



UNC

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

**DOCTORAL PROGRAM
IN
HEALTH LEADERSHIP (DrPH)**

Academic Policies, Guidelines, and Procedures

**DEPARTMENT OF HEALTH POLICY AND MANAGEMENT
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**2010-2011 Academic Year
Revised June 2010**

These *Guidelines and Procedures* describe rules, regulations, policies, and procedures for the Doctoral Program in Health Leadership (DrPH), as established by the Department of Health Policy and Management and by the actions of the Administrative Board of the Graduate School. Each student should become familiar with the material pertaining to this program, and, together with a faculty advisor, make certain that the selected plan of study complies with the pertinent requirements.

In any instance of discrepancy between these guidelines and the Graduate School Handbook, the Graduate School Handbook takes precedence. The Handbook is on the Web:
<http://handbook.unc.edu/>.

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GENERAL INFORMATION

Program Goal

The goal of the program is to produce graduates with the motivation, knowledge, and skills – and the ability to use those skills effectively – to become top leaders committed to improving the public's health.

This goal responds to the urgent need to develop better leaders to improve the health of the public both domestically and internationally. The Institute of Medicine's landmark 1988 report, *The Future of Public Health* brought this need into sharp focus. The report concluded, "public health will serve society effectively only if a more efficient, scientifically sound system of practitioner and leadership development is established." Since 1988, the Bureau of Health Professions, the Joint Council of Governmental Public Health Agencies, and the Centers for Disease Control and Prevention, among others, have called for improved training of top health leaders.

In 2003, the Institute of Medicine in two major reports renewed and strengthened its call for improved training of future health leaders. One of these reports, *The Future of the Public's Health in the 21st Century*, recommended that "leadership training, support, and development should be a high priority." The other report, *Who Will Keep the Public Healthy*, focused on "Educating Public Health Professionals for the 21st Century", as its subtitle states. The report notes that much has changed since the original 1988 IOM report was issued, and these changes require modification and improvement of the education of top health leaders and other professionals. The report also notes that the DrPH degree should be designed specifically for advanced training in health leadership. The DrPH program pedagogy and curriculum respond to this need.

Students

The program is aimed at working professionals in the U.S. and overseas with the potential and ambition to become senior health leaders. Examples include health directors, mid-career managers in government agencies, leaders within nonprofit and non-governmental organizations, program officers and other mid-level or senior managers working for foundations, as well as others working within the health field, which may include entrepreneurs and individuals working in nontraditional settings affecting the health of the public.

The DrPH program is focused on developing leaders who will improve the public's health in the United States and globally. Therefore, (a) the curriculum will be relevant to the U.S. as well as addressing health leadership in the global context and (b) students will come from the United States as well as from around the world. Because graduates will lead applied efforts to improve the public's health, cohorts will not include individuals who intend to focus predominantly on research or aspire to academic teaching positions.

DrPH Program Governance

All responsibility for the academic conduct, standards, and requirements of the doctoral program rests with the faculty of the Department of Health Policy and Management through its duly appointed and elected officers and representatives, in accordance with other school and university policies.

Program Director. The Director of the DrPH program is responsible for all administrative affairs of the Program, including administration of academic conduct, standards, and requirements. In addition, the Director is responsible for recommending admissions and financial support, matching advisors with students, approving DrPH dissertation committee chairs and members, advising these committees on interpretation of policies and requirements, ruling on all petitions in

accordance with School of Public Health and Graduate School guidelines, and fulfilling any other administrative duties or responsibilities delegated by the Department Chair.

Director: Suzanne (Sue) Havala Hobbs, DrPH
Clinical Associate Professor, HPM

Advisory Committee. The DrPH Advisory Committee advises the Directors with regard to all issues related to the DrPH Program (e.g., admissions, curriculum). In addition to Dr. Hobbs, the members are:

Edward L. (Ed) Baker, Jr., MD, MPH
Research Professor, HPM
Director, N.C. Institute for Public Health

Edward F. (Ned) Brooks, MBA, DrPH
Clinical Associate Professor,
Health Policy and Administration (HPM)

Sandra B. Greene, DrPH
Research Associate Professor, HPM
Research Associate, Sheps Center for Health Services Research

Nicholas Mosca, DDS (DrPH Class of 2011)
Dental Director
Mississippi State Department of Health

Susan Helm-Murtagh, DrPH, MBA (Class of 2009)
Vice President, Information Management
Blue Cross and Blue Shield of NC

James V. (Jim) Porto, PhD, MA
Clinical Assistant Professor, HPM
Director, Executive Masters Program

Thomas C. (Tom) Ricketts, PhD
Professor, HPM
Deputy Director, Sheps Center for Health Services Research

