



UNC CHARLOTTE

College of Health and Human Services
Department of Public Health Sciences
CHHS building, Suite 431
704-687-7191

Ph.D. in Public Health Sciences Student Handbook

2018-2019

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RED denotes that the content is also in the Graduate Catalog and is shown in red for ease of referring across documents.

Disclaimer: This Handbook describes the program, policies, and practices of the UNC Charlotte Ph.D. program in Public Health Sciences. In the event of a conflict between this document and University documents on any issue, University documents shall have precedence.

Who is Covered by the Requirements Given in this Handbook: All matriculating students to the Public Health Sciences Ph.D. program are governed by the policies described in this Handbook.

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UNC Charlotte Public Health Science Programs

The UNC Charlotte Public Health Programs represent the Council on Education for Public Health (CEPH) unit of accreditation as a public health program (The Program) within the Department of Public Health Sciences. The Program includes the BSPH, MPH, and Ph.D. Degree programs. Our related undergraduate minor and graduate certificate programs are reviewed by CEPH, but are not part of our unit of accreditation.

Mission of the UNC Charlotte Public Health Programs

To develop leaders in practice and research who advance the public's health.

Program Vision and Values

The Program Mission Statement reflects the consensus of our faculty and both internal and external stakeholders. Our Public Health Programs mission supports and reinforces the mission of the Department, College, and University, and is likewise supported by the mission of its constituent degree programs. The values are embodied in our curricula and the manner in which students, alumni, and stakeholders are engaged in ensuring the continuing evolution of the public health programs.

Vision Statement. Healthy People. Healthy Places. Healthy Communities.

Values. Collaboration, community engagement, diversity, innovation, professionalism, health equity, social justice.

Collaboration. We value creative, team-based, interdisciplinary, and multidisciplinary approaches to improve the public's health.

Community Engagement. We value public engagement and work with communities to build and foster lasting relationships.

Diversity. We celebrate the value of multiple backgrounds, views, and orientations to meet the public health needs of all population groups.

Innovation. We embrace idealism, excellence, entrepreneurship, and creativity to generate solutions that improve the health and well-being of all.

Professionalism. We follow a code of conduct guided by integrity, ethical standards, and respect for others.

Health Equity. We believe that all people have the right to live in environments that optimize health and well-being.

Social Justice. We advocate for fair and equitable opportunities for all members of society.

The UNC Charlotte Public Health Programs implements its mission through a set of complementary and reinforcing instructional, research, service, and diversity goals. These values then provide the framework for defining, assessing, and evaluating students and the curricula.

The Ph.D. Program in Public Health Sciences

Public health is a broad field encompassing many disciplines, activities, and stakeholders, and is focused on serving entire populations from communities, cities, and counties, to states and nations. As early as 1920 public health was defined as “the science and art of preventing disease, prolonging life and promoting health and efficiency through organized community effort” (Turnock, 2004), and more recently as “fulfilling society’s interest in assuring conditions in which people can be healthy” (also Turnock citing IOM). Public health encompasses research in social and behavioral health factors, epidemiology, environmental and occupational health, biostatistics, and health policy. These five core areas form the basis for public health research and practice and are required teaching for any accredited public health school or program. Currently, the Ph.D. in Public Health Sciences offers a single concentration in behavioral sciences.

The Ph.D. program in Public Health Sciences is designed to prepare students to work with researchers, clinicians, and community partners in addressing public health problems from a multidisciplinary perspective. Emphasis in the program is in research methods including statistical analysis, survey design and scale development, and professional skills relating to ethics, research conduct and teaching. Students choose a formal concentration with required courses and an individualized specialty content area comprised of elective courses.

Administratively located in the Department of Public Health Sciences (<http://www.publichealth.uncc.edu>), the Ph.D. in Public Health Sciences is interdisciplinary and consistent with the nature of public health. This approach allows the Public Health Sciences Ph.D. Program to incorporate multiple perspectives and draw on the strengths of scholars from diverse disciplines.

The Ph.D. Program in Public Health Sciences is primarily designed for full-time students. Part-time students will be admitted based on discussion and approval by the Program Director and the Program Committee.

Graduates of the Ph.D. Program in Public Health Sciences will be prepared for employment as researchers and academic scholars in various settings including colleges and universities, federal and state governmental agencies, public health organizations, health care organizations and advocacy organizations.

Students train to be well-rounded public health professionals: partnering with community agencies and stakeholders, learning how to disseminate research to diverse audiences, publishing in peer-reviewed formats, teaching in an academic environment, and conducting themselves with high ethical standards in all venues. Full-time students can complete the degree requirements within 4 years; however, most full-time students complete the program within 5 years depending upon the design of their dissertation research. Graduates are prepared to work in academia, conduct large-scale public health research projects, or work in government or health-related venues.

Mission of the Doctoral Program in Public Health Sciences

The focus of the Ph.D. in Public Health Sciences is to generate researchers, scholars and health professionals with skills essential to address current and future public health problems at the individual, community and population level, with an emphasis on social determinants health, and as related to the promotion of health and well-being and the prevention of disease and disability among diverse and vulnerable populations. A primary emphasis of this doctoral degree is on

working with the community in multidisciplinary teams to understand and develop programs that address the broad social-ecological factors that influence health behavior and thus health outcomes.

The Ph.D. program values knowledge generation that contributes to achieving social justice and health equity, community engagement to promote well-being across the life span, professional and academic integrity and ethics, interdisciplinary collegiality and collaboration, and academic and practice innovation and excellence in achieving optimal health outcomes.

The program has goals in three areas: instructional, research, and service which are inherent in the field of public health.

- Goal 1 (instructional): prepare graduates with critical thinking, theory, and analytical skills which enable them to independently conduct ethically sound research on population health factors across a variety of public health and community settings;
- Goal 2 (instructional): prepare independent scientists and scholars with writing skills necessary to obtain appropriate research funding and for scholarly peer-reviewed publication;
- Goal 3 (research): prepare graduates to independently design and conduct rigorous and ethically sound quantitative and qualitative research regarding public and concentration specific health problems, and analyze the data;
- Goal 4 (service): prepare graduates with communication skills necessary to disseminate public health knowledge to the community/layperson, practitioner, academic, and scientific audiences; and
- Goal 5 (service): instill graduates with enthusiasm for interdisciplinary collaboration and principles necessary to engage in culturally competent research with diverse range of participants and colleagues.

Core Competency Goals of the Ph.D. Program in Public Health Sciences

Graduates from the Ph.D. Program in Public Health Sciences will encompass core knowledge and skill competencies common to all doctorally-trained public health research professionals. The Ph.D. in Public Health Sciences with a concentration in Behavioral Sciences focuses on training doctoral level researchers in the discipline of health behavioral research as it relates to primary, secondary, and tertiary prevention of disease and disability. The framework underlying the outcomes and competencies of this behavioral training is largely adopted from the American Academy of Health Behavior (AAHB) outcomes of doctoral level training (American Academy of Health Behavior Work Group on Doctoral Research Training, 2005). However, there is considerable overlap between the AAHB and the American Schools and Programs in Public Health (ASPPH) DrPH competency development project model (ASPH, 2009). These outcomes guide doctoral training in Public Health Sciences in the Department of Public Health Sciences. They determine the breadth and depth of knowledge that students must obtain to graduate with a doctoral degree, regardless of their area of concentration.

Ph.D. Core Competency Outcomes

These 11 outcomes form the core competencies that guide the planned and future doctoral level training programs established in the Department of Public Health Sciences. These competencies are consistent with the goals and objectives of our CEPH accreditation. The 11 outcomes are expanded into competencies that Public Health Sciences Ph.D. graduates will demonstrate during their coursework, research and teaching experiences, fieldwork, and dissertation.

DOMAIN: Critical and Theoretical Thinking for Public Health Problem Definition

1. Generate theoretical explanations for public health problems as the basis for public health or behavioral science interventions.
2. Create an analytic synthesis of the research literature that substantiates a public health practice or an etiology of a public health problem.
3. Organize existing knowledge gaps into testable causal processes, hypotheses, and research questions about public health problems.

DOMAIN: Conduct Scholarly Public Health Inquiry

1. Design rigorous qualitative and quantitative research studies in ways that answer the research question.
2. Justify selection of sampling strategy, design method, and measurement tools for conducting rigorous, culturally appropriate public health research.
3. Plan standardized research protocols for primary data collection using quantitative, qualitative, or mixed methods.
4. Select and utilize statistical or analytic software to execute appropriate quantitative and qualitative data analysis.
5. Explain results from either qualitative or quantitative data analysis from prior studies in relationship to generating new knowledge or revising existing theories.

DOMAIN: Research Dissemination

1. Tailor presentation of research findings as needed to communicate effectively with diverse audiences.

DOMAIN: Ethics for Scholarly Public Health Practice and Scholarship

1. Apply principles of responsible conduct of research (RCR) to research involving individuals, families, and communities.
2. Apply principles of teaching scholarship across diverse student bodies and situations.

The Concentration in Behavioral Science

Public health by its very nature is interdisciplinary and includes scientists, practitioners, and community partners from a broad spectrum of disciplines and organizations working together to improve the populations' health. As more and more health problems are recognized as stemming from social issues such as poverty and crime, and as the prevention and treatment of those problems become the responsibility of the individual as well as the community, the need for trained researchers in the social and behavioral sciences with a public health focus becomes even more critical (Centers for Disease Control and Prevention, 2006). Virtually every health issue in the US has a behavioral component whether viewed from the level of either the individual, family, health care provider, or the larger health care system.

The ability to address social and behavioral factors across multiple levels requires a breadth and depth of methodological skills, which include basic quantitative approaches as well as qualitative techniques. An increasing focus of public health social and behavioral research is on community-based, participatory research (CBPR), acknowledging the need to have community participants establish public health priorities and approaches to developing and testing solutions to health problems (Minkler & Wallerstein, 2003). Multiple institutes within the National Institutes of Health have program announcements to solicit CBPR proposals.

The concentration in Behavioral Sciences emphasizes investigation of health determinants related to the prevention and management of disease and disability among diverse and vulnerable populations in the United States. Working with the community in multidisciplinary teams to understand and develop programs that address the broad social-ecological factors that influence health behavior and thus health outcomes is the primary emphasis of this concentration.

Coursework for the Ph.D. in Public Health Sciences with a concentration in behavioral sciences has a dual emphasis on qualitative and quantitative methods, and the development, application, and measurement of theory to understand the social and cultural factors that influence health behavior. Graduates are prepared to work in academia, conduct large-scale behavioral research projects, or work in government or health-related venues.

In the domain of Behavioral Sciences, Public Health Sciences Ph.D. graduates will demonstrate the following competencies during their coursework, research and teaching experiences, fieldwork, and dissertation.

DOMAIN: Behavioral Sciences Concentration

1. Relate the historical foundations of public health, health behavior, health promotion, and health education to current major public health behavioral and social problems and controversies.
2. Synthesize research on risk and protective factors associated with the major sources of human morbidity and mortality.
3. Design theory-based public health interventions that take into account social ecological, cultural, and life span factors.
4. Evaluate health and well-being outcomes of major public health prevention interventions.
5. Develop psychometrically sound, culturally appropriate quantitative measurement tools.

Behavioral Sciences Overview

As one of the core areas of public health, the behavioral sciences focus on understanding and influencing the social determinants that affect health behavior within populations, societies and communities. Medicine is concerned with individuals and uses a biomedical approach to heal patients who have disease "...public health regards the community as its patient. ...Public health focuses on preventing illness."(Schneider, 2006). As in other fields, public health researchers and practitioners use a biopsychosocial approach to health and illness. The *population* focus of public health, however, distinguishes the aims of public health activities and research from other disciplines, and spans across institutions, communities, geography and culture in an effort to improve human health. Thus, public health researchers and faculty come from diverse backgrounds in medicine, psychology, sociology, nursing, anthropology, geography, gerontology, and economics.

The behavioral sciences concentration is guided by the social ecological model (McElroy & Jezewski, 2000). An emphasis on behavioral sciences encompasses more than just examining individual health behaviors related to disease to include social determinants of health including: family structure (marriage, divorce, childbearing), the environment (air quality, built environment, workplace, neighborhood), changes in policy (Medicare prescription benefit or welfare to work programs), and changes in social conditions (increased crime, literacy, immigration) (Braveman, Egerter, & Mockenhaupt, 2011; Centers for Disease Control and Prevention, 2006). These interactions occur at multiple levels of the ecological model (see Figure 1): individual, microcultural and macrocultural (McElroy & Jezewski, 2000). Research and knowledge about behavioral influences on health and illness must necessarily examine the multiple social contexts and interactions that can influence an individual's attitudes, beliefs, and behaviors. Examining the multilevel causes of disease to improve health and prevent illness is at the forefront of our nation's strategy to improve population health (Mabry, Olster, Morgan, & Abrams, 2008).

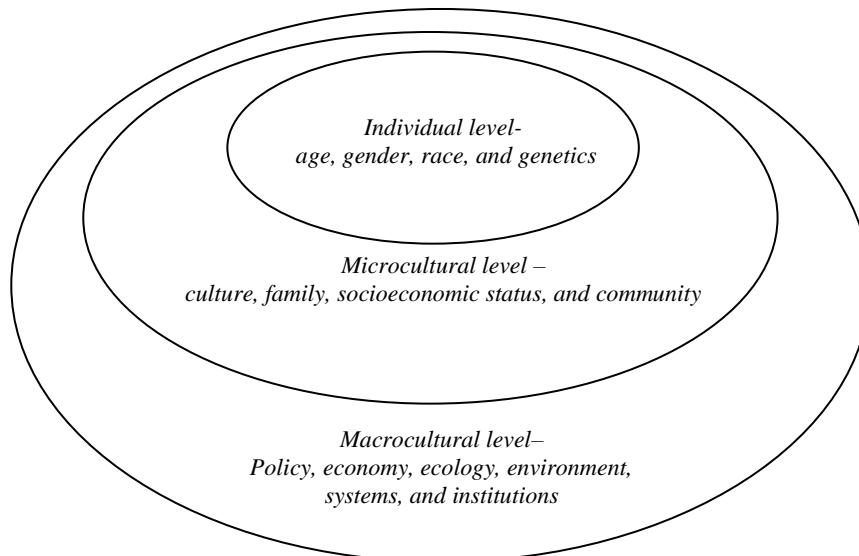


Figure 1: Analytic domains in the experience of health and illness (Note: Redrawn and modified from McElroy and Jezewski, 2000.)

References

- Braveman, Egerter, & Mockenhaupt, 2011
Centers for Disease Control and Prevention, 2006).
Mabry, Olster, Morgan, & Abrams, 2008
McElroy & Jezewski, 2000
Minkler & Wallerstein, 2003).
Schneider, 200

Advising, Coursework, Enrollment, and Requirements

Academic Advising

All course selections require the approval of the Public Health Sciences Ph.D. Program Director and/or the student's academic advisor. The Program Director will provide structured academic advising to all students during the first year of study.

During the first year of full-time study or two years of part-time study, students are expected to begin to narrow the focus of their research interest to an area of proposed dissertation study. Each student will typically identify a Dissertation Committee Chair during the second year of full-time study. Once the Dissertation Committee Chair is selected, she or he becomes the student's academic advisor for the remainder of the program. The Dissertation Chair will advise the student in her or his area of specialization, and guide the student in recommending additional courses relevant to the planned dissertation. The Dissertation Chair also will guide the student in the selection of additional Dissertation Committee members. Note that dissertation advisors must be members of the Ph.D. in Public Health Sciences Program Faculty or Affiliate members of the Ph.D. in Public Health Sciences Faculty, with a Program Faculty member serving as co-chair of the Dissertation Committee.

