copyright registration number (obtain this from the copyright certificate);
- Year copyright was obtained.

Signature Page

Three original signature pages on acid-free paper are required for the three manuscript copies (one for the School of Graduate Studies and Research, one for the library and one for your department). Signature pages for personal copies may be photocopies. All signatures must be in black ink.

To avoid any problems with the signature page, be sure that the page is on the correct paper, has the correct signatures in black ink, has the correct date of defense, follows the correct format, and has no corrections.

Each committee member's name should be printed under the appropriate signature line. Be sure to spell the committee members' names correctly. Check with them to ascertain how they want their names printed. The status of the member should be printed under the name.

Example:

Janet Guyden, Ph.D.
Professor Directing Thesis

Frederick P. Frank, Ph.D.
Committee Member

Degrees should appear after the professor's name (i.e. Ph.D., M.S.).

No one may sign for another person. Further, no one should sign who is not an official member with appropriate graduate directive status. Be reminded that the correct name for the school which handles all graduate affairs is the School of Graduate Studies and Research. The Dean of the School of Graduate Studies and Research is Dr. Chanta M. Haywood.

Dedication Page

The dedication page is optional, and should be for special recognition only. There should not be any heading on the page, but the page should be numbered. Make sure that the dedication is brief and centered about a third of the way down the page.

Acknowledgments Page

This page is also optional. It should recognize any special assistance received during the work on the manuscript. This is the appropriate place to acknowledge support from a contract or grant.

The word "ACKNOWLEDGMENTS," in capital letters, should be centered two inches down from the top of the page. The text should be double-spaced.

Table of Contents

The heading for this page should read "TABLE OF CONTENTS." It should be in all capital letters, and centered with a two-inch top margin. Only items that follow the table of contents should be listed. You should not list the title page, signature page, dedication page or acknowledgments page. The contents should begin with the List of Tables and List of Figures (where applicable) and the abstract. Chapter titles and major headings should be listed word-for-word as they appear in the text. Page numbers must be given for major divisions.

List of Tables and List of Figures

The lists of tables and figures should have a heading of "LIST OF FIGURES" or "LIST OF TABLES" in capital letters, centered with a two-inch top margin. Table titles and figure titles should be single-spaced with double spacing between entries. Page numbers must be given for each table and figure. The titles should be listed word-for-word as they appear in the text. Table and figure titles should not be combined into one list.

Preface (optional)

If you include a preface, no part of the manuscript, which is essential to an understanding of the main body of the text, should appear in the preface.

Vita

All Ph.D. candidates should submit a copy of a current curriculum vita (referred to commonly as C.V.). Your C.v. is an academic version of your resume. It outlines your educational background, research and teaching experience, awards and achievements, grants received presentations at conferences, publications (articles and books), professional affiliations and references. All universities and colleges require a copy of your CV with job applications, be sure to keep yours updated.

The Abstract

It is important to write an abstract which gives a clear impression of the content and major divisions of the dissertation, especially since the abstract for the doctoral

dissertation will be published by Bell and Howell Information and Learning (formerly known as *University Microfilms International- UMI*). Use whole sentences, not elliptic phrases. Abstracts for dissertations and theses must not exceed 500 words.

References

Reference matter follows the text of the dissertation. This may include appendices, addenda (such as questionnaires or computer data), references and bibliography. This order should be followed in formatting either an entire paper or individual, free-standing chapters.

Be sure that the reference style you use follows the established format in your field. Whatever style you use, references should be single-spaced with a double space between citations.

PREPARATION & SUBMISSION CHECKLIST

1. I have registered for dissertation & thesis hours.
2. I have requested and obtained permission to use my own published or co-authored material in my manuscript.
3. I have gotten approval from the IRB. (Only when applicable.)
4. The spelling of the names of my committee members, my school, College Dean and the Dean of the School of Graduate Studies and Research have been approved and are listed correctly.
5. The School of Graduate Studies and Research has been listed under Dean Chanta M. Haywood's name.
6. My signature page has been correctly signed in black ink.
7. My table of contents page coincides with my actual pages in my text.
8. All of the preliminary pages comply with the guidelines in this manual.
9. I have completed and submitted the Degree & Diploma Application.
10. I have set my defense date.
11. I have notified Graduate Studies of my defense date two weeks before I defend.
12. My Committee Chair has certified to the Graduate Dean, in writing, that I have passed or failed my defense.
13. I have submitted my completed manuscript on 24 lb., acid free white paper to the School of Graduate Studies to be bounded in the officially approved olive green color with a hardback cover.
14. I have submitted a copy of my officially bounded dissertation or thesis to the Library and College/School/Institute.
15. I **now** have my Master's or Ph.D. from Florida A & M University

Sample Pages can be found in the appendix of the FAMU Dissertation and Thesis Guidelines available online.