R. Gary Rozier, DDS
Professor, HPM

Pam C. Silberman, JD, DrPH
Clinical Associate Professor, HPM
President and CEO, North Carolina Institute of Medicine

Bryan J. Weiner, PhD
Associate Professor, HPM

John Wiesman, MPH
Director, Clark County Public Health Department
Vancouver, Washington

Rachael Wong

DrPH Student (Class of 2010)

William N. (Bill) Zelman, PhD
Professor, HPM

Graduate School Handbook. Additional information on the governance of and regulations for doctoral study are contained in the Graduate School Handbook (<http://handbook.unc.edu/>). Students are responsible for being familiar with its contents, and complying with rules, regulations, policies, procedures, and deadlines. The core regulations have been incorporated in part in these Guidelines and Procedures, but additional, essential regulations are given only in the Graduate School Handbook. In instances of discrepancy between these Guidelines and Procedures and the Graduate School Handbook, the Graduate School Handbook takes precedence.

Class Size

Up to twelve students will be admitted annually.

Program Costs

The tuition for 2010 in-state students will be approximately \$308 per credit hour (possibly slightly more if the University raises tuition for the coming academic year). At \$308 per credit hour, six credit hours per semester, and three semesters per year, the annual tuition for in-state students is \$5,544 in each of the first two years. Tuition for out-of-state students is \$616 per credit hour or \$11,088 in each of the first two years. (In the third year, students will take between nine and 15 credits hours.) In addition to tuition, students must provide their own computers and web cams per program specifications (information is provided to students separately and updated as necessary as the technology changes). Students will also be responsible for travel expenses related to three annual visits to campus in each of the first two years and at least one trip in the third year.

Financial Aid

A generous donor has established a \$75,000 endowment, which generates \$3,750 a year for two scholarships. We continue to work to raise additional funds for scholarships. For general University information about financial assistance, see <http://studentaid.unc.edu> and http://gradschool.unc.edu/fellowships_and_funding/index.html.

If you are in the military, the University's military tuition benefit is described at http://gradschool.unc.edu/pdf/mtb_application.pdf.

Information about residency status can be found at <http://gradschool.unc.edu/residency>.

Admission Requirements

A prior master's degree or doctoral degree (not necessarily in public health).

At least several years of significant post-graduate experience in the health field, including at least five years in at least a mid-level leadership position with substantial management responsibility.

Demonstrated leadership potential.

Motivation to obtain senior-level positions and to improve the public's health.

Grade Point Average (GPA) of 3.0 or better in prior graduate study.

Combined score of 1000 or greater in the verbal and quantitative sections of the Graduate Record Exam Scores (GRE) or the Graduate Management Aptitude Test (GMAT). Scores must be no more than five years old. Note: We also consider scores on the written section of the GRE, as strong writing skills are critical for success in our program. With permission of the Graduate School, rare exceptions may be made in some cases for applicants with scores below 1000. Applicants with professional doctoral-level degrees (MD, DDS, JD) from U.S. or Canadian schools are exempted from the GRE/GMAT.

While all students are expected to be academically qualified for doctoral level study, special emphasis is placed on demonstrated leadership and a practice-oriented career commitment.

Also note: Students without a master's or other advanced degree from an accredited school of public health must successfully complete five core courses (Biostatistics, Environmental Health, Epidemiology, Health Administration, and Social and Behavioral Science), all of which are offered online. These courses need not be completed before matriculating, but they must be completed concurrently with the three-year DrPH program in order for students to graduate.

DrPH Advising

As soon as possible after matriculation students are matched with a faculty advisor based in large part on mutual scholarly interests. This advisor will guide the student in interpreting course and program requirements and identifying dissertation committee members. In most cases, this faculty advisor also provides guidance on the dissertation proposal, implementation and defense although, on occasion, a different faculty member may chair a student's dissertation committee. In addition, the director of the DrPH program and the HPM Registrar are available to work with students on general program matters and course registration issues.

Program Design

In each of the first two years, the students will come to Chapel Hill for three to five days in late August, between fall and spring semesters (early January), and between spring and summer semesters (mid May). (At times, an alternate site may be chosen which may require travel outside the U.S. or North Carolina.) Otherwise, learning will take place at homes and offices, away from the UNC campus. Students will connect to faculty and peers mainly via computer. Students will not need to go to distance education sites such as videoconference centers to participate in the program. Note that we are working on plans to begin holding at least one "on-campus" session outside of Chapel Hill each year, potentially at UNC's Winston House location in London, UK, and/or other sites as appropriate, such as Atlanta, GA or Washington, DC. Students will be given ample time to make travel arrangements if and when these plans come to fruition.

