<table>
<thead>
<tr>
<th>Program</th>
<th>Doctor of Public Health (DrPH)</th>
<th>PhD in Public Health</th>
<th>PhD in Health Education and Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Leadership focus in a practice-based setting</td>
<td>Research focus in an academic or research setting</td>
<td>Teaching and research focus in an academic or research setting.</td>
</tr>
<tr>
<td></td>
<td>Practice (creating new knowledge via practical application)</td>
<td>Research (creating new knowledge via applying theory)</td>
<td>Research (creating new knowledge via applying theory)</td>
</tr>
<tr>
<td>Purpose</td>
<td>Prepare individuals for public health evidence-based leadership and practice-based research roles to inform public health practice and teaching</td>
<td>Prepare students for teaching roles at the university level or for research roles at a university or in other settings (communities, organizations, associations) to inform public health issues/problems</td>
<td>Prepare students for teaching roles at the university level or for research roles at a university or in other settings (communities, organizations, corporations) on health education and/or health promotion</td>
</tr>
<tr>
<td>Degree Objective</td>
<td>Develop professional knowledge, skills, and competencies as leaders and administrators in public health. Students will participate in interdisciplinary/interprofessional learning opportunities to integrate public health practice and established methods of scientific inquiry through critical thinking and discovery that results in professional excellence in practice and that enhances the social good in public health settings.</td>
<td>Study current public health initiatives, explore what makes them successful, and discuss strategies for creating and leading research initiatives. Students will explore strategies that can promote positive health changes, contribute to the knowledge base of public health for entire populations, and play a role in improving the health of individuals, communities, and beyond. Many graduates leverage their experience to assume academic or research positions in the public or private sector.</td>
<td>Study and conduct current health education and promotion research; explore innovative ways to educate and promote healthy behaviors; explore methods of health behavior change and prevention strategies; develop skills in identifying sources of funding and writing grants; and establish communication tactics that motivate individuals to pursue healthy lifestyles. Students will explore opportunities to impact the health of communities, organizations, healthcare settings, schools, and international markets. Graduates may pursue academic or research positions in the public or private sector.</td>
</tr>
<tr>
<td>Curriculum Focus</td>
<td>• Integrates the five core areas of public health (biostatistics, environmental health sciences, epidemiology, health policy management, and social and behavioral sciences) • Emphasizes work experience relevant to the degree and addresses learning methods in the context of public health practice • Prepares students for advanced competency in public health practice and leadership skills, among others</td>
<td>• Designed to prepare students for a research-based or teaching career in one of two focused areas: community health education or epidemiology • Emphasizes research in the context of the public health discipline and addresses learning methods in the context of research • Represents PhD training typically aimed at students who focus their research in narrowly defined areas that are relevant to the field of public health</td>
<td>• Designed to prepare students for a research-based or teaching career in one of six focused areas: behavioral health, disease surveillance, global health, health policy, management and leadership, or population health • Emphasizes research in the context of the health education and health promotion discipline and addresses teaching/learning methods in the context of research • Represents PhD training typically aimed at students who focus their research in narrowly defined areas that are relevant to the field of health education and promotion</td>
</tr>
</tbody>
</table>

Core Competencies: [www.asph.org/](http://www.asph.org/)

- Advocacy
- Communication
- Community/cultural orientation
- Critical analysis
- Leadership
- Management
- Professionalism and ethics

**Learning Outcomes**

- Critically evaluate the interdisciplinary role of stakeholders in the application and evaluation of population-based public health strategies
- Evaluate approaches to inform and influence public health interventions and strategies
- Apply research methods in the investigation of public health practice
- Critically evaluate evidence-based research, theories, and models used in public health
- Apply systems thinking skills and strategies for the promotion of public health policy and advocacy
- Apply evidence-based research and practice to promote positive social change
- Examine the application of economic theories in relation to public health systems across diverse community settings
- Apply community health assessment techniques to identify, prioritize, and formulate solutions to community public health problems
- Apply ethical principles in public health practice

- Utilize critical thinking and assessment skills to analyze barriers, assess needs, and advance the knowledge and practice of public health
- Evaluate and apply population-based theories and strategies used in the prevention of disease and disability
- Lead and inform professional communication, marketing, and public relations on key issues in public health
- Apply fiscal and organizational tenets to public health program leadership
- Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs
- Apply public health research to promote positive social change concerning the health of diverse populations

**Additional Learning Outcomes for the Community Health Education Specialization:**

- Engage in scientific inquiry that advances the knowledge base of research and practice in community health assessment and education
- Examine evidence-based community health education and intervention programs and activities designed to improve public health

**Additional Learning Outcomes for the Epidemiology Specialization:**

- Engage in scientific inquiry that advances the knowledge base of research and practice in epidemiology
- Apply epidemiologic concepts and analytical approaches to public health problems