Course Requirements and Options

The program requires 63 post-master's credit hours. All coursework must be taken at the 6000-level or above. The majority of the courses are at the 8000-level. The Ph.D. in Public Health Sciences consists of 63 post master's degree credit hours including five major areas:

1. Core public health courses in methods (15 credits)
2. Professional seminars (9 credits)
3. Concentration courses (12 credits) – currently only the Behavioral Sciences concentration is available
4. Specialty content focus (9 credits)
5. Dissertation (18 credits)

As defined in the Graduate Catalog, a semester course load totaling nine credit hours is considered full-time. Doctoral-level courses are considerably more time-consuming than most courses at the master's level, and doctoral students should also typically be involved in conducting research in collaboration with faculty. Students should not typically register for more than 10 credit hours in a given semester. A course load less than nine hours is considered part-time.

Required courses in the Ph.D. curriculum include the following.

Core Public Health Courses: Methods (15 credits)

HLTH 8201 Introduction to Quantitative Research Design (3)

HLTH 8270 Applied Biostatistics: Regression (3)

HLTH 8271 Applied Biostatistics: Multivariate (3)

HLTH 8281 Measurement and Scale Development (3)

HLTH 8282 Health Survey Design and Research (3)

Core Public Health Courses: Professional Seminars (9 credits)

- HLTH 8601 Ethics in the Public Health Profession (3)
- HLTH 8602 Communicating and Disseminating Research (3)
- HLTH 8603 Teaching Portfolio (3)

Concentration Courses- Behavioral Sciences (12 credits)

- HLTH 8220 Theories and Interventions in Behavioral Science (3)
- HLTH 8221 Qualitative Research 1: Theory Generation in Behavioral Sciences (3)
- HLTH 8222 Qualitative Research 2: Theory Generation and Analysis in Behavioral Sciences (3)
- HLTH 8223 Social Determinants of Health (3)

Specialty Content Courses (9 credits)

Specialty content areas are developed in consultation with the doctoral student's advisor and make use of expertise and course offerings on the UNC Charlotte campus. Specialty content areas can focus on a specific population (e.g. older adults/gerontology or maternal and child health (MCH)), a health issue (e.g., AIDS), or approach (e.g., psychology). A specialty content area should cover literature related to: health and social policy issues, epidemiology of a health condition/population, relevant theories or approaches related to the condition/population, and/or current topics in the area.

Coursework in the specialty content focus must be at the 6000-8000 level. Courses at the 5000 level will not be accepted as graduate courses. Students may take courses at the 4000 or 5000 as electives but they do not contribute to fulfilling the required program course requirements.

Listed below are examples of areas students may choose to provide depth in an area of special interest within the Behavioral Science concentration:

- Aging/long-term care
- Chronic disease management
- Health disparities
- Health promotion
- Maternal and child health
- Mental health
- Research methods

Students may define an area of interest not listed pending approval of the Program Director, Dissertation Committee Chair/faculty advisor, and other faculty as needed. A student may also select another relevant area of interest, providing it can be fulfilled with existing graduate courses or through independent study courses with Public Health Sciences Ph.D. faculty.

Dissertation (18 Credits)

HLTH 8901 Dissertation Research (18)

The doctoral program of study must include a minimum of 18 hours of dissertation research credit. The doctoral candidate must be continuously enrolled in dissertation credit hours until the semester of graduation.

Students begin to enroll for Dissertation Research Hours for the semester in which they will sit for the Comprehensive Examination. A grade of satisfactory is contingent upon making an appropriate degree of progress during the semester, as evidenced by communication with and products submitted to the Dissertation Chairperson. Note: *A grade of U or NC constitutes an automatic termination of enrollment.*

Other Requirements

All newly admitted doctoral students are required to enroll in the online non-credit course, GRAD 8990 - Academic Integrity. This course is administered by the Graduate School. Students must successfully complete this course prior to registering for the next semester.

Directed Study Courses (Independent Study)

There are no specific limitations imposed by the Graduate School on the number of directed study credits for a Ph.D. student. Students considering more than a total of 6 credits of directed study should consult with the Program Director.

In general, students may not take a directed study class to satisfy a required course. Students should consult with the Public Health Sciences Program Director if there is some circumstance that warrants this course of action. The Program Director must approve all independent study courses taken to fulfill requirements of the Public Health Sciences Ph.D. program.

Graduate Certificate Opportunities

With careful course selection, students can also earn a Graduate Certificate in a specialty area, often with few or no additional courses. Graduate certificates are available in Gerontology; Communication Studies; Applied Ethics; Emergency Management; Africana Studies; Gender, Sexuality & Women's Studies; and Health Informatics. Please consult the Graduate School website for more information (graduateschool.uncc.edu).

Transfer Credit

The UNC Charlotte Graduate School stipulates that students may transfer up to 30 graduate level credits from a regionally accredited university toward a doctoral degree. This program limits master's level transfer credits to at most 6 credits. Courses expire after 8 years. Master's level transfer credits will be considered only toward Specialty Content courses, the Ethics Seminar (HLTH 8601/6361), and the Measurement course (HLTH 8281). The Ph.D. Program Director, in conjunction with Program Faculty, approves graduate level transfer credits. Students must apply for transfer of graduate level courses within the first year of enrollment, or within one semester following completion of the course if taken during the Ph.D. program. Only courses in which the student earned a grade of B or above (or its equivalent) may be transferred.

Students transferring from another doctoral program can transfer up to 30 credits (with not more than 6 at the master's level) upon approval of the Ph.D. Program Director. Credit for dissertation research cannot be transferred.

Courses taken to fulfill the master's level prerequisite public health courses do not count toward the 63 credit total.

Enrollment Requirements

Grade Requirement for Continued Enrollment

Students must maintain a minimum, cumulative grade point average of 3.0 (A=4.0) in all course work taken in the program. An accumulation of two C grades will result in suspension of enrollment in the doctoral program.

A grade of U or NC constitutes an automatic termination of enrollment.

Students who do not pass the qualifying comprehensive exam, the dissertation proposal defense, or the final dissertation defense are automatically terminated from the program.

Time Limits for Completion

Students must pass all sections of the comprehensive exam within 1 year of finishing their required coursework. Students may not defend their dissertation proposal before passing all components of the Comprehensive Exam. Students must pass their dissertation proposal defense within 6 months of passing the comprehensive exam. Students must pass their dissertation defense within 5 years of the proposal defense, but not later than the end of their 8th year following matriculation as a doctoral student. Students must complete their degree, including the dissertation, within 8 years of first registering as a doctoral student.

Continuous Registration Requirement

Students in graduate degree programs are required to maintain continuous registration (fall and spring semesters) for thesis, dissertation, project, or directed study until work is completed. Students are not required to enroll in any summer term unless they are using campus facilities or they are completing degree requirements in that term. Students using University resources should enroll in the number of graduate credit hours that best reflects the amount of resources being used (typically three (3) or more graduate credit hours). The continuous registration requirement begins with the semester in which the student first registers for his/her thesis, dissertation, project, or directed study.

Students must be enrolled during the term (semester or summer) in which they graduate from the University.

GRAD 9999

GRAD 9999 (Doctoral Graduate Residency Credit) has no fees associated with it (only tuition) and is only 1 credit. This course meets Graduate School requirement for continuous enrollment during final term prior to graduation when all degree requirements (including dissertation) have been completed. This course is non-graded, and credit for this course does not count toward the degree. It may be repeated once. Doctoral students who are not using University resources and have already defended their dissertation – but have yet to graduate – can register for 1 credit hour of GRAD 9999.

GRAD 9800

GRAD 9800 – Full-time Enrollment for Research is an option for graduate students completing their thesis or dissertation research. Students who have completed all required credit and passed all milestones except the defense are eligible to enroll. This 3-credit course can be used to elevate

the qualifying student to full-time enrollment. Students working toward their defense should use this course and not the 1-credit residency course, GRAD 9999. That course (GRAD 9999) should be requested only when a student misses the deadline to defend the thesis/dissertation in one semester and must defend in the first four weeks of the next semester to graduate. That student is using few university resources and simply needs to be registered to graduate. When more thesis or dissertation work is needed, the GRAD 9800 course is appropriate.

If students are going to have an active Dissertation Committee and use University resources doctoral students are to continue to enroll in 3 dissertation credit hours even though they have completed the 18 dissertation credit hours.

Leave of Absence

The Leave of Absence adheres to the current Graduate School Catalog. Please carefully consult the Graduate School Catalog for details regarding who may apply for a leave of absence, the forms and processes required, the timeframes for doing so, special instructions for international students, and consequences of an extended leave of absence. Students experiencing a medical emergency should contact the Dean of Students Office. Students with questions about the leave of absence option can contact the Center for Graduate Life.

Academic Standards, Progress, and Graduation Requirements

UNC Charlotte requires that graduate students maintain academic standards as outlined in the Graduate School Bulletin.

Graduate students must average at least a B (3.0 on a 4 point system) over all courses attempted as part of the requirements to qualify to receive a graduate degree. Note: **A grade of U or NC in any course constitutes an automatic termination of enrollment.**

Accumulated Low Grades

Doctoral studies typically require excellence in academic performance. A student earning a large number of “B” grades as a doctoral student should recognize that this may indicate questionable preparation for the dissertation, and may be viewed negatively by some potential employers—particularly colleges and universities. A total of two C grades or a single grade of U results in suspension. A suspended student may not register for classes unless approved for reinstatement. While it is unlikely that a student would be reinstated by the program in this scenario, there may be extenuating circumstances that apply. If the program reinstates a student, a subsequent grade of C or U will result in immediate dismissal from the program. If a program does not approve reinstatement, the student is dismissed from the program. (Note that even a single C grade is unexpected in doctoral study; it is unlikely that the Public Health Sciences Ph.D. program will consider reinstating a student in this situation in the absence of unusual extenuating circumstances.)

Program of Study

DegreeWorks gives students access to their plan of study and allows them to be accountable for their progress. Using DegreeWorks will reduce errors by automating much of the manual clearance

process. Students can access DegreeWorks through <https://my.uncc.edu>. A link to DegreeWorks can be found under the **Academic Resources** heading

Changes to the Program of Study may be necessary due to changes in course offerings or to changes in course choices. In the event that a course(s) is added or deleted, the student must submit an academic petition for course substitution which is available online through Banner Self Service (accessible at <https://my.uncc.edu>). **All changes must be approved and submitted prior to sitting for the Comprehensive Examination.**

Program Progress and Assessment

Doctoral students and candidates are evaluated annually to ensure that they are making sufficient progress to complete the degree in a timely manner. This evaluation is especially important during the dissertation process when students have less programmatic interaction and structure as they work more independently conducting their dissertation research.

Each year students will complete a checklist of scholarly activities and submit their curriculum vitae accompanied by a formal cover letter highlighting significant academic accomplishments and progress toward the degree. These materials will be submitted to the student's Academic Advisor or, later, the Dissertation Chair and then forwarded to the Public Health Sciences Ph.D. Program Director. All materials are due by April 1.

Time Limits for Completion of the program follow those set by the Graduate School; please review the Time Limits for Completion previously discussed on Page 14 of this Handbook

Deadlines for Form Submission

Deadlines for submission of various forms, such as for Admission to Candidacy and Application for Graduation in a particular semester, are available in the Academic Calendar, <http://www.registrar.uncc.edu/calendar.asp>. Students should note that dates for submission of candidacy forms and applications for graduation occur very early in each semester; for May graduation, for example, the date for the Application for Graduation and the final date for the Application for Candidacy typically occurs in the 3rd week of January. The Application for Candidacy for a Degree and the Application for Candidacy for Graduate Certificate forms are paper forms that are available from the "Graduate School Forms" page of the Graduate School Website at: <http://graduateschool.uncc.edu/current-students/forms>. Similarly, the last day to file a dissertation with the Graduate School for May graduation typically occurs no later than the 3rd week of March. See the Academic Calendar for exact dates that apply for a given semester.

Residency Requirement

The student must satisfy the UNC Charlotte continuous residency requirement for the program by completing 21 credit hours. Residency is considered to be continuous if the student is enrolled in 1 or more courses in successive semesters until 21 hours are earned. Continuous enrollment in fall and spring semesters is adequate for the purpose of establishing continuous residency.

The purpose of the residency requirement is to ensure that doctoral students benefit from and contribute to a broad array of educational and professional opportunities provided on the UNC Charlotte campus. When establishing residency, it is expected that the student will interact regularly with faculty and peers by regularly participating in courses, seminar series, and actively

use the library and other facilities, including laboratories, available for graduate education.

Graduation

During the semester before the Ph.D. candidate expects to receive the degree, the candidate will review his/her academic record and progress on the dissertation with the chair of his/her Dissertation Committee. If the Chair of the Dissertation Committee agrees that all work on the dissertation, including the defense, is likely to be successfully completed by the end of the following semester, the candidate will complete the “**Application for Degree**” form on Banner Self Service. The candidate will then be billed by Student Accounts for the Application for Degree fee. Graduation announcements may be ordered through the campus bookstore. Caps, gowns, and hoods may be either rented or purchased through the bookstore.

The student signs the form and submits it to the advisor, who verifies that the listed courses fulfill the requirements for the degree. Once all signatures are in place, this constitutes an agreement between the student and the University, guaranteeing that the student will receive the degree if the listed courses are completed satisfactorily. For this reason, the form *must* be completed well in advance of graduation; otherwise graduation may be delayed.

Comprehensive Examination and Dissertation

Comprehensive Examination

To sit for this examination, the student must have at least a 3.0 GPA and must have removed any conditions upon admission. Students must have completed all program required methods courses, Public Health Sciences concentration courses, and specialty content courses before being eligible to take the Comprehensive Examination. Students may take one professional seminar (HLTH 8602 or HLTH 8603) during the semester in which the Comprehensive Examination is taken. Students must take the Ethics Seminar (HLTH 8601) prior to sitting for the Comprehensive Examination. Students must take the exam within 12 months of finishing all of the required coursework.

Summary of Steps

The comprehensive exam includes a written and an oral component and serves as the qualifying exam. All Ph.D. students must pass a comprehensive exam after completing the core methods, concentration, and specialty content courses, and prior to the dissertation proposal defense, typically after year two of the program. Students must take the exam within 12 months of finishing all of the required coursework.

Appendix F outlines the procedure for the Comprehensive Examination. The Comprehensive Examination is offered at least once per year, with the possibility of being offered twice. The exam consists of three sections: 1) Concentration; 2) Methods; and 3) Specialty Content area. The oral exam of the Comprehensive Examination provides an opportunity for the student to further elaborate on written exam responses and demonstrate mastery of the core competencies. The Chair of the Comprehensive Exam Committee will be a member of the Ph.D. Program Faculty.

Students are recommended to meet with their specialty content faculty to develop a content reading list from which questions are drawn. Students prepare for the examination by studying the core reading list and specialty reading list developed by the Comprehensive Examination Committee.

The format for the written portion of the Comprehensive Examination will consist of multiple comprehensive questions provided to the students to be completed over a period of time. The specific length of time and number of questions will be determined by the Committee after taking into account curricular, substantive, and student considerations.

The oral examination will be held within three weeks of the completion of the written portion.

Students may not defend their dissertation proposal until they have successfully passed all components of the comprehensive exam.

Grading the Comprehensive Examination

The overall written and oral exam outcome is graded as honors, pass, conditional, or fail. The grading rubric (Appendix G) will be used to assess the quality of the student's performance. Only one component can be graded a conditional pass and the student still receive an overall pass on the exam. A conditional pass will require additional coursework or creation of scholarly products, as determined by the Committee and completed within 6 months. Students passing the exam and receiving an honors pass on two or more of the components are considered to have passed with honors. If students fail one or more components of the exam, the failed components can be retaken

only once. The entire exam can be retaken only once; this option is solely at the discretion of the Exam Committee.