We will make substantial use of technologies (Internet Video, Adobe Connect, and Blackboard) that allow students and faculty to interact productively and that support live video, audio, and data sharing. The technologies can also be used to connect guest speakers with students without having to bring everyone together in the same room. **NOTE: Students must have a DSL or cable Internet connection. Dial-up connections will not work with our technology. Also note that some international students may incur an additional cost for teleconferencing during weekly class sessions.**

The executive format will function as follows: During their first visit in August, students will begin their studies with several days on campus during which they will be oriented to the program, the Department, and the University. They will also participate in group discussions with top health care and public health leaders. They will be introduced to the remainder of the first semester curriculum and will be trained in using the software. The students will then return home for the balance of the semester.

Students will receive material (recorded videos, narrative case studies, datasets, readings, etc.) via the Web each week. They will study these materials on their own but must have completed required tasks before a regularly-scheduled weekly late afternoon or evening class session when they will convene live via Internet Video. These three hour synchronous learning sessions will be divided into the components of the curriculum and led by faculty members responsible for each component, sometimes including guest speakers.

First-year students meet for class on Tuesdays; second-year students meet for class on Wednesdays. Class times vary from cohort to cohort, depending upon the locations of students. However, typical connection times are 4-7pm EST or 5-8pm EST. *Third-year students registered for dissertation credit hours must attend a monthly online video chat group meeting until they have successfully defended their doctoral dissertation.*

Students will return to Chapel Hill between semesters to conclude work on the preceding semester and begin work on the next semester's curriculum. This process will be repeated throughout the first two years of the curriculum. All students will move through the curriculum together at the same pace. Every course in the first two years is required of every student. Some students will no doubt be expert at some elements of the curriculum but must nevertheless complete those elements. We want students to share their expertise with others in the cohort. We believe active interaction among students is an important part of good adult learning. The focus in the third year is on writing the dissertation, although students will also be free to take two electives.

Note that participation in the doctoral program requires attendance at six on-campus sessions during years 1 and 2 of the program. Exceptions will be made only in the case of 1). illness or death in the family, 2). mandatory organizational obligation (one time only), acknowledged in writing by employer. We understand that important professional and personal opportunities may conflict with scheduled on-campus sessions. However, priority must be given to attendance at on-campus sessions. Only in rare cases will other extraordinary circumstances be considered by the program director. Similarly, attendance is required at all weekly class sessions throughout years 1 and 2 of the program. Students are expected to arrange vacation and work-related travel plans to accommodate class session times. *Failure to attend class sessions and/or on-campus (or scheduled off-site, in-person sessions held at alternative sites) as specified will disqualify student from continuation in the program.*

ACADEMIC REQUIREMENTS

During development of the UNC Doctoral Program in Health Leadership (DrPH), a competency model unique to our program was defined by an advisory committee and used to guide creation of the curriculum. Since that time, a national effort to bring consistency to DrPH program curricula resulted in a new DrPH competency model, published in November 2009 by the Association of Schools of Public Health (ASPH). The model can be viewed online at: http://www.asph.org/publication/DrPH_Core_Competency_Model/index.html.

In support of this effort, we are currently comparing our program curriculum to this new ASPH model. Over the next year, all HPM DrPH program syllabi will be revised to show how course objectives (and individual sessions within courses) map with the ASPH DrPH competencies.

Course Requirements

The program curriculum is summarized in this table and in Appendix A.

DOCTORAL PROGRAM IN HEALTH LEADERSHIP (DrPH) CURRICULUM

Themes
(Credit hours in parentheses)

	LEADERSHIP	PUBLIC HEALTH	RESEARCH*
<u>Year 1, Fall</u>	HPM 820: Organizational Leadership Theory and Practice (2)	HPM 860: Population Perspectives for Health (1)	HPM 950: The Research Process (1)
	HPM 810: Leadership in Public Health Law and Ethics (2)**		
Spring	HPM 821: Current Topics in Health Leadership (2)	HPM 953: Essentials of Practice-based Research (2) ***	HPM 951: Literature Review & Appraisal (3)
Summer	HPM 955: Strategic Thinking and Implementation (2)		HPM 952: Community Involvement in Research (1) HPM 954: Dissertation Preparation and Planning (2)
<u>Year 2, Fall</u>	HPM 958: Financial Leadership in the Era of Sarbanes-Oxley (2)		HPM 956: Fundamentals of Research Analysis (3)
Spring	HPM 957: Operating in the External Environment (3)	HPM 759: Issues in Health Policy & Reform (2)	HPM 959: Strategic Management in Health Leadership (2)

Summer	HPM 962: Marketing & Public Relations for Health Leaders (3)		HPM 963: Program Evaluation for Health Leaders (3)
Year 3, Fall			HPM 994: Doctoral Dissertation (3)
Spring			HPM 994: Doctoral Dissertation (3)
Summer			HPM 994: Doctoral Dissertation (3)

* First year research courses help with dissertation proposal preparation. Second year courses focus on conducting the dissertation.