**Specializations**

- None (General Program)
- Community Health Education
- Epidemiology

**Focus areas:**

- Behavioral Health
- Disease Surveillance
- Global Health
- Health Policy
- Management and Leadership
- Population Health
<table>
<thead>
<tr>
<th>Entry Paths (tracks)</th>
<th>Track I: Students who hold an MPH or an MS in Public Health can complete this program in a shorter amount of time through this track. Track II: This is for students who hold a master’s degree in an academic field other than public health.</th>
<th>Track I: Students who hold an MPH or an MS in Public Health can complete this program in a shorter amount of time through this track. Track II: This is for students who hold a bachelor’s degree or higher in an academic field other than public health.</th>
<th>Track I: Students who hold an MS/MA in Health Education and Promotion, Community Health, Health Studies, Health and Wellness, or a related degree are eligible to transfer a maximum of 39 graduate-level credits into the program. Track II: Students who hold an MPH or MS in Public Health are eligible to transfer a maximum of 47 graduate-level credits into the program. Track III: Students who hold a master’s degree in an academic field other than health education and promotion or public health are eligible to transfer a maximum of 54 graduate-level credits into the program. *Note: Transcripts are evaluated individually so completion of course content will be transferred for PhD quarter credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Required</td>
<td>Track I: 76 quarter credits Track II: 102 quarter credits</td>
<td>Track I: 84–85 quarter credits Track II: 115–116 quarter credits</td>
<td>Track I: 79 quarter credits Track II: 94 quarter credits Track III: 109 quarter credits</td>
</tr>
<tr>
<td>Start Dates</td>
<td>September, December, March, June, and mid-term starts (every 6 weeks)</td>
<td>September, December, March, June, and mid-term starts (every 6 weeks)</td>
<td>September, December, March, June and mid-term starts (every 6 weeks)</td>
</tr>
<tr>
<td>Auto-Registration</td>
<td>Yes. Walden takes care of registering students for classes.</td>
<td>Yes. Walden takes care of registering students for classes.</td>
<td>Yes. Walden takes care of registering students for classes.</td>
</tr>
<tr>
<td>Career Options</td>
<td>This type of degree program prepares students to seek careers as practitioners of public health in health departments, managed care organizations, community-based organizations, hospitals, consulting firms, international agencies, state and federal agencies, and clinics, among others. Retrieved from <a href="http://www.asph.org/publication/DrPH">www.asph.org/publication/DrPH</a> • Medical director (physicians/clinicians as a practice degree) • Health department director • Public health information officer • Health policy advisor • Public health consultant • Health officer • Public health program director • Community health manager/director • Faculty/lecturer</td>
<td>This type of degree program prepares students to seek careers in teaching at a college or university or conducting research at a university or in other settings. • Retrieved from <a href="http://www.asph.org/publication/DrPH">www.asph.org/publication/DrPH</a> Faculty/professor • Public health researcher • Biostatistician • Epidemiologist • Post-doctoral fellow • Biotech/lab researcher</td>
<td>This type of degree program prepares students to seek careers in teaching at a college or university or conducting research at a university or in other settings. • Faculty/professor • Health scientist/research • Health department director • Hospital health education director • Community health manager/director • Health organization/corporation director • Health officer • Health education and promotion consultant • Curriculum director/developer</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>Two residencies to equal a minimum of 8 days (two 4-day sessions)</td>
<td>Four PhD residencies to equal a minimum of 16 days (four 4-day sessions)</td>
<td>Four PhD residencies to equal a minimum of 16 days (four 4-day sessions)</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dissertation/Doctoral Study</td>
<td>Yes (doctoral study) Focused practice-based research project</td>
<td>Yes (dissertation) Academic research project</td>
<td>Yes (dissertation) Academic research project</td>
</tr>
<tr>
<td>Companion Course</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
| Potential Students | • Master's-prepared leaders and managers in community health settings  
• Master's-prepared leaders and managers in government agencies or nongovernmental organizations (NGOs)  
• Physicians in leadership positions  
• Program directors in public health settings  
• Public health consultants in community settings | • Bachelor's- or master's-prepared faculty  
• Community health educators  
• Public health educators  
• Epidemiology associates  
• Research assistants from research centers or government agencies | • Master's-prepared adjunct faculty  
• Community health educators  
• Public health educators  
• College health educators from student health centers  
• College health physicians from student health centers  
• College health center administrators  
• Master's-prepared health and physical educators  
• School health educators  
• Doctor of Physical Therapy (DPT) holders who need a PhD to teach academics  
• Certified athletic trainers (ATC)  
• Chiropractors  
• Respiratory therapists  
• Physician assistants  
• Pharmacists who need a PhD to teach in medical/pharmacy schools |