The Dissertation Process

The dissertation is an original research project conceived, conducted, analyzed, and interpreted by the student to demonstrate expertise in her/his concentration and chosen specialty area as it relates to public health. The research must make a distinct, original contribution to the field of public health research. Students cannot register for dissertation credits until they have passed their comprehensive examination. Students must complete a minimum of 18 credit hours of dissertation research activity. Per University policy, students must be continuously enrolled in dissertation credit hours beginning with the semester after the dissertation topic proposal is approved, through and including the semester of graduation.

Definition of the Doctoral Dissertation

An appropriate dissertation provides an *original* and *significant contribution* to public health research within the candidate's chosen field of concentration as judged by the candidate's doctoral Dissertation Committee. The dissertation is the culminating research experience of the Public Health Sciences Ph.D. program.

“Original contribution” implies that the body of work undertaken and intellectual contribution of the research is the candidate's own. It is expected that the candidate will be an expert in the contributions of other scholars to provide a foundation for his or her original research.

"Significant contribution" implies that the result of the dissertation scholarship notably advances a useful area of public health research as judged by peer scholars. The most meaningful criterion in this regard is that the research is judged by the Committee to be appropriate for submission as at least one or two manuscripts to scholarly peer-reviewed journals.

Doctoral candidates should demonstrate competent application of theory and research methods that are appropriate to the research question in the area of study; research methods include qualitative or quantitative methods, or mixed methods.

Appendix H provides an outline summary of the Dissertation Proposal Development. Appendix I is the rubric that is used to assess the quality of the dissertation proposal.

Selecting a Dissertation Chair

The student must identify who will serve as the Dissertation Chair, and confirm that faculty's willingness to serve as Chair. The selection and/or invitation of a Dissertation Chair should be discussed in consultation with the Program Director and/or faculty advisor. Dissertations are chaired by graduate faculty and are selected by agreement between the student and the faculty member. Graduate faculty is a status category determined by the Graduate School. Tenure track faculty are graduate faculty, as well as a handful of others. Faculty are aware of the graduate faculty status.

- A doctoral student may select only one faculty member as chair of the Committee.
- The Dissertation Chair must be a tenured member of the Public Health Sciences Graduate Faculty.
- The Dissertation Chair must have been an active member of at least one Ph.D.

Dissertation Committee for a student who has graduated.

- Chairs must be familiar with Public Health Sciences Ph.D. policies and procedures, and must have content or methods expertise to contribute to the student's dissertation research.

The Dissertation Chair will guide the student in formulating their Dissertation Committee and through the dissertation process. Having identified a Chair who agrees to serve in that role, the student can commence forming a Doctoral Dissertation Committee as outlined below.

Forming a Doctoral Dissertation Committee

Student should consult with the Dissertation Chair to identify and invite the other Dissertation Committee members. The student should work closely with the Chair on identifying other committee members who will provide relevant expertise to the dissertation research project. The student should approach other faculty about serving on the Committee only after consulting with the Chair.

The composition of the student's Dissertation Committee will adhere to all Graduate School Requirements. Table 1 summarizes the composition requirements for the Dissertation Committee.

- The Dissertation Committee must have at least four Graduate Faculty members, one of whom may be the Dissertation Chair, and one of whom is the Graduate Faculty Representative. These four members must hold a doctoral degree.
- At least two of the Dissertation Committee members must be Public Health Sciences faculty in the Ph.D. concentration, including the Chair. Co-chair may be an affiliate faculty member.
- The composition of the Dissertation Committee must have three Graduate Faculty members that cumulatively have expertise in public health behavioral sciences methods and substantive content, or the student's specialty content area. Two of the members must be program faculty.
- The Graduate Faculty Representative must be from a UNC Charlotte unit other than Public Health Sciences. In the event that the student and Chair require assistance in selecting a faculty member, one may be appointed by the Dean of the Graduate School.
- Only one member of the Dissertation Committee may participate who does not have a UNC Charlotte graduate faculty appointment, such as a community member or faculty from another university. This person could be a fifth member of the Committee.

The student should to meet with each potential Committee member and confirm his/her willingness to serve on the Dissertation Committee. Committee members work with students to establish the rationale for the project, refine the scope and ensure feasibility of the dissertation research project. Students should work with their Committee members as methods and content experts in reviewing drafts of the dissertation proposal chapters.

To have the Dissertation Committee officially appointed, the student must complete (obtain necessary signatures) and submit the "**Appointment of Doctoral Dissertation Committee or DNP Scholarly Project Committee**" form. The newest versions of forms are at the Graduate School's website: <http://graduateschool.uncc.edu/current-students/forms>.

Developing the Dissertation Proposal

The student in conjunction with the Dissertation Committee will agree on the dissertation topic. It is also at this time that students will indicate their preferred dissertation format – either the “traditional” 5 chapter model, or the 3 manuscript model.

The dissertation proposal for both options consists of three chapters, and other elements:

- (1) Introduction to the problem including the importance of the problem, significance of the proposed research, the research question and hypotheses; this chapter is typically 12-20 pages. Assumptions being made that might influence the study also should be included as a section. The originality of the research and its potential to advance knowledge or theory must be explicitly explained in this chapter.
- (2) Conceptual model and literature review; This chapter is typically 20-40 pages. It provides a critical appraisal of the literature, and synthesizes the literature into a conceptual framework or model which is the source of the study hypotheses or research questions.
- (3) A detailed methods section including sampling, recruitment, measures, data analysis, and limitations. This chapter is typically 15-25 pages. All variables or constructs should be described. The methodological approach, whether qualitative or quantitative, should be fully described. All variables, constructs or scales need to be presented along with their measurement. For qualitative studies, all interview or focus group guides need to be explained. Details on the data collection procedures must be given. The chapter also needs to explain how the hypotheses and/or research questions will be tested/explored, with an explanation of the data analysis plan. Student can include mock tables for presenting anticipated data and analyses. Overall, this chapter should demonstrate scholarly rigor and originality.
- (4) Students should include appendices for any of the following which are applicable to the proposed study: questionnaire or interview guide, invitations to participate in the study, informed consent forms, data request forms or approval letters.
- (5) Reference list. The format to be used for references and citations is chosen by the student in consultation with the Dissertation Chair. This format is used throughout the dissertation process.
- (6) Students who have chosen the three manuscript option for the dissertation must provide a brief document outlining the three manuscripts.

With the guidance of the Dissertation Chair, students work with each committee member individually to develop the scope and direction of the dissertation. Students provide the overall idea for the dissertation including major concepts to be investigated, measures to be used, and strategy for primary or secondary data analysis. The Dissertation must be original, scholarly research which makes a meaningful contribution to the development of knowledge or theory in public health and to the student’s area of specialty. Students are expected to take and maintain primary responsibility for the conceptualization and development of the research questions, methods, and analysis, as well as for carrying out the dissertation research plan. Student should approach the dissertation as an independent research activity, supported and enhanced through collaboration with the Dissertation Chair and Committee. Committee members work with students to establish the rationale for the project, refine the scope, and ensure feasibility of the dissertation research project.

The student is expected to initiate and have regular and substantive meetings with the Dissertation Chair to discuss progress, conceptual issues, and methodological challenges. **Students are encouraged to work with their Dissertation Chair as a primary reader, sharing multiple drafts of individual chapters. At a minimum, the student must meet with the committee Chair at least once each semester.**

- a) The student should provide the Chair with at least 2 weeks between being given any written material and the return of comments and feedback on that draft.
- b) The student and the Chair will negotiate the scope of each subsequent draft to be submitted to the Chair for comment and feedback.

Students are expected to initiate and have meetings with Committee members as needed to keep the Committee member informed of progress and to gain assistance and guidance on substantive issues faced by the student.

- a) The student should provide the Committee member with at least 2 weeks between being given any written material and the return of comments and feedback on that draft.
- b) The student and the committee member will negotiate the scope of each subsequent draft to be submitted to the Chair for comment and feedback.

Scheduling the Dissertation Proposal Oral Defense

Students, upon agreement of the Dissertation Chair, will schedule the proposal defense, taking into account the availability of the other Committee members. All Committee members need to be present for the oral defense of the proposal, unless prior arrangements have been made. Graduate School guidelines regarding Committee member attendance must be followed.

Student will submit to all Committee members a final draft of the proposal no later than 2 weeks before the date of the oral defense.

- Students who do not have a Dissertation Proposal defense within 2 semesters after passing the Comprehensive Examination are encouraged to discuss the situation with the Program Director or the Dissertation Chair and make a substantive plan to make adequate progress within the following semester.
- Students should keep in mind the Graduate School time limit:
All courses, including accepted transferred credit(s) that are listed on the candidacy form, cannot be older than eight years at the time of graduation. Courses that exceed this time limit must be revalidated or retaken, whichever the graduate program decides necessary, if they are to count in a degree program.

Defending the Dissertation Proposal

The proposal defense is an open session presentation to the student's Dissertation Committee, and faculty in the Department of Public Health Sciences. The audience will ask questions, and after the student has responded to their questions, they will be excused.

The oral defense generally lasts between 90-120 minutes.

- a) The session will begin with a 20-30 minute presentation of the proposed research by the student. The presentation should provide an overview of the planned dissertation research, demonstrate the student's ability to conduct the research as an independent researcher, and highlight the originality and rigor of the planned empirical work.

- b) Following the student's presentation, the Dissertation Committee members will have an opportunity to ask the student questions related to the proposal and specifics about conducting the proposed research. The questioning should verify the student's methodology knowledge and ability to conduct the research.
- c) The student will be excused from the meeting after the questioning period concludes to permit the Committee to discuss the merits of the proposal.
- d) The student will return to the meeting to receive the committee's comments and any required modifications to the research plan. The Committee may use a portion of this time to problem solve with the student about modifications to the proposal which would enhance the possibility of the dissertation research being successful.

Members of the Committee must be physically present at the Proposal Defense. The Graduate School provides for one exception where a single Committee member may participate remotely via audio- or videoconferencing, where the latter is preferred. Remote participation requires the form, "*Approval of Remote Committee Participation.*" All conditions listed on the form must be fulfilled.

Approval of the dissertation proposal constitutes a contract between the student and the Committee. *Any substantive change in scope, research questions or hypotheses, analytic approach or format, requires the full agreement of the Committee and could necessitate another proposal defense.*

Grading the Dissertation Proposal

At the conclusion of the oral portion, the Dissertation Committee will hold an executive session to collectively complete the grading rubric and arrive at a final grade.

See Appendix I for the detailed grading rubric, which addresses the following one Student Learning Outcome (SLO) and three CEPH Competencies.

SLO #3: *80% of the students attempting will pass the dissertation proposal defense on the first attempt.*

Students will present (in written and oral form) and orally defend the Dissertation Proposal. The Dissertation Proposal will integrate the major substantive areas covered by the required coursework and the student's area of specialty, as well as demonstrate the student's ability to integrate and apply (with mentorship) the course content to addressing a problem worthy of scholarly research. Elements of the Dissertation Proposal defense will include: statement of the problem, literature review, methodology, and data analysis plan. These elements will need to be present both in the written proposal and in the oral presentation.

CEPH Competencies: *(assessed by the Dissertation Proposal)*

- 8. *Organize existing knowledge gaps into testable causal processes, hypotheses, and research questions about public health problems.*
- 12. *Select and utilize statistical or analytic software to execute appropriate quantitative and qualitative data analysis.*
- 13. *Explain results from either qualitative or quantitative data analysis in relationship to generating new knowledge or revising existing theories.*

The final pass or fail grade is based on consideration of both the written proposal and the oral defense of that written proposal. Together the written and oral portions need a “pass” to have a final overall pass grade for the Dissertation Proposal. If the student has passed, the student will be notified immediately after the executive session of the “pass” grade and any modifications to the proposal suggested by the Committee members.

The overall written and oral proposal defense outcome is graded as pass, conditional pass, or fail. Each proposal chapter/paper is graded pass, conditional pass, or fail. A conditional pass will require additional substantive revisions, as determined by the Committee and completed within 6 months. If students fail the proposal defense, the defense can be re-defended only once. The entire proposal can be re-defended only once; this option is solely at the discretion of the Dissertation Committee.

If the student’s performance is marginal in part or in whole, the Dissertation Committee may choose to require substantive revisions to the proposed research, or may require preliminary pilot data collection to verify the feasibility of the full dissertation research before proceeding to full data collection. The Dissertation Committee will determine whether:

- Changes will require additional work but not a subsequent defense (i.e. “conditional”)
- Changes may require a subsequent defense (i.e. “fail”), however this option is at the discretion of the Dissertation Committee in consultation with the Program Director.

Students may not advance to conducting the dissertation research until the Dissertation Proposal Defense has been passed.

Candidacy

The dissertation topic may only be proposed after the student has passed the qualifying Comprehensive Examination. A doctoral student advances to candidacy after the dissertation proposal has been approved by the student's Dissertation Committee and the Graduate School. Candidacy must be achieved at least six months before the degree is conferred.

After successful defense of the Dissertation Proposal, students submit forms as required by the Graduate School and listed at <http://graduateschool.uncc.edu/current-students/forms>. Students, in collaboration with the Dissertation Chairperson, should be prepared to bring the correct form to the Oral Proposal Defense for signatures at the time of the defense.

Submitting Graduate School Forms

The Ph.D. Program Director is responsible to see that the “**Proposal Defense for Doctoral Dissertation and/or Master's Thesis**” form is sent to the Graduate School after completing the Dissertation Proposal Defense. The newest versions of forms are at the Graduate School’s website: <http://graduateschool.uncc.edu/current-students/forms>.

Human Subjects Considerations

If human subjects will be used in the dissertation research, the “**Proposal Defense for Doctoral Dissertation and/or Master’s Thesis**” requires the attachment of the Institutional Review Board (IRB) approval. Students are expected to work closely with their Dissertation Chair to prepare and revise the required IRB documents, forms, consents and protocols. All dissertation-related materials must comply with ethical review guidelines current at the time of review. Students are

required to submit all required documents for review and receive formal approval prior to beginning any research involving human subjects.

Conducting the Dissertation Research

The student should maintain regular contact with the Dissertation Committee Chair as the student implements the dissertation proposal. Students will plan, conduct, analyze, and interpret an original research project as described in the research proposal. Regardless of whether students collect primary data or analyze secondary data, they must follow all applicable protocols for Human Subjects Protection.

Appendix J provides an outline summary of the Dissertation Defense, and Appendix K provides the accompanying rubric.

Writing the Dissertation

While the student writes the dissertation, s/he is required to maintain continuous enrollment in HLTH 8901 for dissertation study until the dissertation is completed. The continuous enrollment requirement begins in the semester after the dissertation proposal is approved. Students conducting dissertation research should meet regularly with their Committee Chair and other members of the Committee. At a minimum, the student must meet with the Committee Chair at least once each semester. Students are encouraged to work with their dissertation Chair as a primary reader, sharing multiple drafts of individual chapters. Students should work with their Committee members as methods and content experts in reviewing drafts of the dissertation chapters.

The dissertation must be original, scholarly research which makes a meaningful contribution to the development of knowledge or theory in public health and to the student's area of specialty. Students are expected to take and maintain primary responsibility for the conceptualization and development of the research questions, methods, and analysis, as well as for carrying out the dissertation research plan. The student should approach the dissertation as an independent research activity, supported and enhanced through the collaboration with the Dissertation Chair and Committee.

Students have two options for the format of the dissertation. They may choose either the traditional five chapter format or the three manuscript format (which also has five chapters). The breadth, depth, and rigor are the same for both formats. The format is chosen by the student in close collaboration with the Dissertation Chair and the Dissertation Committee. The choice of format occurs during the proposal development stage, and cannot be changed once the dissertation proposal has been approved. Each of the two formats is detailed below.