** Also under "Public Health."

*** Also under "Research."

Written Comprehensive Examination

A written comprehensive examination is administered at the end of the second year of the program. The examination integrates key concepts from the overall program curriculum. Students have forty-eight hours in which to take the exam. Specific details about the examination are provided to students at least one week before the exam is scheduled to take place. Note that this and all other examinations are given under the University Honor Code. Students are expected to read, understand, and follow the policies set forth in the *Instrument of Student Judicial Governance* (<http://www.unc.edu/student/policies/isjg>). A Department-specific policy governing the comprehensive exam is contained in a separate document available from the HPM registrar.

Dissertation

The DrPH dissertation is the ultimate academic test of a student's competency. It requires the student to apply key aspects of the curriculum to improving the understanding of or resolving an important public health-related administrative or policy issue.

The dissertation should demonstrate the candidate's mastery of the skills and knowledge required to lead an important health-related program, to create a substantial change in policy for the public's health, or to develop new methods that accomplish either of these two goals. The dissertation should be of publishable quality in either the scholarly literature or applied literature in health care delivery or public health.

Guidelines for the Dissertation

Students have flexibility in designing a dissertation project, but all will highlight a potential strategy for addressing a current or past health policy or organizational issue or problem. The dissertation will outline a plan to guide implementation of organizational or policy change. The objective of the DrPH dissertation is to combine research with an understanding of the role of leadership in creating an implementation plan to improve the public's health.

Note: The School of Public Health's Institutional Review Board on Research Involving Human Subjects (IRB) (<http://research.unc.edu/ohre/>) must review **all** research involving human subjects (including dissertations and class research projects). Students must submit to the IRB, even if the planned research may be exempt as defined for certain human subjects research by the Code of Federal Regulations. **Only** the IRB can determine whether research is exempt. It is

essential to receive IRB approval prior to beginning research. Approval is not given retroactively for any research.

Also: The University now requires that all faculty, staff and students who are engaged in the planning, conduct or analysis of research at UNC-Chapel Hill involving human subjects complete an online training module. ***This training must be completed before you can begin work on your dissertation.*** We recommend that you complete this module during your first semester in the Doctoral Program. A link to the online training module and details about the module can be found at <http://ohre.unc.edu/educ.php>. The [Collaborative IRB Training Initiative \(CITI\)](https://www.citiprogram.org/default.asp) at <https://www.citiprogram.org/default.asp> (direct link to the sign-in page for the module) is a web-based training package on issues relating to human subjects research. The CITI web site is maintained by the University of Miami, with content developed by a national consortium. CITI contains modules on topics like informed consent, vulnerable populations, ethical principles and IRB regulations. Each module has a short quiz at the end to assess understanding. Over 400 institutions are using CITI for their mandatory training.

OUTLINE OF DRPH DISSERTATIONS

Chapter 1: The Topic. The topic must be innovative and significant. “Innovative” means the dissertation must either identify new approaches to existing or past problems or apply existing approaches to new problems. “Significant” means that the dissertation’s implementation plan must have the potential to create one or more important improvements in the health of the public, or that the identification and understanding of past failures and successes illuminates principles of organizational change or policy implementation that have application in improving future health policy.

Focus: Most dissertations will focus on either:

- A change at the top level of an organization or a set of organizations that improves the organizations’ ability to improve the public’s health; or
- Policy development and implementation at the local, regional, state, or national level aimed at improving the public’s health

Researchable: The topic must be able to be stated as a research question.

Chapter 2: Literature Review. The dissertation must produce a scholarly analytical synthesis that demonstrates the student’s ability to critically evaluate the relevant literatures on leadership and organizational or policy change as they relate to understanding the issue or problem and identifying alternative courses of action.

Chapter 3: Methodology. This chapter identifies and describes the appropriate tools to study the issue being examined. The methods used in the dissertation fall under the general rubric of “mechanisms for social change” and may include one or more of the following, as is appropriate for the topic: quantitative data analysis, including large data sets; qualitative analysis; or policy analysis. Policy analysis should include an analysis of the problem (needs statement), establishment of goals and evaluation criteria, identification of alternative policies to address the problem, evaluation of the alternative policies using the evaluation criteria, and a description of the implementation and evaluation plans.

Chapter 4: Results. This chapter describes what was found as a result of studying the issue using the methods described in Chapter 3.

