Public Health Doctoral Degree (PhD)
in Community Health Education

Department of Public Health Education
The University of North Carolina at Greensboro

2016-2017
Handbook
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Introduction and Welcome to the Program

Welcome to the Department of Public Health Education!

I am pleased that you joined our team and hope your graduate education will be engaging and rewarding. This doctoral student handbook provides important information about the policies, procedures, and degree requirements of the PhD program. The information here highlights and adds to the guidelines covered in the UNCG Graduate School Bulletin. Please make certain that you read and understand relevant university and departmental policies contained in both documents. Ultimate responsibility to complete degree requirements in accordance with policies is yours, but we will do our utmost to assist you throughout your journey. As will be discussed in this handbook, every graduate student is assigned a Faculty Advisor who is ready to meet with you and help you along the way through the program and into your next career. Use this handbook as a resource and please feel free to call upon any of our graduate faculty or staff when you wish to discuss this handbook or have any questions regarding your graduate studies and career development.

On behalf of the faculty and staff of the Department of Public Health Education, I encourage you to get engaged and excited about our work together!

Kelly Rulison, PhD
Associate Professor
Director of Graduate Studies
Program Overview

The PhD in Community Health Education emphasizes community-engaged research in public health and health education. Program requirements prepare students, both academically and professionally, to conduct and disseminate rigorous research and to teach in academic settings. You will work closely with faculty members and community partners to design and implement research studies designed to facilitate the resolution of public health outcomes that are important to the community and the field. Specific attributes of the program include:

- An emphasis on preparing doctoral students for careers in academia, where they will have the capability to train new generations of professionals and conduct original research.
- An emphasis on understanding, through research, the behaviors and contextual factors that contribute to healthy populations, including: strategies to reduce health disparities, changes in health policies, and innovative individual and community-level interventions.
- The use of a socio-ecological perspective for understanding the health of populations and broad determinants of health.
- A commitment by faculty to work in partnership with professionals, agencies, and community members to address the priorities emerging out of public health practice and the experiences of communities.

The approach to research and teaching/learning in this doctoral program should accelerate the translation of new knowledge into practice in other ways as well. For example, findings generated by research teams (students, faculty, community partners) will have immediate implications for improving the undergraduate and master’s curricula that prepare practitioners.

Our expectation is that prior to graduation, all doctoral students will have completed foundational coursework in the five public health core areas as stipulated by the Council of Education for Public Health (the accreditation body for academic public health programs). These areas are epidemiology, social science theory applied to public health, biostatistics, health policy and administration, and environmental health. Students with a masters degree from an accredited public health program will typically have this background when they enter the program, whereas students with masters degrees in other fields may need to complete one or more of these foundational courses while in the program.

Key Concepts

The PhD program in Public Health Education is grounded by the following key concepts of doctoral level professional preparation:

- Public Health Education graduate programs should prepare students to design, implement and evaluate program interventions.
- Public Health Education has a set of core responsibilities and competencies.
- Public Health Education has a core set of journals and professional associations.
- Public Health Education has a code of ethics to guide the profession.
Skills and Competencies

Based on the mission statement and core philosophical concepts, the following skills and competencies will be the foci for the professional preparation program. You will:

- obtain the skills necessary to become independent ethical researchers on health education topics
- understand health behavior theory and guidelines to develop and implement effective programs and to conduct theory driven research
- publish in Public Health Education journals and become professionally involved in Public Health Education professional associations
- collaborate with faculty who are actively engaged in research and involved with funded research and application projects
- develop a competitive academic portfolio of publications, professional presentations, teaching experiences, and research experiences

Because your doctoral degree is more than a collection of courses, you are expected to seek and engage in learning opportunities and skill development outside of the required coursework. These experiences include building solid relationships with faculty mentors, seeking consultations and intellectual conversations with faculty and students, and participating in university, community, and professional experiences. Because it is not possible to cover all the literature that provides a foundation for the field and profession the faculty have constructed a recommended Doctoral Program Reading list that can be found in Appendix C. All coursework and educational experiences of the PhD program have been designed to help students attain the skills and competencies outlined above.

PhD Curriculum

We offer a graduate program leading to a PhD in community health education after 66 hours (minimum) of post-masters degree coursework, plus 24 hours of required core Masters level coursework (for a total of 90 hours).

If you completed your MPH degree at UNCG, then you will have already obtained the 24 hours of required core Masters level coursework.