The traditional five-chapter dissertation format:

Chapter One: Introduction. This chapter contains an introduction to the problem including the problem statement, the importance of the problem for public health, the significance of the proposed research in terms of addressing the problem, the research questions and hypotheses. The importance of the problem to the field of public health should be explicit. The originality of the research and its potential to advance knowledge or theory must be explicitly explained in this chapter. Assumptions that might influence the study also should be included as a section. This chapter is typically 12-20 pages.

Chapter Two: Conceptual Model and Literature Review. A thorough and critical appraisal of the literature relevant to the problem is provided. This should include any theories or conceptual models that have been applied or are relevant to the problem. The literature review should be focused on developing hypotheses to be tested and/or research questions to be addressed. The chapter should conclude with the hypotheses and/or questions. The conceptual framework driving the research should be described and diagrammed. This chapter is typically 20-40 pages.

Chapter Three: Methods. The methodological approach, qualitative or quantitative, should be fully described. For quantitative studies, all variables, constructs, or scales that are used need to be presented along with their measurements. For qualitative studies, all interview or focus group guides need to be explained. Details on data collection procedures must be included. The chapter also needs to explain how the hypotheses and/or research questions were tested/explored, with an explanation of the statistical analyses. Procedures for the protection of human subject must be included. Overall, this chapter should demonstrate scholarly rigor and originality. This chapter is typically 15-25 pages.

Chapter Four: Results. All results of statistical analyses must be presented. Descriptive findings are usually presented first, followed by bivariate, and then multivariate. Results can also be organized by hypotheses and/or research questions.

Chapter Five: Conclusions and Recommendations. This chapter should include a brief summary of the findings, a discussion of the results with respect to the literature that was previously reviewed, the strengths and limitations of the research, a discussion of the implications of the research for policy and practice, and suggestions for future study.

References: The format to be used for references and citations is chosen by the student in consultation with the Dissertation Chair.

Appendices: Appendices may include any of the following which are applicable to the study: questionnaire or interview guide, invitations to participate in the study, informed consent forms, data request forms or approval letters.

The three article dissertation format:

A departure from the traditional dissertation project, the three-article dissertation entails special preparation and formatting considerations.

Chapter 1: Introduction: This chapter contains an introduction to the problem including the problem statement, the importance of the problem for public health, the significance of the proposed research in terms of addressing the problem, and the research questions and hypotheses. The importance of the problem to the field of public health should be explicit. The originality of the research and its potential to advance knowledge or theory must be explicitly explained in this chapter. Assumptions being made that might influence the study also should be included as a section. The introduction should explain why the previously published or publishable papers were chosen, including a substantive discussion of the relationship between the various articles and parts of the research that tie together the articles. This chapter is typically 12-20 pages.

Chapter 2: Article 1: The chapter/article must be complete and prepared for submission to a specified peer-reviewed journal. The article should include subsections and formatting appropriate for that peer-reviewed journal (e.g. Introduction, Method, Results, Conclusions). It should also include the Reference List and Appendices (if applicable) for Chapter/Article 1.

Chapter 3: Article 2: The chapter/article must be complete and prepared for submission to

a specified peer-reviewed journal. The article should include subsections and formatting appropriate for that peer-reviewed journal (e.g. Introduction, Method, Results, Conclusions). It should also include the Reference List and Appendices (if applicable) for Chapter/Article 2.

Chapter 4: Article 3: The chapter/article must be complete and prepared for submission to a specified peer-reviewed journal. The article should include subsections and formatting appropriate for that peer-reviewed journal (e.g. Introduction, Method, Results, Conclusions). It should also include the Reference List and Appendices (if applicable) for Chapter/Article 3.

Chapter 5: Overall Conclusion: A final chapter must be included, briefly summarizing in reasonable detail the dissertation findings as presented across the articles, and discussing implications for public health policy and practice, as well research extensions. This chapter should present an integration and synthesis that emphasizes findings across the papers and research and practice implications. The conclusion should include a general discussion, applications, and ideas for future research that emerge from the three separate articles as well as from the dissertation as a whole.

General References. The format to be used for references and citations is chosen by the student in consultation with the Dissertation Chair. References are for Chapters One and Five only, since each article has its own reference list.

Appendices: Appendices may include any of the following which are applicable to the study: questionnaire or interview guide, invitations to participate in the study, informed consent forms, data request forms or approval letters.

Defending the Dissertation

Each candidate must pass a final examination of the contents of the dissertation. Sometimes called the "dissertation defense" or the "dissertation oral," this is the culminating activity of doctoral studies. **The dissertation defense is scheduled when the dissertation Chair and the student concur that the student has a final product that meets with initial Committee member approval.** Typically the Dissertation Chair and Committee should not schedule the defense until they are reasonably confident that the dissertation is likely to be approved, either as-is or with relatively minor revisions.

The dissertation defense is open to all members of the University community and must be announced to the campus. The announcement of the final defense can be disseminated through the Academic Affairs listserv (<http://graduateschool.uncc.edu/current-students/graduation-clearance/submit-your-dissertation-defense-announcement>) or the posting of flyers on campus. The announcement of the dissertation defense should include identification of the student's full name, the date of the defense, the location of the defense, the time of the defense, the title of the dissertation, the name of the Chair of the Dissertation Committee, and a brief abstract of the dissertation. Doctoral students should complete the form for the Academic Affairs listserv at least two weeks prior to their defense date. The student also must provide the Public Health Sciences Ph.D. Program Director with the dissertation defense announcement information at least 3 weeks before the final examination. The final examination is open to the university community.

The Graduate School requires that the dissertation must be submitted to the Committee **at least three weeks** before the date of the final examination in which the dissertation is defended.

Guidelines for the preparation of the dissertation are available from the Graduate School and on the Graduate School website.

The dissertation defense is a public research presentation whereby the student makes a formal presentation of the research, the results, the interpretation, and implications. As with the proposal defense, all members of the Committee must usually be physically present at the defense. The Graduate School provides for one exception only, for a single Committee member who may participate remotely via audio- or videoconferencing. Remote participation requires the form, **“Approval of Remote Committee Participation.”** All conditions listed on the form must be fulfilled. Non-committee audience members may ask questions. When these questions are concluded, the audience will be excused, and the Committee members will engage in asking questions. When all questions have been put forth, the student will be excused and the Committee will make its determination. **The outcome of the exam is pass or fail.** A passing evaluation might include conditions for revisions prior to the final acceptance of the dissertation. A failing evaluation results in the student’s dismissal from the program. No student is permitted to defend their dissertation more than twice.

As with the proposal defense, all members of the Committee must usually be physically present at the defense. The Graduate School provides for one exception only, for a single Committee member who may participate remotely via audio- or videoconferencing. Remote participation requires the form, **“Approval of Remote Committee Participation.”** All conditions listed on the form must be fulfilled.

At the conclusion of the dissertation defense, the **“Final Defense Report”** form is signed by the entire Dissertation Committee. This form is then provided to the Program Director, who signs the form and files it with the Graduate School.

The physical form of the dissertation is governed by the University. Dissertations must conform to required margins, paper type, and so forth, in order to be accepted by the Graduate School. The student should consult these resources at The Graduate School early in the dissertation process: *Manual of General Formatting Requirements for Dissertations and Theses, 2017-2018*, and other resources available at the Dissertation & Thesis Formatting webpage through the Graduate School (<http://gradlife.uncc.edu/resources/dissertation-thesis-formatting>).

Please note: the Graduate School requires publication of the dissertation on microfilm and in *Dissertation Abstracts International* by University Microfilms International of Ann Arbor, Michigan. The student is responsible for paying the microfilming and optional copyrighting fees. Any other arrangements for publications of the dissertation must not interfere with publication by University Microfilms International.

Support Opportunities for Ph.D. Students

Graduate Assistantships

Assistantships

Exceptionally qualified full-time students may be offered graduate assistantships. Award of the assistantship follows the guidelines of the Graduate School and is dependent on availability of funds.

The assistantship provides a stipend (salary), currently \$18,000 per year for a 12-month position with a work commitment of 20 hours per week (excluding university holiday periods). Students with assistantships will assist faculty with research, teaching, and/or service. The Public Health Sciences Ph.D. program provides students an opportunity to teach selected undergraduate courses offered by the Department of Public Health Sciences, such as LBST 2214 Issues of Health and Quality of Life, and to do so under the supervision of the course faculty member. The Public Health Sciences Ph.D. program strives to match student research interests with those of the faculty with whom they are assigned for the graduate assistantship, although this cannot be guaranteed in every instance.

Students with assistantships of at least \$6,000 are eligible for the University's Graduate Assistance Support Plan (GASP). GASP provides a highly competitive multi-year support package, used to attract and retain top tier graduate students to UNC Charlotte. The award package covers both resident and non-resident tuition (as relevant), and provides coverage under the University's student health insurance program. For NC residents the total award is approximately \$3,600 for the academic year. For non-residents it is approximately \$13,800, which is *in addition to* assistantships and/or fellowship stipends. Other student fees are *not* covered by this award.

Students with assistantships must maintain good academic standing (B or better – GPA \geq 3.0).

Professional Responsibilities of Students with Graduate Assistantships

Graduate assistantships are intended to serve as an extension of the teaching and research mission of the Public Health Sciences Ph.D. program and the College of Health and Human Services, by giving students experience in research and teaching in a mentorship relationship with faculty. Students with assistantships will also gain experience with fulfilling academic service needs, and in this way will learn more about becoming a productive and successful member of an academic community. While serving in on- or off-campus graduate assistantships, students are representatives of UNC Charlotte. As such, they will act with total professionalism at all times.

Graduate assistants are expected to provide service to the Public Health Sciences Ph.D. program, the College, the University, and the community. Such service can include: attending orientation for 1st year Public Health Sciences Ph.D. students (for 2nd year students and above); mentoring 1st year doctoral students; attending faculty candidate research presentations; meeting with faculty candidates during times scheduled for students; service as an officer or active member of the Public Health Sciences Ph.D. student organization; membership on departmental, College, or University committees; assisting the Program Director with occasional information gathering required by the Public Health Sciences Ph.D. program and the College; performing service in the community as a representative of the Public Health Sciences Ph.D. program, and so forth. *Although success in the Public Health Sciences Ph.D. program is primarily judged by scholarship, the Public Health*

Sciences Ph.D. program takes the student's record of service into consideration when recommending students for fellowships and grants, including travel grants, tuition support, and competitive dissertation-year fellowships at the university.

All graduate assistants are required to provide monthly reports of their work schedules and productivity as a requirement of retaining the graduate assistantship.

Graduate assistantships are typically arranged for 12 month annual commitments. Graduate assistants receive University holidays, but are otherwise expected to work on their normal schedule throughout the 12 month period.

A graduate assistant must register for at least six graduate level semester hours during each semester in which an assistantship is awarded. Graduate assistants enrolled in GASP must register for a minimum of 9 graduate credit hours each term. **Students with support from the GASP must maintain at least a 3.0 GPA to be eligible for continued support.**

If a student does not have an assistantship, the Graduate School does not impose any limitations on either part-time or full time employment. Students with assistantships are limited to no more than 20 hours of total weekly employment. Thus, students with assistantships of 20 hours per week are not permitted to have additional employment. Students with assistantships who consider taking part-time teaching positions at the University must consult with the Program Director, as in this situation the number of hours devoted to the assistantship must be reduced to limit total weekly work hours to 20.

Conference Support and Travel

Priority

- a. Priority will be given to national conferences, although regional and state conference travel also may be funded as resources permit; of the latter, North Carolina conferences will be given priority.
- b. Support can include conference registration, air and ground travel, food and lodging.
- c. Podium and poster presentations will be given equal priority.
- d. Individuals seeking Public Health Sciences Ph.D. travel support must complete the travel application in Appendix D and provide the Public Health Sciences Ph.D. Program Director a description of the conference, a copy of the accepted abstract, the acceptance notification, and a travel budget. Students working on travel budgets should consult with the Business Services Coordinator (Shena Cunningham, Cunningham@uncc.edu); however, it is the student's responsibility to develop the initial travel budget and itinerary.
- e. Students arranging conference travel are responsible for making flight reservations, identifying a hotel (see item "i" regarding "appropriate restraint"), registering for the conference, and for making any related reservations or arrangements. Students are encouraged to work closely with the Business Services Coordinator (Shena Cunningham, Cunningham@uncc.edu) regarding these arrangements, but making reservations for flights, lodging, and conference reservations are the student's responsibility.
- f. For conferences in the spring through the end of the fiscal year, travel dollars will be reserved for students who are awaiting acceptance for submitted abstracts,

assuming that the student has provided a copy of the submitted abstract and the conference information to the Public Health Sciences Ph.D. Program Director, and the student has met with the Business Services Coordinator (Shena Cunningham, Cunningham@uncc.edu) to estimate conference travel costs.

- g. Particularly in an era of tight budgets, conferences that might be viewed by the public as taking place in resort areas or related travel destinations will not be funded.
- h. For both faculty and students, State budget requirements may limit travel to instances involving public safety, public health, job requirements, economic development opportunities and emergency situations. Provide a justification that addresses one or more of these categories. The Ph.D. Program Director can help with this.
- i. Showing “appropriate restraint” in the budget request can increase the likelihood of funding; this can be shown by sharing costs among students (e.g., shared lodging, selecting low-cost lodging, etc.)
- j. Students receiving conference travel support are expected to provide all required receipts and evidence of conference attendance (e.g. boarding passes) to the Business Services Coordinator (Shena Cunningham, Cunningham@uncc.edu) within one week following their return from the conference.

Student conference travel receives the highest priority.

- a. Students are expected to seek funding from the UNC Charlotte Graduate & Professional Student Government (GPSG). Students will not be reimbursed for support dollars that would typically be funded by GPSG travel funds. Travel forms are available at <http://suar.orgsync.com/org/gpsguncc/Funding>.
- b. Priority will be given to abstracts that include one or more Public Health Sciences Ph.D. faculty; however, students are encouraged to submit abstracts with or without faculty, and travel for the latter will be funded when possible.
- c. We cannot guarantee funding for all travel requests. Please do not assume that you have received a travel award until the Public Health Sciences Ph.D. Program Director has notified you.
- d. Conference funding is available to both full- and part-time students. Special State budget criteria apply to students who do not hold assistantships; although their conference travel may be fundable, students who do not have assistantships must consult with the Business Services Coordinator (Shena Cunningham, Cunningham@uncc.edu) about the budget criteria details.

Additional criteria, Professional Responsibilities of Students with Graduate Assistantships, apply to conference support as outlined in the Handbook: *“Although success in the Public Health Sciences Ph.D. Program is primarily judged by scholarship, the Public Health Sciences Ph.D. Program takes the student’s record of service into consideration when recommending students for fellowships and grants, including travel grants.”*

Research Support

Support is conditional on availability of funds. Funds can be used to cover expenses directly related to the conduct of dissertation related research, such as statistical software license, participant incentives, travel to data collection sites, and specialized data analysis courses which are not available at UNC Charlotte.

Priority

Priority will be given to students who have defended a dissertation proposal and who have the support of their dissertation advisor.

Steps Involved

The process of applying for support includes the following:

1. Complete the research support form Appendix C and provide the Ph.D. Program Director a brief description of the need and support requested.
2. Submit the form to the Program Director for signature, and then route to the appropriate administrative support person for processing.

UNC Charlotte Student Resources

Graduate Institute

To be successful, graduate students must do more than excel in their academic work. Success requires that students develop skills like public speaking, professional writing, and financial literacy. The Graduate School sponsors professional development opportunities for graduate students through the Graduate Institute. The Institute features teaching seminars, writing workshops, sessions on research skills, programs on writing the dissertation, and more. In addition to gaining new skills, students have the opportunity to network with peers from across disciplines. These workshops are covered through the usual tuition and fees, without addition cost. You can find details about the Graduate Institute at: <https://gradlife.uncc.edu/what-we-offer>.