Chapter 5: The Implementation Plan. This section is the centerpiece of the DrPH dissertation and should be comprehensively detailed. This chapter presents an explicit strategy for addressing the issue with a focus on the resources, players, and contextual parameters affecting the change and should include a proposed evaluation methodology.

This section includes an application of the core elements of the DrPH leadership curriculum depicted on the triangle's borders in Figure 1, including:

- 1) The resources necessary to implement and maintain the organizational change or policy including people, funds and other infrastructure elements.
- 2) The players affecting the change including key stakeholders (i.e. populations, communities) and key decision-makers.
- 3) The contextual parameters affecting the change including law and policy, organizational or situational authority, ethics, political and public feasibility, and the prevailing social environment and norms.

Other topics covered in the curriculum (communications, informatics, policy analysis, social forecasting, scheduling, negotiation, assessment, planning, assurance, public relations, marketing, and evaluation) should be incorporated as applicable. (See inner circle, Figure 1). The implementation plan combines the various elements of the curriculum in a coherent and comprehensive strategy for making organizational or policy change.

Chapter 6: Discussion. This chapter explains how the plan will improve the public's health if implemented, incorporating the principles identified in the analysis in Chapter 5. It identifies any drawbacks/limitations and explains why the advantages outweigh the disadvantages. It also describes the plan's potential for further dissemination.

Oral Comprehensive Examinations – The Dissertation Proposal Defense and Final Defense

For all dissertations, a committee of at least five persons approved by the Graduate School evaluates the quality of the dissertation. The committee is chaired by an HPM tenure track or Graduate School approved fixed-term faculty member and consists of at least four other persons. Two of these other persons must be a tenure track or approved fixed-term faculty member in the School of Public Health. Other members of the committee may be drawn from elsewhere within the University. Also, persons from outside the University may serve on dissertation committees with the approval of the Chair of the Department of Health Policy and Management and the Graduate School. These persons will be granted adjunct faculty status in HPM for the duration of their service on dissertation committees.

The committee reviews and approves the dissertation proposal, provides guidance to the student in conducting the dissertation, and ultimately judges whether the dissertation meets the criteria for a scholarly work as outlined above. Specific areas of concern include the significance and appropriateness of the issue chosen, the appropriateness and execution of the methodology used, whether the results logically follow from the findings, the completeness and feasibility of the proposed implementation strategy and evaluation plan, and the appropriateness and utility any principles identified.

For all dissertations, the committee should be able to answer relevant questions about the dissertation, such as:

Overall Dissertation Evaluation Criteria:

- Considered as a whole, is the dissertation, its methods and findings, significant and innovative?
- Is the literature review thorough and applicable, and has it been synthesized effectively?
- Are relevant leadership theories cited and explained?

Needs or Problem Statement:

- Is the need for the project clearly identified?

Goals and Evaluation Criteria:

- Does the dissertation include a description of policy goals and relevant evaluation measures (e.g., cost, resources needed to implement, feasibility of implementation, political feasibility)?

Generating Alternative Options:

- Does the dissertation identify appropriate options that could be used to address the problem?

Data or Policy Analysis:

- Have appropriate research and data analysis methods been employed? (For example, has the student used appropriate quantitative, qualitative, or policy analysis methods to evaluate competing options?)
- Does the project describe how populations and communities will be affected by the change? Are the pros and cons in terms of effect on populations thoroughly analyzed?
- Are considerations of the ethical implications of the change adequate and appropriate?

Implementation Plan:

(Students should address some or all of the following, as appropriate to the dissertation):

- What resources (financial, human and other) are/were needed to implement and maintain the change?
- Have the effects of the laws and policies that bear on this issue been adequately addressed?
- Are/Were the relevant policy makers and stakeholders identified? What are/were their positions? Has the student described a plan to obtain stakeholder support and/or reduce stakeholder opposition? For dissertations focusing on past policy, has the student identified the role that stakeholder groups played in the project being evaluated?
- Is/Was the proposed schedule of implementation realistic? Does/Did it make sense in the context of the project's budget and resources?
- Have the appropriate policy analyses, social forecasts, assessments, negotiations, communications, and other applications methods been identified and integrated appropriately into the plan? Are the marketing and public relations plans sound? For projects focusing on historical policies, have these facets been examined?

Evaluation Plan:

- Is the proposed evaluation plan sound?

NOTE: In those cases in which the implementation plan or the principles cannot be applied within the third year, the dissertation committee members must assess of the potential "real world" utility of these "products."