If you completed your Masters at another university or in another department, you and your faculty advisor should discuss whether any courses you completed in your Masters program might count toward these core courses. You should then mark “waived” on your plan of study. The director of graduate study and the Graduate School will provide the final decision on whether these courses can be waived based on your previous coursework. If you have not completed one or more of the core public health or core health education courses, you must complete these courses in addition to the minimum 66 credit hours.

All students must take courses in the Profession Core and the Research Core segments of the curriculum. You will work with your doctoral program committee to develop a course of study
within the framework of the program, and informed by your personal interests, career goals, past coursework, and professional experiences. You will teach an undergraduate course for one semester after completing HEA 760.

**PLAN OF STUDY** for the PhD in Community Health Education

**Required for Degree:** UNCG ______ Transfer ______ (25 hours max.) Total 66 (min. if come in with an MPH) + 66-90 (min if do not come in with MPH)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken/Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PROFESSION CORE</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Public Health (0-15 Hours)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(* May be waived with accredited MPH/MS degree; or related degree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*HEA 601</td>
<td>Principles of Community Health Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*HEA 602</td>
<td>Epidemiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*HEA 604</td>
<td>Public Health Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>HEA 608</em>**</td>
<td>Environmental Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>HEA 645</em>**</td>
<td>Health Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL hours</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Education (3-12 Hours)</td>
<td></td>
<td></td>
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<tr>
<td>**HEA 603</td>
<td>Community Health Analysis</td>
<td>3</td>
<td></td>
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<tr>
<td>**HEA 609</td>
<td>Community Health Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**HEA 625</td>
<td>Community Health Education Program Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HEA 758</td>
<td>Advanced Theoretical Basis for Community Health Education</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td><strong>TOTAL hours</strong></td>
<td>12</td>
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</tr>
<tr>
<td></td>
<td>Professional Development (9 Hours)</td>
<td></td>
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</tr>
<tr>
<td>HHS 750</td>
<td>Professional Development Seminar</td>
<td>3</td>
<td></td>
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<tr>
<td>HEA 760</td>
<td>Teaching in Community Health Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>(At least one of the following grant writing courses)</strong></td>
<td></td>
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<tr>
<td>HEA 701</td>
<td>Promoting and Protecting Health through Entrepreneurship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HHS 702</td>
<td>Professional Grant Writing for Community Organizations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KIN 798</td>
<td>Doctoral Seminar in Grant Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL hours</strong></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>RESEARCH CORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations (6 Hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 751</td>
<td>Foundations of Research in Public Health Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HEA 759***</td>
<td>Community Based Health Education Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL hours</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods (18 Hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 752</td>
<td>Quantitative Methods in Public Health</td>
<td>3</td>
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</table>
### HEA 753
Qualitative Methods in Public Health | 3
---|---
### HEA 765
Advanced Program Evaluation in Public Health Education | 3
### Methods Elective | 3
### Methods Elective | 3
### Methods Elective | 3
### TOTAL hours | 18

#### ELECTIVES (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
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</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
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<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### TOTAL hours | 15

#### DISSERTATION (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 799</td>
<td>Dissertation</td>
<td>15</td>
</tr>
</tbody>
</table>

### TOTAL hours | 15

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**COURSES RECOMMENDED FOR TRANSFER FROM:** (Institution. Attach final official transcript)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
</table>

(Students may transfer up to 1/3 of required credit hours (25 cr. max.) depending on the fit of the courses from another institution.)

**COURSES TAKEN BUT NOT COUNTED TOWARD DEGREE** (include prerequisites):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
</table>

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**PROVISIONAL /ADDITIONAL REQUIREMENTS:**

- Teaching: Semester/Year/Course ________________________________
- Comprehensive Exam(s): Date/Year ________________________________
- Editorial Critiques/Other notes: ________________________________

Current course descriptions are available in the Grad School Bulletin that can be accessed [here](#).

**Note:** The department no longer offers HEA 759 and we are in the process of removing it from the requirements. We are also discussing whether to require HEA 608 and HEA 645 for students without an MPH. Incoming students should discuss with their program chair and the DGS whether they should enroll in these courses or not.
Common Electives & Post-Baccalaureate Certificate Opportunities:
Of the required 66 semester hours, 24 credit hours are from electives. Generally, students take eight 3-credit courses, but you can also take 1-, 2- and 4-credit courses, as long as the total adds up to 24 credit hours (15 credits for methods electives; 9 credits for other electives)