The Graduate School at UNC Charlotte also offers a broad array of other professional development activities, including career fairs, funding opportunities, and special guest speakers, throughout the year. Public Health Sciences Ph.D. students are updated about these opportunities through email announcements from the Public Health Sciences Ph.D. Program Director.

Career Services

The UNC Charlotte Career Center “is committed to providing comprehensive, innovative services and resources for diverse populations of students, alumni, and employers that prepare UNC Charlotte graduates for the competitive global market.” The office is located at 150 Atkins Building. This office exists to serve students who need assistance in making a successful transition from college or graduate school to their chosen field or career. Information is available at <http://career.uncc.edu/>

Student services offered by the Career Center include workshops on: career planning, internships, writing resumes and cover letters, and effective interviewing.

Disability Services

The Office of Disability Services works with current undergraduate and graduate students along

with prospective students to ensure equal access to UNC Charlotte's campus and educational programs. All services are dependent upon verification of eligibility. Once approved for services, students receive appropriate and reasonable accommodations which are based upon the nature of an individual's disability and documented needs. Their contact information is: 704-684-0040, website: <http://ds.uncc.edu/>

Counseling Center

The UNC Charlotte Center for Counseling and Psychological Services (CAPS) offers individual counseling to assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts and handle crisis situations. Typical concerns are depression, anxiety and stress, relationship issues, identity development, substance use problems, and eating and body image issues. Further information is at: <http://caps.uncc.edu/>

Also available is a staff psychiatrist, through the Student Health Center, to assess whether medication may be helpful in addressing the student's concern or for follow-up on previously prescribed medications. The psychiatrist will write prescriptions when appropriate and follow-up with students to make adjustments to medications as necessary. Further information is available at: <http://www.studenthealth.uncc.edu/>

Students who wish to consult with our psychiatrist should contact the Student Health Center directly at 704-687-7400. Students can also discuss a referral to psychiatry with a counselor at the CAPS. The counseling and psychiatry services are supported by the usual tuition and fees, and are available without additional cost.

Professional Student Organizations

Graduate and Professional Student Government (GPSG)

The purpose of the GPSG, according to the by-laws, is to serve as an appropriate voice on campus for graduate students, to meet the various needs of graduate students, and to establish a liaison between graduate faculty, graduate students, and the University. The UNC Charlotte GPSG is here to serve as an advocate for students, and it will be as strong and effective as the passion and participation of its members; thus, your active participation will ensure that your issues are heard and addressed.

Graduate Public Health Association (GPHA)

The purpose of GPHA is to foster an environment that contributes to the enhancement of the academic and professional concerns, goals, and careers of public health students and others at UNC Charlotte interested in the professions of Public Health. (See also link from the Public Health Department website.)

The GPHA also is the official voice of students in the governance and continuous quality improvement processes within the graduate public health programs. While students are always welcomed and encouraged to directly contact faculty and administrators with course and/or program concerns and suggestions, the GPHA provides an official voice with representatives on the Graduate Public Health Programs Committee. Doctoral students are encouraged to participate in GPHA as leaders.

Charlotte Healthcare Executives Student Organization (CHESO)

CHESO is a chartered graduate student membership society for future healthcare executives from UNC Charlotte. CHESO is designed to meet its members' professional, educational, and leadership needs; to promote high ethical standards and conduct while providing opportunities for members to learn from one another as well as those in the healthcare executive profession.

The International Society for Pharmacoeconomics and Outcomes Research at UNC Charlotte (ISPOR-UNC Charlotte)

ISPOR is a nonprofit, international, educational, and scientific organization that promotes health economics and outcomes research excellence to improve decision making for health globally. ISPOR-UNC Charlotte is the local student network which provides an environment where students can share knowledge in pharmacoeconomics and health outcomes research; serve as a bridge in bringing together students interested in pharmacoeconomics and members of the pharmaceutical industry, health-related organizations, and academia; act as a resource for new students interested in pharmacoeconomics and outcomes research; and provide an opportunity for student chapter members to become familiar with the affairs of ISPOR as well as have representation in its affairs.

Doctoral Student Responsibilities and Code of Ethics

Code of Student Academic Integrity

Students enrolled in any educational program in CHHS are required to demonstrate the highest ethical standards. These requirements pertain to both academic and professional behavior.

All Public Health Sciences Ph.D. students are required to read and abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/up-407>). *Please especially note: you are held accountable to this Code even if you violate it inadvertently.*

Violations include the following:

Cheating - Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

Fabrication and falsification - Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

Multiple submissions - The submission of substantial portions of the same academic work (including oral reports) for credit more than once without instructor approval.

Plagiarism - Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The only exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

Abuse of academic materials - Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material. Typical Examples: Stealing or destroying library or reference materials needed by other students.

Complicity in academic dishonesty - Intentionally or knowingly helping or attempting to

help another to commit an act of academic dishonesty.

Applicable Policies

Public Health Sciences Ph.D. students are expected to be knowledgeable about and abide by the policies of the CHHS and UNC Charlotte.

The policies for CHHS () can be found in the College of Health and Human Services Handbook at <http://health.uncc.edu/sites/health.uncc.edu/files/media/2017-18%20Student%20Handbook.pdf> /.

The Graduate School policies are located at: <http://graduateschool.uncc.edu/current-students/catalog>.

The University level policies can be found at: <http://www.legal.uncc.edu/policies/>.

Note: Both the Graduate School and the College of Health and Human Services have adopted policies requiring students to demonstrate knowledge and awareness of academic integrity violations and policies. All newly admitted doctoral students are required to enroll in the online non-credit course GRAD 8990 –Academic Integrity. This course must be successfully completed prior to registering for the next semester.

Doctoral students are typically expected to have a thorough understanding of academic integrity issues as a result of their undergraduate and master’s-level education. As a result, the Public Health Sciences Ph.D. program simply expects academic integrity. A doctoral student who commits any of the violations listed above may be dismissed from the Public Health Sciences Ph.D. program.

In addition to compliance with the UNC Charlotte Information Technology Services’ Standard for Responsible Use policy described above, the program requires students to have access to a personal laptop or desktop computer. Students may be required to bring a laptop to class at the discretion of the professor. If students do not have access to a personal laptop for required coursework, the J. Murray Atkins Library has PC and Mac laptops available for 24-hour loan periods. Laptop rentals are located on the first floor of the library near the main entrance and are available on a first-come, first-served basis. A valid UNC Charlotte ID card must be presented for laptop rentals.

List of Program Faculty

Public Health Sciences Ph.D., Program Faculty

Ahmed Arif, Ph.D., MD, Associate Professor, Department of Public Health Sciences. Research interests: Epidemiology of asthma and occupational asthma, occupational epidemiology, public health data analysis. aarif@uncc.edu

Bruce Arrigo, Ph.D., Professor, Department of Criminal Justice; Adjunct Professor, Department of Public Health Sciences. Research interests: Mental health services research from the perspective of medical sociology, bioethics, and law. barrigo@uncc.edu

Christopher Blanchette, Ph.D., Associate Professor, Department of Public Health Sciences; Director, CHHS Data Science Initiative; Director, Health Informatics and Outcomes Research Academy. Research interests: Pharmaceutical Health Services Research, Epidemiology, Medical Sociology. cblanche@uncc.edu

Jessamyn Bowling, Ph.D., MPH, Assistant Professor, Department of Public Health Sciences. Research interests: Female condoms, human sexuality, sexual minorities, international health (India), sexuality communication. jbowlin9@uncc.edu

Shi Chen, Ph.D., Assistant Professor, Department of Public Health Sciences. Research interests: Epidemiology, insects and disease distributions. schen56@uncc.edu

Mark Dehaven, Ph.D., Dean W. Colvard Distinguished Professor, Department of Public Health Sciences. Research interests: Behavioral research and methodology, international behavior. mark.dehaven@uncc.edu

Michael Dulin, Ph.D., MD. Professor, Director for the Academy of Population Health Innovation, Department of Public Health Sciences. mdulin3@uncc.edu

Melinda (Lyndie) Forthofer, Ph.D., Professor and Chair, Department of Public Health Sciences. Research interests: Social epidemiology, social networks, community-based prevention research, diffusion of innovation/translational science, chronic disease-related health behaviors, especially physical activity. forthofer@uncc.edu

Andrew Harver, Ph.D., Professor, Department of Public Health Sciences. Research interests: Asthma, dyspnea, COPD, symptoms. arharver@uncc.edu

Larissa Huber, Ph.D., Professor, Department of Public Health Sciences. Research interests: Reproductive epidemiology including unintended pregnancy, contraceptive failure, and trends in contraceptive use. lrhuber@uncc.edu

L. Michele Issel, Ph.D., RN, Professor, Department of Public Health Sciences. Research interests: Evaluation of community-based health promotion programs and health services, case management and services for pregnant women, infants and new mothers, public health systems research, workforce development, quality improvement in governmental agencies, and publishing ethics. michele.issel@uncc.edu

James Laditka, Ph.D., DA, Associate Professor, Department of Public Health Sciences. Research interests: Health services research, health disparities, gerontology, active life expectancy, preventable hospitalization and access to health care for people in vulnerable groups, promotion of brain health. jladitka@uncc.edu

Sarah Laditka, Ph.D., Associate Professor, Department of Public Health Sciences. Research interests: gerontology, health disparities, active life expectancy, cognitive health and health behaviors, and using a life-course perspective to understand how health, social, and economic disadvantages in early life affect health in midlife and older ages. sladitka@uncc.edu

Rajib Paul, Ph.D., Associate Professor, Department of Public Health Sciences. Bayesian statistics and spatial and spatio-temporal statistics with applications in epidemiology, health policy, and environment; Bayesian nonparametric and robust nonparametric methods for large datasets and Geographic Information Systems (GIS) based research. rpaul9@uncc.edu

Crystal Piper, Ph.D., Associate Professor, Department of Public Health Sciences. Research interests: Health education and behavior, health planning and evaluation, research methods, and health disparities. cpiper1@uncc.edu

Elena Platonova, Ph.D., MHA, Associate Professor, Department of Public Health Sciences. Research interests: strategic health care management, public health systems, and health services research; patient trust, patient satisfaction, and patient loyalty to primary care physicians. eplatono@uncc.edu

Sharon Portwood, Ph.D., JD, Professor, Department of Public Health Sciences. Research interests: Child, youth, and family policy and practice; children's mental health; child maltreatment; child trauma; family violence; prevention and health promotion; community engagement; needs assessment; evaluation. sgportwo@uncc.edu

Beth Racine, DrPH., Professor, Department of Public Health Sciences. Research interests: Nutrition and physical activity intervention, behavioral nutrition and food insecurity. efracine@uncc.edu

Bill Saunders, Ph.D., Clinical Assistant Professor, Department of Public Health Sciences. Research interests: Delivery of health care to patients with mental illnesses, diabetes, and cystic fibrosis. Application of complex multiple data sources to health care research. wsaunde6@uncc.edu

Monika Sawhney, Ph.D., Associate Professor, Department of Public Health Sciences. Research interests: Demographic and health issues with a focus on maternal and child health, nutrition, reproductive health, immunizations, human resources for health sector, and strengthening of health systems; global health. msawhney@uncc.edu

Theresa Scheid, Ph.D., Professor, Department of Sociology; Adjunct Professor, Department of Public Health Sciences. Research interests: Medical sociology, sociology of mental health and illness, social organization, social theory, research methods. tlscheid@uncc.edu

Gary Silverman, Ph.D., Professor, Department of Public Health Sciences. Research interests:

Environmental health, water quality, global health, community health assessment.
gsilver1@uncc.edu

Michael Thompson, DrPH, Associate Professor, Department of Public Health Sciences. Research interests: Competency-based education; accreditation; community assessment; program evaluation; chronic disease; health disparities; community-based research. methompl@uncc.edu

Jan Warren-Findlow, Ph.D., Associate Professor, Department of Public Health Sciences. Research interests: Chronic disease self-management; aging; women's health; health disparities research. jwarren1@uncc.edu

Public Health Sciences Ph.D., Behavioral Sciences Doctoral Affiliate Faculty

Suzanne Boyd, Ph.D., Associate Professor, School of Social Work. Research interests: Child and adolescent mental health, adult mental health, consumer-operated services, peer support mental health services, building research capacity within organizations, program evaluations, recovery-based mental health systems. sboyd@uncc.edu

Maren Coffman, Ph.D., RN, Associate Professor, School of Nursing. Research interests: Health literacy and access to health care in adult Latinos with diabetes. mjcoffma@uncc.edu

Judith Cornelius, Ph.D., Associate Professor, Nursing. Research interests: HIV prevention in African American families; HIV prevention in older African American women.
jbcornel@uncc.edu

Boyd Davis, Ph.D., Professor, English Department. Research interests: Discourse among individuals with cognitive impairment. bdavis@uncc.edu

Christine Davis, Ph.D., Associate Professor, Department of Communication Studies. Research interests: Community children's mental health system of care. christine.s.davis@uncc.edu

Virginia Gil-Rivas, Ph.D., Professor, Department of Psychological Science. Research interests: Exposure to adversity (i.e., traumatic events, chronic illness, violence) and development of physical and mental health difficulties across the life-span. vgilriva@uncc.edu

Shanti Kulkarni, Ph.D., Associate Professor, School of Social Work. Research interests: Domestic violence theory and services (including dating violence), adolescent childbearing, families in poverty, and women's health. skulkar@uncc.edu

Susan McCarter, Ph.D., Associate Professor, School of Social Work. Research interests: risk and protective factors in adolescence: specifically race/ethnicity and juvenile justice.
smccarter@uncc.edu

Amy Peterman, Ph.D., Associate Professor, Department of Psychological Sciences. Research interests: Quality of life (HRQL) for people with chronic health conditions (e.g., cancer, multiple sclerosis); psychosocial oncology. ahpeterm@uncc.edu

Maggie Quinlan, Ph.D., Associate Professor, Department of Communication Studies. Research interests: Ethnography, narrative/interpretive/rhetorical/feminist analyses; health, organizational and performative communication; social justice issues that affect marginalized populations including disability-rights and gender inequities. mquinla1@uncc.edu

Charlie Reeve, Ph.D., Professor, Department of Psychological Science. Research interests: Intelligence-health relations, intelligence-religiosity associations, test anxiety. clreeve@uncc.edu

Lori Thomas, Ph.D., MSW, Associate Professor, School of Social Work. Research interests: Aging, homelessness, and mental health, religion and social welfare, and social work macro practice. mthom117@uncc.edu

Meredith Troutman, Ph.D., RN, Associate Professor, School of Nursing. Research interests: Instrument development and theory testing related to successful aging; investigation of how older adults characterize successful aging; identification of strategies for successful aging; health promotion in older adults. meredithtroutman@uncc.edu

Lisa Slattery Walker, Ph.D., Professor, Department of Sociology. Research interests: small group interaction, nonverbal behaviors, identity, emotions, gender, and expectations. lisa.walker@uncc.edu

Jennifer Webb, Ph.D., Associate Professor, Department of Psychological Science. Research interests: Mindfulness, acceptance, and additional positive psychology-based approaches to enhancing the self-regulation of eating, appetite, weight, metabolism and overall well-being. jbest18@uncc.edu

Stephanie Woods, Ph.D., RN, Professor and Carol Grotnes Belk Endowed Chair, School of Nursing. Research interests: intimate partner violence, women's health, post-traumatic stress disorder, cortisol and stress biomarkers. swoods16@uncc.edu