Figure 1 DrPH Dissertation



EtHICS, INSTITUTIONAL REVIEW BOARD, AND HIPAA

Ethics and Honor Code

The *Policies and Procedures* chapter of the Graduate School Handbook contains detailed information about amorous relationships, illegal drugs, ethics, the Family Educational Rights and Privacy Act, the Honor Code, non-discrimination, racial and sexual harassment, and the alcohol policy.

Institutional Review Board (IRB) and Research Involving Human Subjects

The University's Office of Human Research Ethics (<http://ohre.unc.edu/>) is responsible for protecting human subjects and oversees the School of Public Health's Institutional review Board (IRB) The School's IRB must review *all* research involving human subjects (including dissertations and class research projects). As described on page 10, students must submit to the IRB, even if they believe that their research may be exempt as defined for certain human subjects research by the Code of Federal Regulations. *Only* the IRB can determine whether research is exempt.

It is essential to receive approval prior to beginning research. Approval will not be given retroactively for any research. Additionally, in the not-so-distant future, the University will track the IRB status of all dissertations and theses submitted to fulfill degree requirements; those not approved/reviewed will not be accepted for graduation.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA), which regulates the exchange of health information that is often critical to research, became law in 1996. HIPAA privacy regulations do not replace existing human research participant protections. Rather, HIPAA presents additional requirements. The regulations apply to personal, health and demographic information in the records of health care providers, health plans and health care clearinghouses (so-called "covered entities)," which include the UNC Health Care System, the School of Medicine and other health care providers such as private clinics and hospitals. These entities will refuse to share health records without demonstrated HIPAA conformity, such as a patient's signed authorization or a waiver of authorization from the researcher's Institutional Review Board (IRB). Researchers whose work involves clinical trials, patient surveys, retrospective chart reviews, patient database mergers or other information from medical records should therefore know the HIPAA regulations. Online training is available at <http://www.unc.edu/hipaa/>.

By the End of the First Semester

1. Obtain training in the University's approved ethics training course. The OHRE website (<http://ohre.unc.edu/>) provides instructions about how to obtain ethics training and certification. After completing the online course, print a copy of the certificate of completion and keep it in a safe place (e.g., student's permanent file in the department).
2. Complete HIPAA training (<http://www.unc.edu/hipaa/>).

The length of the IRB approval process depends on the type of dissertation research. For example, approval of secondary data analysis or a study involving minimal risk to human subjects may be approved relatively quickly (e.g., within a week or two). Approval for collecting sensitive data about human subjects may require several revisions before IRB approval is granted (e.g., 1-2 months). Therefore, plan ahead so that the research is not delayed. In general, the process is:

1. Complete the proposal—either immediately after successfully defending the proposal, or after it is in relatively final form. If significant modifications are made to the proposal, then IRB approval of the modification is required.

2. Submit completed IRB forms with the advisor's signature, the proposal and University Ethics Training Certificates (provided upon successful completion of the IRB training program) for the student and the advisor. Include the proper number of copies.

For questions about the IRB process or how to complete particular aspects of the application, please contact the School's IRB office.

FORMS

Required Forms

A number of forms must be completed and submitted to the Graduate School during the doctoral program. All required forms are available from the HPM Registrar. Students should check with the Registrar to ensure that the appropriate forms are filed on their behalf and at the appropriate times.

ALL FORMS SHOULD BE SUBMITTED TO THE HPM REGISTRAR, Lynnette Jones (ljones3@email.unc.edu, CB# 7411, School of Public Health, HPM, UNC-Chapel Hill, 27599). STUDENTS SHOULD NOT SUBMIT FORMS DIRECTLY TO THE GRADUATE SCHOOL.

Report	Filed after	Responsible party
1 <i>Curriculum vitae</i>	Each year	Student
2 <i>Preliminary Doctoral Written Examination</i>	Taking written comprehensive exams	Program Director
3 <i>Doctoral Committee Composition</i> <i>Note: When applicable, students are responsible for submitting forms to have non-UNC faculty appointed to the Graduate School to serve on their committees.</i>	Assembling a dissertation committee	Student
4 <i>Approved Dissertation Project</i>	Defending the dissertation proposal (first oral examination)	Student
5 <i>Oral Examination</i>	Defending the dissertation proposal (first oral examination)	Committee Chair
6 <i>IRB Approval</i>	Getting IRB approval	Student
7 <i>Application for Graduation</i>	Completing all requirements (except dissertation defense), about 3 months before graduation	Student
8 <i>Final Oral Examination</i>	Defending the final dissertation	Committee Chair

1. *Curriculum Vitae*: **Filed by July 1 of each year**: Students must provide a copy of their current curriculum vitae to their advisor and to the DrPH Program Director. The curriculum vitae should describe students' research, teaching, and service activities.
2. *Report of Preliminary Doctoral Written Examination* (Part I: *Doctoral Exam Report Form*). **Filed after taking written comprehensive exams**: This form reports the results of the written comprehensive exam, and is filed regardless of whether the outcome of the examination is a pass or fail. The Director of the DrPH Program is responsible for filing this form for DrPH students.