- A list of common electives is provided in Appendix A. The list of electives is not all-inclusive. Please review the Graduate School Bulletin for additional offerings, complete descriptions, and to confirm permissions and prerequisites.
- Electives must be at the graduate level (courses number of 500 or above at UNCG).
- All electives must be discussed with your committee chair and committee before adding to your Plan of Study and enrolling in coursework.
- For planning purposes, check UNCG’s online course search to determine when courses are typically offered (fall or spring) or you may contact individual departments for specific semester availability of a particular course. Please determine when a course is likely to be offered before meeting with your chair to discuss the Plan of Study.
- Though summer electives are proposed by the department and other departments on campus, the availability of summer courses is not guaranteed. Be prepared to add electives to your Spring or Fall course load if you cannot take a summer course.
- You can take electives at other universities, as long as you don’t exceed 25 credit hours (including any core master’s courses that you took at another university after enrolling in our program). Please review the graduate school policy on transfer credit here.

Independent Study Coursework
The decision to pursue an Independent Study is not to be taken lightly and permission will not be granted without sufficient rationale. The proposed study must include documentation of the same requirements that are found on the syllabi for traditional courses. There must be identified Student Learning Objectives, teaching materials and methods, grading schemes, and a product or products with predetermined time frame and due dates.

- To be eligible for independent study, a student must have completed a minimum of two regular courses of graduate work and attained at least a 3.0 average.
- Students may not register for independent study as a substitute for existing courses.
- Registration for independent study must have the approval of the instructor, the department Chair or Dean, and the Dean of The Graduate School.
- You may count no more than 15 credit hours of independent study toward satisfying the minimum requirements for the doctoral degree.
- An Independent Study must be registered with the graduate school. An official form is available here: http://www.uncg.edu/reg/Forms/IndependentStudyPermission.pdf
**Timeline**
An overview of the order of events that a PhD student can expect during the course of their studies is represented in the following table:

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Program Advisory Committee and submit Appointment</td>
<td>Beginning of second semester</td>
</tr>
<tr>
<td>of Doctoral Advisory Committee Form</td>
<td></td>
</tr>
<tr>
<td>Revision of Appointment of Doctoral Advisory/Dissertation</td>
<td>As necessary</td>
</tr>
<tr>
<td>Committee</td>
<td></td>
</tr>
<tr>
<td>Submit Doctoral Plan of Study- Grad School and PHE</td>
<td>Before 18 Credits are completed</td>
</tr>
<tr>
<td>Annual review of program progress</td>
<td>End of spring semester every year</td>
</tr>
<tr>
<td>Revision of Doctoral Plan of Study</td>
<td>As necessary</td>
</tr>
<tr>
<td>Written Comprehensive Exam</td>
<td>Upon core course completion: Generally in the beginning of the third year for students with an MPH degree and in the beginning of the fourth year for students without an MPH degree</td>
</tr>
<tr>
<td>Comprehensive Exam Oral Defense</td>
<td>Within 30 days of submitting written comprehensive exam</td>
</tr>
<tr>
<td>Dissertation Topic Proposal</td>
<td>Upon passing Comp Exams</td>
</tr>
<tr>
<td>Dissertation Topic Approval</td>
<td>Upon passing Comp Exams</td>
</tr>
<tr>
<td>Dissertation Defense</td>
<td>Upon completion of dissertation</td>
</tr>
<tr>
<td>Submit Application for Admission to Candidacy</td>
<td>Upon completion of coursework and submission of dissertation topic</td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>First week of last semester of program</td>
</tr>
<tr>
<td>Certification of Degree Status</td>
<td></td>
</tr>
<tr>
<td>Degree Audit Check Sheet</td>
<td></td>
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</tbody>
</table>

**Academic Advising**

**Program Committee Chair**
You will be assigned a program committee chair from the department faculty when you enter the PhD program. This faculty member will serve as the chair for your program advisory committee, assist with identifying your outside committee member, the selection of your classes, and assist with the development of the Plan of Study.
**Program Advisory Committee**

Upon entering the doctoral program, you will also be assigned a program advisory committee consisting of faculty members from within the department of Public Health Education. This important committee is charged with understanding your career goals and establishing the learning plan and foundation for your academic career. Program Advisory Committees are composed of four members: three members from the department of public health education and one member from outside the Department of PHE. It is your responsibility to identify an outside member, in consultation with your program advisory committee. The outside member does not have to be graduate faculty on this campus, but if they are not graduate faculty at UNCG, their CV will need to be submitted along with the Committee Appointment form for review and approval by the Dean of the Graduate School.

Once you form your Advising Committee and develop your initial plan of study (see section below), you should complete the *Recommendation for Doctoral Advisory/ Dissertation Committee Appointment form* and submit it to the Director of Graduate Study, who will forward it to the Graduate School.