Appendix A1: Suggested Program of Study Course Sequences

Course Sequence for Part-Time PHS PhD Students (*with prior MPH*) entering Fall Semester of Even Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 8201	Introduction to Quantitative Research Design ¹	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 8223	Social Determinants of Health ²	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
Year Two	HLTH 8221	Qualitative Research I: Theory Generation in Behavioral Sciences ²	3	HLTH 8602	Communicating and Disseminating Research ³	3
	HLTH 8271	Applied Biostatistics: Multivariate Methods ¹	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ²	3
Year Three	HLTH 8603	Teaching Portfolio ³	3	***	Elective ⁴	3
	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
Year Four	***	Elective ⁴	3	***	Elective ⁴	3
	***	Elective ⁴	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
Year Five	HLTH 8901	Dissertation Credits/ Comprehensive Examination	6	HLTH 8901	Dissertation Credits	6
Year Six	HLTH 8901	Dissertation Credits/Proposal	6	HLTH 8901	Dissertation Credits	6
Year Seven	HLTH 8901	Dissertation Credits/Defense	6	-	-	-

¹Core Public Health Course in Methods

²Concentration Course for Behavioral Sciences. *The Qualitative Research sequence (HLTH 8221 and 8222) should be completed in one academic year.*

³Professional Seminar

⁴Elective; selected in consultation with advisor

Appendix A2: Suggested Program of Study Course Sequences

Course Sequence for Part-Time PHS PhD Students (*with prior MPH*) entering Fall Semester of Odd Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 8201	Introduction to Quantitative Research Design ¹	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 8223	Social Determinants of Health ²	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
Year Two	HLTH 8221	Qualitative Research I: Theory Generation in Behavioral Sciences ²	3	***	Elective ⁴	3
	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ²	3
Year Three	***	Elective ⁴	3	HLTH 8602	Communicating and Disseminating Research ³	3
	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
Year Four	***	Elective ⁴	3	***	Elective ⁴	3
	HLTH 8603	Teaching Portfolio ³	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
Year Five	HLTH 8901	Dissertation Credits/ Comprehensive Examination	6	HLTH 8901	Dissertation Credits	6
Year Six	HLTH 8901	Dissertation Credits/Proposal	6	HLTH 8901	Dissertation Credits	6
Year Seven	HLTH 8901	Dissertation Credits/Defense	6	-	-	-

¹Core Public Health Course in Methods

²Concentration Course for Behavioral Sciences. *The Qualitative Research sequence (HLTH 8221 and 8222) should be completed in one academic year.*

³Professional Seminar

⁴Elective; selected in consultation with advisor

Appendix A3: Suggested Program of Study Course Sequences

Course Sequence for Full-Time PHS PhD Students (with prior MPH) entering Fall Semester of Even Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 8201	Introduction to Quantitative Research Design ¹	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 8223	Social Determinants of Health ²	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
	HLTH 8603	Teaching Portfolio ³	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
	-	-	-	***	Elective ⁴	3
Year Two	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ²	3
	HLTH 8221	Qualitative Research I: Theory Generation in Behavioral Sciences ²	3	HLTH 8602	Communicating and Disseminating Research ³	3
	***	Elective ⁴	3	***	Elective ⁴	3
Year Three	HLTH 8901	Dissertation Credits/Comprehensive Examination	9	HLTH 8901	Dissertation Credits/Proposal	9
Year Four	HLTH 8901	Dissertation Credits	9	HLTH 8901	Dissertation Credits/Defend	9

¹Core Public Health Course in Methods

²Concentration Course for Behavioral Sciences. *The Qualitative Research sequence (HLTH 8221 and 8222) should be completed in one academic year.*

³Professional Seminar

⁴Elective; selected in consultation with advisor.

Appendix A4: Suggested Program of Study Course Sequences

Course Sequence for Full-Time PHS PhD Students (*with prior MPH*) entering Fall Semester of Odd Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 8201	Introduction to Quantitative Research Design ¹	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 8223	Social Determinants of Health ²	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
	HLTH 8221 <u>OR</u> ***	Qualitative Research I: Theory Generation in Behavioral Sciences ² <u>OR</u> Elective ⁴	3	HLTH 8602	Communicating and Disseminating Research ³	3
	-	-	-	HLTH 8222 <u>OR</u> ***	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ² <u>OR</u> Elective ⁴	3
Year Two	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8222 <u>OR</u> ***	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ² <u>OR</u> Elective ⁴	3
	HLTH 8221 <u>OR</u> ***	Qualitative Research I: Theory Generation in Behavioral Sciences ² <u>OR</u> Elective ⁴	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
	HLTH 8603	Teaching Portfolio ³	3	***	Elective ⁴	3
Year Three	HLTH 8901	Dissertation Credits/Comprehensive Examination	9	HLTH 8901	Dissertation Credits/Proposal	9
Year Four	HLTH 8901	Dissertation Credits	9	HLTH 8901	Dissertation Credits/Defend	9

¹ Core Public Health Course in Methods

² Concentration Course for Behavioral Sciences; *The Qualitative Research sequence (HLTH 8221 and 8222) should be completed in one academic year.*

³ Professional Seminar

⁴ Elective; selected in consultation with advisor. *Students are only required to take 9 credits (3 courses) of electives—students need only register for electives three of the four semesters shown above.*

Appendix A5: Suggested Program of Study Course Sequences

Course Sequence for Part-Time PHS PhD Students (*without prior MPH*) entering Fall Semester of Even Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 6211	Evidence-Based Methods ⁰	3	***	Elective ⁴	3
	HLTH 6200	Case Studies in Public Health ⁰	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
Year Two	HLTH 6271	Public Health Data Analysis ⁰	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
	HLTH 8223	Social Determinants of Health ²	3	HLTH 8602	Communicating and Disseminating Research ³	3
Year Three	HLTH 8201	Introduction to Quantitative Research Design ¹	3	***	Elective ⁴	3
	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
Year Four	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
	HLTH 8221	Qualitative Research I: Theory Generation ²	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis ²	3
Year Five	***	Elective ⁴	3	HLTH 8901	Dissertation Credits/Comprehensive Examination	6
	HLTH 8603	Teaching Portfolio ³	3	-	-	-
Year Six	HLTH 8901	Dissertation Credits/Proposal	6	HLTH 8901	Dissertation Credits	6
Year Seven	HLTH 8901	Dissertation Credits/Defense	6	-	-	-

⁰ Prerequisite Foundation Public Health Course

¹ Core Public Health Course in Methods

² Concentration Course for Behavioral Sciences; *HLTH 8221 and 8222 should be completed in one year.*

³ Professional Seminar

⁴ Elective; selected in consultation with advisor.

Appendix A6: Suggested Program of Study Course Sequences

Course Sequence for Part-Time PHS PhD Students (*without prior MPH*) entering Fall Semester of Odd Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 6211	Evidence-Based Methods ⁰	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 6200	Case Studies in Public Health ⁰	3	HLTH 8602	Communicating and Disseminating Research ³	3
Year Two	HLTH 6271	Public Health Data Analysis ⁰	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
	HLTH 8221	Qualitative Research I: Theory Generation in Behavioral Sciences ²	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ²	3
Year Three	HLTH 8201	Introduction to Quantitative Research Design ¹	3	***	Elective ⁴	3
	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
Year Four	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
	HLTH 8603	Teaching Portfolio ³	3	***	Elective ⁴	3
Year Five	***	Elective ⁴	3	HLTH 8901	Dissertation Credits/Comprehensive Examination	6
	HLTH 8223	Social Determinants of Health ²	3	-	-	-
Year Six	HLTH 8901	Dissertation Credits/Proposal	6	HLTH 8901	Dissertation Credits	6
Year Seven	HLTH 8901	Dissertation Credits/Defense	6	-	-	-

⁰ Prerequisite Foundation Public Health Course

¹ Core Public Health Course in Methods

² Concentration Course for Behavioral Sciences; *HLTH 8221 and 8222 should be completed in one year.*

³ Professional Seminar

⁴ Elective; selected in consultation with advisor.

Appendix A7: Suggested Program of Study Course Sequences

Course Sequence for Full-Time PHS PhD Students (*without prior MPH*) entering Fall Semester of Even Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 6211	Evidence-Based Methods ⁰	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 6200	Case Studies in Public Health ⁰	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
	HLTH 8603	Teaching Portfolio ³	3	***	Elective ⁴	3
Year Two	HLTH 8201	Introduction to Quantitative Research Design ¹	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
	HLTH 8223	Social Determinants of Health ²	3	HLTH 8602	Communicating and Disseminating Research ³	3
	HLTH 6271	Public Health Data Analysis ⁰	3	***	Elective ⁴	3
Year Three	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
	HLTH 8221	Qualitative Research I: Theory Generation in Behavioral Sciences ²	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ²	3
	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	***	Elective ⁴	3
Year Four	HLTH 8901	Dissertation Credits/Comprehensive Examination	9	HLTH 8901	Dissertation Credits/Proposal	9
Year Five	HLTH 8901	Dissertation Credits	9	HLTH 8901	Dissertation Credits/Defense	9

⁰ Prerequisite Foundation Public Health Course

¹ Core Public Health Course in Methods

² Concentration Course for Behavioral Sciences; *HLTH 8221 and 8222 should be completed in one year.*

³ Professional Seminar

⁴ Elective; selected in consultation with advisor.

Appendix A8: Suggested Program of Study Course Sequences

Course Sequence for Full-Time PHS PhD Students (*without prior MPH*) entering Fall Semester of Odd Years

Year	Fall Semester			Spring Semester		
	Course Number	Course Title	Credits	Course Number	Course Title	Credits
Year One	HLTH 6211	Evidence-Based Methods ⁰	3	HLTH 8220	Theories and Interventions in Behavioral Science ²	3
	HLTH 6200	Case Studies in Public Health ⁰	3	HLTH 8602	Communicating and Disseminating Research ³	3
	HLTH 8223	Social Determinants of Health ²	3	***	Elective ⁴	3
Year Two	HLTH 8201	Introduction to Quantitative Research Design ¹	3	HLTH 8270	Applied Biostatistics: Regression ¹	3
	HLTH 8603	Teaching Portfolio ³	3	HLTH 8601	Ethics and Integrity in Health Research and Practice ³	3
	HLTH 6271	Public Health Data Analysis ⁰	3	***	Elective ⁴	3
Year Three	HLTH 8281	Measurement and Scale Development ¹	3	HLTH 8282	Health Survey Design and Research ¹	3
	HLTH 8221	Qualitative Research I: Theory Generation in Behavioral Sciences ²	3	HLTH 8222	Qualitative Research II: Theory Generation and Analysis in Behavioral Sciences ²	3
	HLTH 8271	Applied Biostatistics: Multivariate ¹	3	***	Elective ⁴	3
Year Four	HLTH 8901	Dissertation Credits/Comprehensive Examination	9	HLTH 8901	Dissertation Credits/Proposal	9
Year Five	HLTH 8901	Dissertation Credits	9	HLTH 8901	Dissertation Credits/Defense	9

⁰ Prerequisite Foundation Public Health Course

¹ Core Public Health Course in Methods

² Concentration Course for Behavioral Sciences; *HLTH 8221 and 8222 should be completed in one year.*

³ Professional Seminar

⁴ Elective; selected in consultation with advisor.

Appendix B: Dissertation Research Application

This application should be submitted each semester prior to registering for dissertation credits. It should be completed by the student in conjunction with his/her Dissertation Chair; registration for dissertation credits is contingent upon Program Director approval. After approval by the Program Director, only changes agreeable to both the student and Chair are permissible. Changes must be in writing, signed by the student and faculty member, and approved by the Program Director. **It is the student's responsibility to verify that this course is added to his or her schedule following approval by the Program Director.**

- **Title of proposed course:** HLTH 8901 – Dissertation Research
- **Proposed semester (Term/Year):** _____
- **Number of credits proposed for semester:** _____
- **Cumulative number of *previous* HLTH 8901 credits (not including proposed semester):** _____
- **Faculty member who will Chair the Dissertation Committee:** _____
- **Proposed method (email, in-person, phone, etc.) and frequency of meetings with Chair:** _____
- **Dissertation topic, tentative research objectives, and datasets to be analyzed** (*include attachments as needed*):

- **List of deliverables (or other means of evaluating student progress) and anticipated date of deliverables** (*include attachments as needed*):

It is my responsibility to make appropriate arrangements with the Chair for developing, discussing, and submitting timely deliverables toward the stated objectives.

Student Name Printed and Signature

Date

I agree to supervise this dissertation research on a regular basis.

Dissertation Committee Chair Name Printed and Signature

Date

I approve the student's application to register for dissertation credits.

Program Director Signature/Approval

Date

Appendix C: Ph.D. Student Research Funding Application

Name:

E-mail:

Amount Requested (\$):

Local Phone:

Please provide the following information in support of this application:

- 1) A description of how these funds will be used (e.g., gift cards for research participants, supplies required for data collection, purchase of a book or software program, publishing costs, etc.):

- 2) A short description of how this research pertains to the student's chosen area of study:

All applications must also include the following. Please check each is included.

- 3) A letter of support or endorsement from the student's advisor or faculty co-investigator, including an indication of the importance of the research to the student's progress in the program.
- 4) Supporting documentation showing the cost of the supplies or materials requested, if applicable (e.g., printout from webpage, invoice, etc).
- 5) A list of other sources of funding applied for and/or being used for this research, if applicable.

Signature of Student	Date
Signature of Advisor/Faculty Co-Investigator	Date
Signature of Ph.D. Program Director	Date

Applications must be submitted to the Ph.D. Program Director at least 30 days prior to the date upon which you need to use these funds.

Approved: YES NO Amount: \$_____

*We cannot guarantee funding for all research requests. Please do not assume that you have received a research funding award until the Ph.D. Program Director has notified you.

Appendix D: Ph.D. Student Travel Application

Name _____ E-mail _____

Amount Requested (\$) _____ Local Phone: _____

1) Name of conference/ organization and url _____

2) Date(s) of Conference: _____

3) Location of conference: _____

4) Date scheduled to present: _____

5) Has the abstract/paper been accepted for presentation? YES NO

6) Will you present the paper/abstract at the conference? YES NO

7) Have you applied for GPSG travel funds? YES NO

If yes, when? _____

If yes, what amount was awarded? \$ _____ ***Attach copy of award notice.*

Please attach the following documentation:

- 1) A letter explaining the importance of the conference or event, signed by the advisor or faculty co-author.
- 2) A copy of the accepted abstract or paper.
- 3) A copy of the acceptance notification to participate in the conference. An email invitation will suffice if sent as the formal invitation.
- 4) A travel budget narrative, listing costs and sources of support.
- 5) Copies of notification of any other financial support for the travel, such as GPSG.

Signature of Student	Date
Signature of Advisor/Faculty Co-Author	Date
Signature of Ph.D. Program Director	Date

Application must be submitted to the Ph.D. Program Director at least 45 days prior to travel.

Approved: YES NO Amount: \$ _____

We cannot guarantee funding for all travel requests. Please do not assume that you have received a travel award until the Public Health Sciences Ph.D. director has notified you. **Students are responsible to keep receipts for reimbursement, such as parking, taxi, hotel, etc.*

2. DOCTORAL PROGRAM PROGRESS:

Please take a screenshot and insert the image below to document relevant doctoral program milestones (e.g. date of comprehensive examination passed, date of dissertation proposal defense). This information can be found in DegreeWorks under the section entitled “Degree in Doctor of Philosophy.”