3. *Report of Doctoral Committee Composition (Part I: Report of Doctoral Committee Composition & Report of Approved Dissertation Project)* **Filed after assembling a dissertation committee:** The doctoral dissertation committee must be approved by the Director of the DrPH Program, the chair of the dissertation committee, and the Graduate School. Often this form is completed at the same time as the oral defense of the dissertation proposal. The student is responsible for filing this form with the HPM Registrar.
4. *Report of Approved Dissertation Project (Part II: Report of Doctoral Committee Composition & Report of Approved Dissertation Project)* **Filed after defending the dissertation proposal (first oral examination):** The dissertation committee signs this form indicating approval of the proposed dissertation project. The working title of the dissertation is filed with the Graduate School. The student is responsible for filing this form with the HPM Registrar.
5. *Report of Oral Examination (Part II: Doctoral Exam Report Form)* **Filed after defending the dissertation proposal (first oral examination):** This form reports the results of the dissertation proposal defense, and is filed regardless of whether the student passes or fails the examination. The Graduate School does not consider a student to have passed the oral examination, and therefore to be eligible for doctoral candidacy, until it receives this report. The dissertation committee chair is responsible for filing this form.
6. *IRB Approval* **Filed after defending the dissertation proposal:** See section on IRB.
7. *Application for Graduation* **Filed after completing all requirements (except dissertation defense), about 3 months before graduation (please check University calendar for the exact filing date):** Degrees are awarded three times a year; May, August, and December. A student who expects to finish soon must notify the department and the Graduate School of her/his intention to graduate by submitting an application for graduation on a specific date. In order to have the degree awarded at the desired time, all degree requirements must be completed (except the dissertation defense) no later than the deadline specified in the University Registrar's Calendar (2nd Friday in October for December graduation; 2nd Friday in February for May graduation; 2nd Friday in June for August graduation) for the relevant commencement. The Graduate School cannot make exceptions to this rule. If the student submits an application but does not satisfy the degree requirements by the deadline for graduation (e.g., because of a failed final oral examination, outstanding grade of IN, etc.), the application will roll forward to the next commencement. After one year a new graduation application must be submitted. The student is responsible for filing this form.
8. *Report of the Final Oral Examination (Part III: Doctoral Exam Report Form)* **Filed after defending the final dissertation:** The final oral examination takes place at the time of the dissertation defense. The dissertation committee chair is responsible for filing this form.

Additional Forms

- *Change of Advisor Request:* This form is filed whenever the student requests a change in a dissertation committee member.
- *UNC General Alumni Association Personal Data Summary for Graduate Degree Candidates, a Survey of Earned Doctorates:* Filed when the student delivers the final copy of the approved dissertation to the Graduate School.
- *University Microfilms' Doctoral Dissertation Agreement Form:* Filed when the student delivers the final copy of the approved dissertation to the Graduate School.

APPENDIX A

Academic Schedule and Course Sequence: 2009-2012

FALL 2010

HPM 810: Leadership in Public Health Law and Ethics (2 credit hours)

HPM 820: Organizational Leadership Theory and Practice (2)

HPM 860: Population Perspectives for Health (1)

HPM 950: The Research Process (1)

Early Registration*	(Registrar will notify)
Campus Visit	August 15-19, 2010
First Day of Classes	August 24, 2009
Last Day of Classes (online)	December 8, 2009

*HPM Registrar will register DrPH students for all courses.

SPRING 2011

HPM 821: Current Topics in Health Leadership (2 credit hours)

HPM 951: Literature Review and Appraisal (3)

HPM 953: Essentials of Practice-based Research (2)

Registration*	(Registrar will notify)
Campus Visit	January 4-7, 2011
First Day of Classes	January 11, 2011
Last Day of Classes (online)	April 27, 2011

*HPM Registrar will register DrPH students for all courses.

SUMMER 2011

HPM 952: Community Involvement in Research (1 credit hour)

HPM 954: Dissertation Preparation and Planning (2)

HPM 955: Strategic Thinking and Implementation (2)

Registration*	(Registrar will notify)
Campus Visit	May 10-12, 2011
First Day of Classes	May 17, 2011
Last Day of Classes	July 27, 2011

*HPM Registrar will register DrPH students for all courses.