**Changing Advisors and Program Committee Members**

You can change program advisors and committee members upon the agreement of the graduate faculty involved, the Director of Graduate Study, and the Chair of the Department. Whenever a member of the committee changes, or if the Chair of the Advisory committee changes, the “*Recommendation for Doctoral Advisory/ Dissertation Committee Revision*” form must be completed (see enrolled student forms).

**Transition to Dissertation Chair from Program Advisor**

You are responsible for recruiting a faculty member from the department as your committee chair. Your dissertation committee chair may or may not be the same person as your program advisory committee chair. The committee chair is responsible for your progress from this point forward. The chair assists with developing the Dissertation Committee, developing and grading the Comprehensive Examination (if selected prior to completing comps), and the development and defense of the Dissertation. The chair must hold an Endorsement to Chair Doctoral Committees and must be from the department of Public Health Education.

The dissertation committee consists of your dissertation chair and at least 3 other members of the graduate faculty (including one member from outside the department). They shall assist you with the preparation of your plan of study and shall guide and examine your doctoral dissertation. Typically, students create their dissertation committee after they complete their comprehensive exam, but you may wish to consider transitioning to this committee earlier. Dissertation members should have expertise relevant to your proposed dissertation topic, and as such, will often consist of one or more members who were not on your program advisory committee. Any changes in members of the dissertation committee from members of the program advisory committee must be reported to The Graduate School for approval, using the
“Recommendation for Doctoral Advisory/Dissertation Committee Revision” form (see enrolled student forms). No more than one committee member may be an Adjunct Member of the graduate faculty.

Developing Your Plan of Study (POS):

To ensure that you have a plan to complete all required courses by graduation, you must complete a plan of study in consultation with your faculty advisor and advisory committee members. We expect you to complete the plan and have it approved by your committee and submitted to the graduate school (along with the appropriate cover sheet, see below) before the end of your second semester in the program. An initial plan of study must be submitted no later than the completion of 18 semester hours. Plan approval occurs at 3 levels: (1) You meet with and get approval from your Program Committee Chair and advisory committee; (2) You submit the plan to the Director of Graduate Study who signs and sends the POS to the Graduate School; (3) The dean of the graduate school approves the plan of study. The Dean reserves the right to refer any or all plans of study to the Graduate Studies Committee for review and recommendation. The plan of study must indicate:

- Specific courses you expect to complete to meet the requirements of a PhD, including required courses, supporting courses, elective courses, and courses recommended for transfer. If any of your electives change after you complete your initial plan of study, you will need to obtain approval from your committee before enrolling in these courses and file the appropriate revised plan of study paperwork with the graduate school.
- Courses required by the department but not counted toward the degree, including prerequisite courses.
- No more than one quarter of the course work credited to the degree, exclusive of the dissertation, at the 500 level.
- No more than 15 semester hours of independent study, exclusive of the dissertation
- No credit evaluated as B- (2.7) or less. All courses applied toward the degree must be B (3.0) or better, and additional hours must be taken for any hours earned with a grade of B- (2.7) or less.

Important notes about your plan of study:

- A blank Plan of Study document can be found on the departmental website, under Current Students.
- You should complete a draft of your plan of study before meeting with your Program Committee Chair.
- When you submit your initial plan of study, you must also complete and submit the “Recommendation for doctoral advisory/dissertation committee and plan of study” form (see enrolled student forms). This cover sheet must be signed by your
committee chair, your advisory committee members, the PHE Director of Graduate Study or department head, and sent to the graduate school for final approval.

- Your plan of study will likely change during your time in the program. For example, although your initial plan should include specific electives that you plan to take, these electives may not be offered or you may change your mind at a later point.

- Anytime your plan of study changes, a new plan of study form must be completed and submitted to the graduate school. Along with the revised plan of study, you must submit the “Doctoral Plan of Study Revision” cover sheet (see enrolled student forms) that is signed by your committee chair, you committee members, the PHE Director of Graduate Study or department head, and sent to the graduate school for final approval.

- It is your responsibility to ensure that the final, correct, and signed plan of study is on file with the Graduate School by the end of the 3rd week of classes in the semester in which you apply for graduation.

- Copies of the approved plan of study must be filed in the student’s permanent folder in The Graduate School, in the department’s files, with the chair and each member of the advisory/dissertation committee, and with the student.