3. COURSEWORK PROGRESS

Please take a screenshot and insert the image below to document your coursework progress. This information can be found in DegreeWorks under the section entitled “Major in Public Health Sciences” or “Major in Health Services Research”

4. GRADUATE ASSISTANTSHIP EVALUATION *(if applicable)*

- a. *Briefly describe (200-400 words) your role/responsibilities as an RA or TA this academic year and include the name of your supervisor. Also include a list of deliverables provided to your supervisor this year.*

- b. *Please indicate if you have an assistantship in place for the next academic year and include any known details (e.g. supervisor, RA or TA, etc.). If you do not have an assistantship but wish to be considered for one next academic year, please state that here.*

5. PROFESSIONAL DEVELOPMENT EVALUATION

- a. *Briefly describe (200-400 words) the professional progress you have made this academic year as it pertains to research (e.g. publications, conferences, presentations, etc.) and service (e.g. reviewer for journal, member of a University committee, member of a professional organization, etc.).*

- b. *Describe your professional development plans for the upcoming academic year.*

*****Chair/advisor:** you may provide additional, confidential feedback regarding the student's performance below. *Please sign and return the form to the Ph.D. Program Director by April 1.*

The content provided in the optional feedback section above is accurate to the best of my knowledge and was informed by my professional opinion.

Chair/Advisor Printed Name and Signature

Date

The Ph.D. Program Director approves the content of this evaluation and the student's plans for the upcoming year.

Appendix F: Summary of Comprehensive Examination Procedure

Approved 7 April 2016, Modified 28 February 2017

I. Constitution of the Comprehensive Examination Committee

1. The structure of the Public Health Sciences Comprehensive Examination Committee will adhere to all Graduate School requirements.
2. The Public Health Sciences Comprehensive Examination Committee will consist of four graduate faculty from the student's concentration, e.g., Public Health Sciences Behavioral Sciences Concentration members, who will serve on behalf of all students in that concentration. The members will include: the Ph.D. Program Director, a faculty member who taught a qualitative methods course, a faculty member who taught a quantitative methods course, and a faculty member who taught a social-behavioral course.
3. For each individual student, a fifth graduate faculty member who can contribute to that student's specialty content area will be invited by the Comprehensive Examination Committee to serve as a full member. The selection of the fifth member will take into consideration the faculty names submitted by the student and the overall qualifications to serve.
4. The Ph.D. Program Director submits the Public Health Sciences Comprehensive Examination Committee membership list to the Public Health Sciences Ph.D. Program Committee who makes the final membership approval. The Public Health Sciences Comprehensive Examination Committee membership may change based on recommendations from the Public Health Sciences Ph.D. Program Committee.

II. Qualifying for the Comprehensive Examination

1. To qualify for Comprehensive Examination, the student must have taken all courses in the required Public Health Sciences Ph.D. curriculum, except for HLTH 8603 Teaching Seminar and HLTH 8602 Communication and Dissemination of Research.
2. The student must have at least a 3.0 GPA and must have removed any conditions upon admission [per Graduate School].
3. The student will meet with the Program Director to discuss readiness. Each student will prepare a "Readiness Document" that includes: (a) the approved Program of Study, (b) a brief statement describing the specialty content area, (c) recommendation for the specialty content area faculty to serve on the Comprehensive Examination Committee, and (d) a paragraph describing the anticipated dissertation topic.
4. The Program Director will provide a list of qualified students to the Comprehensive Examination Committee, along with each student's "Readiness Document".

III. Preparing the Comprehensive Examination Reading List

1. The Comprehensive Examination Committee develops the common core reading list. The number of readings on the common core list will be approximately 2/3 of the number on the complete reading list. All members of the Comprehensive Examination Committee will contribute readings to the reading list, and will reach consensus on the final list of readings that comprise the common core readings.
2. The student in consultation with the Program Director and the specialty content expert will select

the other 1/3 of the reading list. This allows the final reading list to be tailored to the student's specialty content area as outlined in the "Readiness Document".

3. The specialty content area readings are submitted to the Comprehensive Examination Committee who may modify the readings as needed and gives final approval to the specialty content area readings.
4. The common core reading list, with articles, is posted at a learning management system (LMS), such as Canvas, designated for the Comprehensive Examination. Each student will have a separate folder at that LMS, which will contain the core and the student's specialty content readings.
5. The complete list of readings for each student will have approximately 100 readings.
6. The core reading list will be reviewed at least once per Academic Year and updated as needed.
7. The Program Director, with one or more members of the Comprehensive Examination Committee, will hold an informational session with students who are eligible to sit for the Comprehensive Examination. The purpose of the session will be to review and explain the process and procedures, and to answer student questions about the process and procedure.
8. The final reading list for each student will be finalized no less than three months prior to the date of the Comprehensive Examination.

IV. Scheduling the Comprehensive Examination Date

1. The Comprehensive Examination will be offered at least once per academic year, with the possibility of being offered twice.
2. **The date for the written and the oral portions will be given to students at least three months prior to the date chosen by the Comprehensive Examination Committee.**
3. Students are expected to sit for the Comprehensive Examination within 12 months of completing all of the required coursework.
 - Students completing course at the end of a spring semester are expected to sit for the examination the following fall semester.
 - Students completing coursework at the end of the fall semester are expected to sit for the exam at the end of the following spring semester.
 - Students completing coursework at the end of the summer semester may choose either the fall or the spring examination, depending on the student's situation and timing.
4. The completion of the Comprehensive Examination in a timely manner will be considered in the annual evaluation of doctoral students' progress, as documented in the Doctoral Student Annual Report.

V. Preparing for the Comprehensive Examination

1. Students are expected to read and synthesize the information reflected across the full reading list.
2. Given the open book nature of the Comprehensive Examination, students have the option of studying together.
3. The examples of Comprehensive Examination questions will be made available to students between two and three weeks prior to the established Comprehensive Examination date. The sample examination questions will reflect the scope and depth of content and critical thinking required in composing a response. Students will be encouraged to use the example questions to practice composing responses.

VI. Sitting for the Written Portion of the Comprehensive Examination

1. Students may not register for HLTH 8901 Dissertation Credits until they have passed the

Comprehensive Examination. The number of credits is variable and is determined by the student, but will be no less than 3 and no more than 9 semester credits.

2. Students may choose to compose their responses to Comprehensive Examination questions either on campus or at home. If the student prefers an on-campus location, the student should notify the Program Director who will reserve an appropriate and suitable room for the student.
3. The format for the written portion of the Comprehensive Examination will consist of multiple comprehensive questions provided to the students to be completed over a period of time determined by the Committee. The number of questions will also be determined by the Committee taking into account curricular, substantive, and student considerations.
4. Each student will post the response to each question through the designated LMS website or email the response directly to the Program Director. The Program Director will let the student know which method to use. This provides a time stamp on the submission of answers.
5. A student response to any question that is submitted after the appointed hour for submitting the response will be considered to be late, unless the student had previously emailed the Program Director asking for an extension.
6. The penalty or consequence for the late submission of any portion of the written examination will be determined on a case-by-case basis.
7. The Comprehensive Examination Committee may choose to have students submit one or more responses through “Turnitin” or comparable software. Accordingly, all students will be asked to sign the corresponding consent form. Any plagiarism will be considered a serious academic matter with corresponding consequences in accordance with University policy.
8. All members of the Comprehensive Examination Committee are responsible for reviewing all portions of the written responses and for using the grading rubric to the fullest extent possible.

VII. Sitting for the Oral Portion of the Comprehensive Examination

1. After the Comprehensive Examination Committee members have graded the written portion of the Comprehensive Examination, each student will be informed by the Program Director of any major deficit in the written response for which the student might want to prepare for the oral portion, but no grades or specific details will be provided to the students.
2. The Comprehensive Examination Committee may hold a brief executive session before the oral session begins with the student.
3. The oral portion will be administered to one student at a time, rather than to the students as a group. No formal powerpoint presentation by the student is required. Only members of the Comprehensive Examination Committee will be present.
4. The oral portion will be held no later than three weeks after the completion of the written portion.
5. The oral portion will last between 60-90 minutes. The session will begin with a brief statement by the student that assesses her/his submitted responses. This will be followed by a question and answer period in which each Comprehensive Examination Committee member will have an opportunity to ask the student questions related to a response to a specific examination question or other material.

VIII. Grading the Overall Comprehensive Examination

1. At the conclusion of the oral portion, the Comprehensive Examination Committee will hold an executive session to complete the grading rubric and arrive at a final grade. Each Committee member will bring her/his grading rubric for the written portion of the examination for each student. These, along with the overall examination rubrics, will be archived for accreditation purposes. See Appendix G for the detailed grading rubric.
2. The grade (high pass, pass, conditional pass, or fail) is based on both the written and the oral

portions, with both portions needing at least a “pass” to have a final overall pass grade for the Comprehensive Examination.

3. If the student has passed, without concerns, both the written and oral portions of the Comprehensive Examination, the student will be notified of the “Pass” grade immediately after the executive session.
4. If the student’s performance is marginal in part or in whole, the Comprehensive Examination Committee may issue a “conditional pass” grade and require additional work (e.g., paper, data analysis) or coursework of the student before making a final grade determination. The student would be required to meet the additional requirements by the end of the next full semester. The Committee would then evaluate the extent to which the student met the specified additional requirements before giving the student a final grade on the Comprehensive Examination. The Committee may request a repeat of the oral examination as part of the additional requirements. The precise nature of the remedial or additional work will be made on a case-by-case basis. Documentation of passing the Comprehensive Examination will be submitted to the Graduate School only after satisfactorily completing the required additional work.
5. If the student has failed both the written and oral components of the Comprehensive Examination, this will constitute “failing” the Comprehensive Examination. The student will be notified of this decision immediately after the executive session of the oral component. The Graduate School policy will be followed regarding petitions to retake the Comprehensive Examination.

IX. Submitting Graduate School Forms

1. The Program Director will be responsible for initiating the completion of the Graduate School form “**Report of Comprehensive/Qualifying Exam, Portfolio Presentation, and Study report for Doctoral and/or Master’s Student.**”
2. Each member signs the form and the Program Director sends the form to the Graduate School.

X. Relationship of the Comprehensive Examination to Ph.D. Program SLOs and Competencies.

Student performance on the Comprehensive Examination will be used as evidence of meeting specific SLOs and CEPH competencies.

SLO #2.

SLO #2: Graduates will possess and apply core public health knowledge and skills and demonstrate mastery of a specialized area.

CEPH Doctoral Program Competencies.

1. *Relate the historical foundations of public health, health behavior, health promotion, and health education to current major public health behavioral and social problems and controversies.*
4. *Evaluate health and well-being outcomes of major public health prevention interventions.*

Appendix G-1: Rubric for the Written Comprehensive Examination

April 7, 2016

Written Comprehensive Examination Rubric

Quality Assessed	PASS: Exemplary Performance	PASS: Acceptable Performance	PASS: Marginal Performance	FAIL: Deficient Performance
<p>I. Mastery of concentration (<i>social behavioral</i>) content relevant to public health</p> <p>(SLO #2; CEPH #1: Relate the historical foundations of public health, health behavior, health promotion, and health education to current major public health behavioral and social problems and controversies.)</p>	<ul style="list-style-type: none"> • Generates new explanations of public health problems that take into account historical and social factors; • Articulates dimensions of controversies in the evolution of the public health knowledge; • Integrates diverse theoretical frameworks into explanations of health problems. • Critiques the approach used to quantify the public health problem. 	<ul style="list-style-type: none"> • Explains current public health problems from historical and social perspective; • Acknowledges controversies in the evolution of the public health knowledge; • Draws on social, health, behavior and promotion theories to explain health problems. • Summarizes relevant epidemiology statistics used to quantify the public health problem. 	<ul style="list-style-type: none"> • Explains public health problems from historical or social perspective; • Mentions controversies related to public health; • Uses some elements of social, health, behavior or promotion theories to explain health problems. 	<ul style="list-style-type: none"> • Lists public health problems; Alludes to controversies related to public health; • Mentions social, health, behavior or promotion theories but in relation to explaining health problems.

<p>II. Mastery of <i>analytic methods</i> used in public health research</p> <p>(CEPH #4: Evaluate health and well-being outcomes of major public health prevention interventions.)</p>	<ul style="list-style-type: none"> • Plans for advanced analysis of outcome data; • Designs rigorous measures of health and well-being; • Devises an evaluation study of public health prevention interventions; • Critiques different approaches 	<ul style="list-style-type: none"> • Correctly applies concepts of methodological rigor to design of public research and evaluation; • Correctly explains rationale for selection of methods and designs; • Justification of choice of analytic approach reflects understanding the caveats 	<ul style="list-style-type: none"> • Relates principles of study design to evaluation of public health interventions; 	<ul style="list-style-type: none"> • Gives examples of evaluation designs; • References need for appropriate analytic method without specifying the method;
<p>III. Mastery of student's <i>specialty area</i></p> <p>(SLO #2)</p>	<ul style="list-style-type: none"> • Evaluates the state-of-the art in the content area; • Articulates complexity of issues within the content area; • Generates ideas for future developments as related to public health problems; 	<ul style="list-style-type: none"> • Describes the state of the art in the area; • Differentiates among issues in the content area; • Critiques existing ideas for future developments as related to public health problems 	<ul style="list-style-type: none"> • Explains basic topics within the content area; • Lists issues evident in the content area; • Mentions current ideas for future developments as related to public health problems 	<ul style="list-style-type: none"> • Lists key topics in the content area; • Alludes to issues in the content area;

IV. Demonstrates critical analysis and synthesis of current public health knowledge	<ul style="list-style-type: none"> • Integration leads to novel or original perspective; • Revises existing theory or framework to better understand the phenomenon; • Synthesizes evidence to reveal insightful patterns. 	<ul style="list-style-type: none"> • Summarizes findings and knowledge from across studies into coherent story; • Contrasts existing theories for appropriateness for use in public health • Differentiates across studies and theories 	<ul style="list-style-type: none"> • Presents only one perspective or body of knowledge; • Relates theory to current knowledge; • Draws upon a single or limited source of knowledge 	<ul style="list-style-type: none"> • Outlines existing knowledge, or presented limited view of knowledge; • Paraphrases the analysis or synthesis of others; • Reiterates existing understanding
V. Mastery of written expression	<ul style="list-style-type: none"> • Virtually no errors in citations and references; • Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, • Language is virtually error-free. 	<ul style="list-style-type: none"> • Very few or minor errors in citations and referencing; • Minimal errors in spelling, typing, grammar, and format. • Some organizational and clarity errors but they do not detract from the ability to accurately convey ideas. 	<ul style="list-style-type: none"> • Some major errors in citation and references; • Language at times detracted from conveying the idea; • Organization did not consistently support conveying the ideas 	<ul style="list-style-type: none"> • Multiple major errors in citations and references; • Uses language that sometimes impedes meaning because of errors in usage; • Organization does not flow, detracting from the logical argument;

Appendix G-2: Rubric for the Oral Comprehensive Examination

April 7, 2016

Oral Comprehensive Examination Rubric

Quality Assessed	PASS: Exemplary Performance	PASS: Acceptable Performance	PASS: Marginal Performance	FAIL: Deficient Performance
<p>I. Mastery of <i>social behavioral content</i> relevant to public health</p> <p>(SLO #2; CEPH #1: Relate the historical foundations of public health, health behavior, health promotion, and health education to current major public health behavioral and social problems and controversies.)</p>	<ul style="list-style-type: none"> • Generates new explanations of public health problems that take into account historical and social factors; • Articulates dimensions of controversies in the evolution of the public health knowledge; • Integrates diverse theoretical frameworks into explanations of health problems. <ul style="list-style-type: none"> • * Critiques the approach used to quantify the public health problem. 	<ul style="list-style-type: none"> • Explains current public health problems from historical and social perspective; • Acknowledges controversies in the evolution of the public health knowledge; • Draws on social, health, behavior and promotion theories to explain health problems. • * Summarizes relevant epidemiology statistics used to quantify the 	<ul style="list-style-type: none"> • Explains public health problems from historical or social perspective; • Mentions controversies related to public health; • Uses some elements of social, health, behavior or promotion theories to explain health problems. 	<ul style="list-style-type: none"> • Lists public health problems; • Alludes to controversies related to public health; • Mentions social, health, behavior or promotion theories but in relation to explaining health problems.