FALL 2011

HPM 956: Fundamentals of Research Analysis (3 credit hours)

HPM 958: Financial Leadership in the Era of Sarbanes-Oxley (2)

Registration*	(Registrar will notify)
Campus Visit	August 14-18, 2011
First Day of Classes	August 23, 2011
Last Day of Classes	December 7, 2011

*HPM Registrar will register DrPH students for all courses.

APPENDIX A (continued)

Academic Schedule and Course Sequence: 2009-2012

SPRING 2012

HPM 957: Operating in the External Environment (3)

HPM 759: Issues in Health Policy and Reform (2)

HPM 959: Strategic Management in Health Leadership (2)

Registration*	(Registrar will notify)
Campus Visit	January 3-6, 2012
First Day of Classes	January 10, 2012
Last Day of Classes	April 26, 2012

*HPM Registrar will register DrPH students for all courses.

SUMMER 2011

HPM 962: Marketing and PR for Health Leaders (3 credit hours)

HPM 963: Program Evaluation for Health Leaders (3)

Registration*	(Registrar will notify)
Campus Visit	May 9-11, 2012
First Day of Classes	May 16, 2012
Last Day of Classes	July 26, 2012

*HPM Registrar will register DrPH students for all courses.

FALL 2011 – SUMMER 2012

HPM 994: Doctoral Disseration (3 credit hours)

Elective course #1 (optional)

Elective course #2 (optional)

Registration*	(Registrar will notify)
Campus Visit	TBA
First Day of Classes	TBA
Last Day of Classes	TBA

*HPM Registrar will register DrPH students for all courses.

APPENDIX B
Degree Requirements Checklist

Theme	Course #	Course Title / Description	Hrs	Date Completed
PREREQUISITE COURSEWORK (NEEDED ONLY IF NO MPH/MHA)				
	HPM600	US Health Care System	3	_____
	EPID600	Principles of Epidemiology	3	_____
	BIOS600	Statistical Methods	3	_____
	ENVR600	Environmental Health	3	_____
	HBHE600	Social and Behavioral Science Foundations of Health Education	3	_____
FALL, YEAR 1				
	Leadership	Leadership Theory and Practice	2	_____
	Public Health	Population Perspectives for Health	1	_____
	Ldship / PH	Leadership in Public Health Law and Ethics	2	_____
	Research	Research Literacy and Dissertation Preparation	1	_____
	<i>Dissertation</i>	<i>Identification of dissertation topic (general description)</i>		
SPRING, YEAR 1				
	Leadership	Current Topics in Public Health Leadership	2	_____
	Research	Literature Review & Appraisal	3	_____
	Rsch / PH	Conducting Practice-based Research	2	_____
	<i>Dissertation</i>	<i>Dissertation topic finalized</i>		
		<i>First draft of literature review completed</i>		
SUMMER, YEAR 1				
	Leadership	Strategic Thinking and Implementation in the Community	2	_____
	Public Health	Dissertation Preparation and Planning	2	_____
	Research	Community Involvement in Research	1	_____
	<i>Dissertation</i>	<i>Dissertation</i>		
		<ul style="list-style-type: none"> • <i>Research Question</i> • <i>Draft Chapter 1: The Topic</i> • <i>Revised Chapter 2: Literature Review</i> 		
FALL, YEAR 2				
	Leadership	Financial Leadership in the Era of Sarbanes-Oxle	2	_____
	Research	Basics of Research and Analysis	3	_____
	<i>Dissertation</i>	<i>Continued development of dissertation proposal</i>		
		<ul style="list-style-type: none"> • <i>Determination of methods</i> 		
SPRING, YEAR 2				
	Leadership	Operating in the External Environment	3	_____
	Leadership	Strategic Management	2	_____
	Public Health	Issues in Health Reform	2	_____
	<i>Dissertation</i>	<i>Dissertation proposal defense</i>		
		<ul style="list-style-type: none"> • <i>Research Question</i> • <i>Background and Significance</i> • <i>Literature Review</i> • <i>Methods</i> • <i>Timeline</i> 		
SUMMER, YEAR 2				
	Leadership	Marketing and PR	3	_____
	Leadership	Program Evaluation	3	_____
	COMPREHENSIVE EXAM			
YEAR 3				
	Research	Dissertation	9	_____
	Elective (optional)		3	_____
	Elective (optional)		3	_____
	<i>Dissertation</i>	<i>Fall: Data collection completed</i>		
		<i>Spring: Type 1 → Draft Chapter 4: Results</i>		
		<i>Draft Chapter 5: Implementation Plan</i>		
		<i>Type 2 → Draft Chapter 4: Results</i>		
		<i>Draft Chapter 5: Analysis</i>		
		<i>Summer: Dissertation defense</i>		

Total credits	45- 51
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