		public health problem.		
II. Mastery of analytic methods used in public health research (CEPH #2: Evaluate health and well-being outcomes of major public health prevention interventions.)	<ul style="list-style-type: none"> Plans for advanced analysis of outcome data; Designs rigorous measures of health and well-being; Devises an evaluation study of public health prevention interventions; Critiques different approaches 	<ul style="list-style-type: none"> Correctly applies concepts of methodological rigor to design of public research and evaluation; Correctly explains rationale for selection of methods and designs; Justification of choice of analytic approach reflects understanding the caveats 	<ul style="list-style-type: none"> Relates principles of study design to evaluation of public health interventions; 	<ul style="list-style-type: none"> Gives examples of evaluation designs; References need for appropriate analytic method without specifying the method;
III. Mastery of student's specialty area (SLO #2)	<ul style="list-style-type: none"> Evaluates the state-of-the art in the content area; Articulates complexity of issues within the content area; Generates ideas for future developments as related to public health problems; 	<ul style="list-style-type: none"> Describes the state of the art in the area; Differentiates among issues in the content area; Critiques existing ideas for future developments as related to public health problems 	<ul style="list-style-type: none"> Explains basic topics within the content area; Lists issues evident in the content area; Mentions current ideas for future developments as related to public health problems 	<ul style="list-style-type: none"> Lists key topics in the content area; Alludes to issues in the content area;

<p>IV. Demonstrates <i>critical analysis and synthesis of current public health knowledge</i></p>	<ul style="list-style-type: none"> • Integration leads to novel or original perspective; • Revises existing theory or framework to better understand the phenomenon; • Synthesizes evidence to reveal insightful patterns. 	<ul style="list-style-type: none"> • Summarizes findings and knowledge from across studies into coherent story; • Contrasts existing theories for appropriateness for use in public health • Differentiates across studies and theories 	<ul style="list-style-type: none"> • Presents only one perspective or body of knowledge; • Relates theory to current knowledge; • *Draws upon a single or limited source of knowledge 	<ul style="list-style-type: none"> • Outlines existing knowledge, or presented limited view of knowledge; • Paraphrases the analysis or synthesis of others; • Reiterates existing understanding
<p>V. Mastery of <i>verbal expression</i></p>	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. • Responses demonstrated a critique or analysis, appropriately using literature and study findings. • Demonstrates fluent use of 	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. • Responses demonstrate a good understanding of the literature and study findings. • Demonstrate competent use of 	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. • Responses demonstrate a basic understanding of the key literature and study findings. 	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. • Responses demonstrate a poor understanding of some of the literature and study findings.

	analytic and content related terminology.	analytic and content related terminology.	<ul style="list-style-type: none"> • Demonstrate consistent use of analytic and content related terminology. 	<ul style="list-style-type: none"> • Demonstrates inconsistent use of analytic and content related terminology.
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Grade for the Oral Portion: Exemplary Pass/ Acceptable Pass/ Marginal Pass / Fail

OVERALL Grade for the Comprehensive Examination: Pass / Fail

Requirements to address conditional pass:

Appendix I: Rubric for the Dissertation Proposal Defense

Rubric for the Ph.D. in Public Health Sciences Dissertation Proposal
Approved October 26, 2016

Quality Assessed	HIGH PASS: Exemplary Performance	PASS: Acceptable Performance	Conditional PASS: Marginal Performance	FAIL: Deficient Performance
SLO #3: <i>80% of students will pass the dissertation proposal defense on the first attempt.</i>	----	Pass on first attempt	Pass on second attempt	No pass on first or second attempt
<i>Elements of the Dissertation Proposal defense will include: statement of the problem, literature review, methodology plan, and plan for data analysis.</i>	<ul style="list-style-type: none"> • Problem statement, literature review and methodology plan are present; • Each element provides novel, insightful justification which extends knowledge; • Proposal explicitly and correctly explains originality and contribution to knowledge generation; • Details are thorough and do not require revisions or additions. 	<ul style="list-style-type: none"> • Problem statement, literature review and methodology plan are present; • Each element has standard justifications based on existing knowledge; • Proposal implies and explains originality and contribution to knowledge generation; • Each element is adequately detailed, although minor changes or additions are required. 	<ul style="list-style-type: none"> • One or more aspect of the problem statement, literature review and methodology plan are partially present; • One or more element has partial justification, or does not reflect current knowledge; • Proposal partially or incorrectly explains originality and contribution to knowledge generation; 	<ul style="list-style-type: none"> • One or more of the following are missing: problem statement, literature review or methodology plan; • One or more element has no or a weak justification and does not incorporate current knowledge; • Proposal lacks originality with no contribution

			<ul style="list-style-type: none"> • One or two elements have inadequate details, such that major revisions are required. 	<p>to knowledge generation;</p> <ul style="list-style-type: none"> • Each element has inadequate details such that a substantive revision is required. 	
<p>I. Mastery of public health concentration (social behavioral) and specialty content CEPH #8. Organize existing knowledge gaps into testable causal processes, hypotheses, and research questions about public health problems.</p>	<ul style="list-style-type: none"> • Generates novel hypotheses or research questions that extend existing knowledge; • Critiques gaps in knowledge about public health problems in ways that lead to interesting and relevant research questions; • Integrates diverse theoretical frameworks into explanations of causal processes, substantiated with evidence and identified evidence gaps; • Very minimal or no revisions to hypotheses or research questions required. 	<ul style="list-style-type: none"> • Generates hypotheses that build upon existing knowledge; • Explains gaps in knowledge about public health problems in ways that lead to research questions; • Integrates diverse theoretical frameworks into explanations of causal processes, substantiated with evidence and evidence gaps; • Minor, non-substantive revisions to hypotheses or research required 	<ul style="list-style-type: none"> • States hypotheses that use upon existing knowledge; • Acknowledges gaps in knowledge about public health problems in ways that may lead to research questions; • Uses diverse theoretical frameworks as explanations of causal processes, weakly substantiated with evidence and evidence gaps; • Major revisions to hypotheses or research required. 	<ul style="list-style-type: none"> • Generates hypotheses that partially use existing knowledge; • Alludes to or lists gaps in knowledge about public health problems in ways that do not lead to research questions; • Mentions, without explanation or use, some theoretical frameworks as explanations of causal processes; • Major substantive revisions to or addition of hypotheses or research 	

				questions required.
CEPH #13. Explain results from either qualitative or quantitative data analysis in relationship to generating new knowledge or revising existing theories	<ul style="list-style-type: none"> • Creatively and accurately interprets all results; • Generates innovative new theories based on all results; • Explains results as new knowledge, citing existing public health or methodological knowledge. 	<ul style="list-style-type: none"> • Accurately interprets most results; • Generates new theories based on most results; • Explains results as new knowledge with minimal reference to existing public health or methodological knowledge. 	<ul style="list-style-type: none"> • Partially accurate in interpreting some results; • Revised existing theories based on some results; • Partially or inaccurately explains place of new knowledge within existing public health or methodological knowledge. 	<ul style="list-style-type: none"> • Inaccurate in interpreting most results; • Only minor revision of existing theories based on some results; • Minimally or inaccurately explains place of new knowledge within existing public health or methodological knowledge.
II. Mastery of <i>analytic methods</i> used in public health research CEPH# 12. Select and utilize statistical or analytic software to execute appropriate quantitative and qualitative data analysis	<ul style="list-style-type: none"> • Selection software choice (or non-use of software) demonstrates creativity and extension of current knowledge; • Critiques different analytic approaches, given the types of data, hypotheses and questions; • Novel or innovative thinking used to justify data analytic approach; • No revisions to the analysis plan required. 	<ul style="list-style-type: none"> • Correctly matches analytic approach to software choice (or non-use of software), based on accepted rationale; • Correctly explains rationale for selection of analytic approach; • Justification of choice of data analytic approach reflects understanding the caveats; 	<ul style="list-style-type: none"> • Analytic approach partially matched to software choice (or non-use of software), weak or marginally accurate rationale for software choice; • Partially explains rationale for selection of data analytic approach; • Incomplete justification of 	<ul style="list-style-type: none"> • Analytic approach and software choice (or non-use of software) are incorrectly matched or not linked; • No or incorrect rationale for selection of data analytic approach; • Lacks accurate justification of

		<ul style="list-style-type: none"> • Minor revisions to analysis plan is required 	<p>choice of analytic approach</p> <ul style="list-style-type: none"> • Majors improvements or minor additions to analysis plan are required. 	<p>choice of analytic approach or software.</p> <ul style="list-style-type: none"> • Major substantive revisions, additions, or completely revised data analysis plan is required.
III. Mastery of <i>written expression</i>	<ul style="list-style-type: none"> • Virtually no errors in citations and references; • Uses graceful language that skillfully communicates meaning to readers with clarity and fluency; • Language is virtually error-free; • Overall, only a few or no minor editing revisions are needed; • Builds and presents creative and thorough logical argument. 	<ul style="list-style-type: none"> • Very few or minor errors in citations and referencing; • Minimal errors in spelling, typing, grammar, and format; • Some organizational and clarity errors but they do not detract from the ability to accurately convey ideas; • Overall, some minor and a few substantive editing revisions are needed; • Builds and presents a logical argument. 	<ul style="list-style-type: none"> • Some major errors in citation and references; • Language at times detracted from conveying the idea; • Organization did not consistently support conveying the ideas; • Overall, some major and substantive revisions are needed; • Presents incomplete logical argument. 	<ul style="list-style-type: none"> • Multiple major errors in citations and references; • Uses language that sometimes impedes meaning because of errors in usage; • Organization does not flow, detracting from the logical argument; • Overall, many major, substantive and organizational rewrites are needed; • Argument is either missing or does not follow standard logic.

IV. Mastery of verbal expression	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, visual aids, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident; • Responses demonstrated a critique or analysis, appropriately using literature and study findings; • Demonstrates fluent use of analytic and content related terminology. 	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make the presentation interesting, and speaker appears comfortable; • Responses demonstrate a good understanding of the literature and study findings; • Demonstrate competent use of analytic and content related terminology. 	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make the presentation understandable, and speaker appears tentative; • Responses demonstrate a basic understanding of the key literature and study findings; • Demonstrate consistent use of analytic and content related terminology. 	<ul style="list-style-type: none"> • Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable; • Responses demonstrate a poor understanding of some of the literature and study findings; • Demonstrates inconsistent use of analytic and content related terminology.
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OVERALL Grade for the Dissertation Proposal Defense: Pass / Fail

Requirements to address conditional pass

Appendix L: Independent Study Application

This application should be submitted prior to registering for independent study credits. It should be completed by the student in conjunction with the faculty member supervising the independent study; registration for independent study credits is contingent upon Program Director approval. After approval by the Program Director, only changes agreeable to both the student and faculty supervisor are permissible. Changes must be in writing, signed by the student and faculty member, and approved by the Program Director. **It is the student's responsibility to verify that this course is added to his or her schedule following approval by the Program Director.**

- **Title of proposed course:** HLTH 8800: Independent Study in Public Health Sciences
- **Proposed semester (Term/Year):**
- **Number of credits proposed for semester:**
- **Cumulative number of *previous* HLTH 8800 credits (not including proposed semester):**
- **Faculty member who will supervise the independent study:**
- **Proposed method (email, in-person, phone, etc.) and frequency of meetings with faculty member:**
- **Independent study topic(s), objectives, reading list, and/or datasets to be analyzed (*include attachments as needed*):**

- **List of deliverables (or other means of evaluating student progress) and anticipated date of deliverables (*include attachments as needed*):**

It is my responsibility to make appropriate arrangements with the supervising faculty member for developing, discussing, and submitting timely deliverables toward the stated objectives.

I agree to supervise this independent study on a regular basis.

I approve the student's application to register for independent study credits.

Appendix M: Proposal Defense Template

Full template follows on next page.



UNC CHARLOTTE
College of Health and Human Services

Department of Public Health Sciences

Announces a Public Proposal Defense by

STUDENT NAME

Candidate for Doctor of Philosophy in Health Services Research

**“Title of Dissertation: Insert Title of
Dissertation Here”**

Day, Date, Year

Time

Department of Public Health Sciences

9201 University City Blvd.

Room Number

Committee:

Committee Member 1

Committee Member 2

Committee Member 3

Committee Member 4

Committee Member 5

Appendix N: Final Defense Template

Full template follows on next page.



UNC CHARLOTTE
College of Health and Human Services

Department of Public Health Sciences

Announces a Public Final Defense by

STUDENT NAME

Candidate for Doctor of Philosophy in Health Services Research

**“Title of Dissertation: Insert Title of
Dissertation Here”**

Day, Date, 2017

Time

Department of Public Health Sciences

9201 University City Blvd.

Room Number

Committee:

Committee Member 1

Committee Member 2

Committee Member 3

Committee Member 4

Committee Member 5

Appendix O: Fall Semester Graduate Assistant Evaluation Form

Form is to be completed by the student's supervisor and should cover the student's performance for the Fall semester. This form is due to the Ph.D. Program Director by December 1st.

Student Name:

Type of Graduate Assistantship:

Employed in this position since (Semester/Year):

Responsibilities/Performance Indicators	Unsatisfactory	Below Expectations	Met Expectations	Exceeded Expectations
Accomplishes assigned tasks in a timely manner				
Able to work independently to accomplish assigned tasks				
Actively seeks to improve skills and knowledge				
Consistently acts in a professional manner (e.g. punctual, respectful, cooperative, responsive)				
Demonstrates ethically responsible actions in his/her duties				
Demonstrates good oral and written communication skills.				
Demonstrates problem-solving skills				
Overall/general assessment of student's performance				
Additional comments or feedback				

Supervisor's Printed Name

Supervisor's Signature

Date

Appendix P: Spring Semester Graduate Assistant Evaluation Form

Form is to be completed by the student's supervisor and should cover the student's performance for the Spring semester. This form is due to the Ph.D. Program Director by April 1st.

Student Name:

Type of Graduate Assistantship:

Employed in this position since (Semester/Year):

Responsibilities/Performance Indicators	Unsatisfactory	Below Expectations	Met Expectations	Exceeded Expectations
Accomplishes assigned tasks in a timely manner				
Able to work independently to accomplish assigned tasks				
Actively seeks to improve skills and knowledge				
Consistently acts in a professional manner (e.g. punctual, respectful, cooperative, responsive)				
Demonstrates ethically responsible actions in his/her duties				
Demonstrates good oral and written communication skills.				
Demonstrates problem-solving skills				
Overall/general assessment of student's performance				
Additional comments or feedback				

Supervisor's Printed Name

Supervisor's Signature

Date

Appendix Q: Teaching Assistant Evaluation Form

Please use the Opscan sheet to complete this ANONYMOUS survey:

Please write comments below, to ensure confidentiality all comments will be typed before being submitted to the TA.

	A	B	C	D	E
1. Overall, I learned a lot in the discussion sessions.	SA	A	N	D	SD
2. Overall, this TA was effective.	SA	A	N	D	SD
3. I am free to express and explain my own views in class.	SA	A	N	D	SD
4. My TA displays a clear understanding of course topics.	SA	A	N	D	SD
5. My TA has stimulated my thinking	SA	A	N	D	SD
6. My TA's presentations and explanations were organized and clear.	SA	A	N	D	SD
7. My TA established a climate that facilitated comments, questions, clarifying info.	SA	A	N	D	SD
8. My TA displays enthusiasm when teaching	SA	A	N	D	SD
9. My TA seems well-prepared for class	SA	A	N	D	SD
10. My TA deals fairly and impartially with me	SA	A	N	D	SD
11. Grades are assigned fairly and impartially	SA	A	N	D	SD
12. I would enjoy taking another course with this TA	SA	A	N	D	SD
13. The TA facilitated a respectful and inclusive environment for diverse students	SA	A	N	D	SD