**Preparation for Advising**

To get the most out of any advising appointment with your Program Chair and advisory committee, you should:

1) Choose electives that match/compliment career goals and learning interests

2) Complete a draft Plan of Study. Fill in the semesters that you plan to take all courses. A blank copy of the Plan of Study is located on the PHE website under Current Students

**Annual Review of Doctoral Students**

The PHE graduate faculty meets once a year at the end of the spring semester to conduct a review of doctoral students’ progress in the program. The following steps will be taken to complete the review.

1. Written Annual Review
   a. Student completes student review form (located in Appendix B) and submits to advisor at least 3 weeks prior to end of spring semester (exact time will be determined by the scheduling of the review meeting). A blank form can be downloaded from the Current Students section of the PHE website.

2. Review Meeting
a. Toward the end of the spring semester (prior to commencement) the entire graduate faculty meets
b. Program chair presents summary of student progress to faculty for discussion
c. Faculty assess students’ overall progress in the program as:
   I. In good standing
   II. Needs improvement
   III. Probation
   IV. Dismissal

3. Follow-up
   a. If the student is found to be either in good standing or in need of improvement, the student’s program chair will provide a written assessment from the annual review to the student within 3 weeks after the meeting. This written assessment will also be placed in the student’s PHE file.
      I. Written review consists of faculty overall assessment along with a brief description of identified strengths and challenges and recommendations for improvement.
   b. If, in the professional judgment of the program faculty, a student’s professional behavior or academic performance is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including coursework, assistantship, and co-curricula activities), s/he will be either placed on departmental probation or a recommendation will be made for dismissal from the program. The student’s advisory committee will follow up this recommendation by: gathering information, meeting with the student, and pursuing other actions deemed relevant.
      I. Probation and Remediation: If the PHE faculty members determine the student can benefit from a period of remediation, the student’s advisory committee will notify the student, in writing, that the student is on probation for a specified period of time. The advisory committee will meet with the student to review the identified problem areas noted by the faculty and to develop a plan for remediation of the student’s professional behavior(s) and evaluation criteria for determining the outcome of the plan. This plan will be in writing and will be signed by both the student and the members of the advisory committee. A copy of the plan will be provided to the student, and a copy will be placed in the student’s PHE file. Successful completion of the plan within the specified period of time will be required for continuation in the program
      II. Voluntary Resignation: The student’s advisory committee may recommend that the student resign from the program. If the student chooses to resign, the recommendation to resign will not be placed in the student’s permanent file.
      III. Dismissal from the Program: If a student’s unacceptable behaviors or academic performance are deemed severe enough by the program
faculty, a dismissal recommendation will be forwarded by the Department Head to the UNCG Graduate School.

c. If the student is not satisfied with the PHE faculty members’ decision, the appeals procedures of the University of North Carolina at Greensboro are available to the student.

**Comprehensive Examination Process**

*Purpose.* The purpose of the doctoral level comprehensive exam is for you to demonstrate your ability to integrate and articulate knowledge and concepts from MPH and PhD courses in a logical and coherent manner. In most cases, the department expects that the comprehensive exam will be congruent with your dissertation topic. However, the exam is *required* to be distinct from your dissertation: it *should not* be the first chapter of your dissertation (e.g., a literature review of your specific research topic).

*Process.* The comprehensive exam process in PHE includes (1) a preparation phase, (2) a written exam, and (3) an oral exam. The preparation phase is ungraded but must be completed before you begin the written exam. The written exam cannot be completed until you have passed all of your PHE core courses (i.e., a passing grade must be recorded for all Masters-level core courses, plus HEA 751, HEA 752, HEA 753, HEA 758, and HEA 765). Following UNCG’s policies for the preliminary exam, the oral exam must be scheduled within 30 days of completion of the written exam. Therefore, before you plan to complete the written exam comps during the summer, you will need to contact every member of your committee to ensure that they will be available within 30 days of completing your written exam.

*Phase 1: Preparation.*

At least one semester before you plan to complete the written exam, you should

1. Develop a research statement describing the research area you seek to advance with your initial research career. This 2-3 page statement should be broader than the specific focus of your dissertation but sufficiently focused that a comprehensive (non-superficial) knowledge of the area can emerge and be evaluated in the context of the comprehensive exam process. You may wish to consider the research interests you plan to focus on over the next 5 years. If you already know what your dissertation topic will be, this research statement will likely focus around that general area (although it should be broader than just your dissertation topic to include the wider fields in which your dissertation topic is situated). If you are still developing your dissertation topic and questions, then this research statement and the entire comps process should be viewed as a vehicle to help you identify gaps in the field and narrow down your specific focus.

2. Develop an *organized* reading list of 80-120 readings. These readings will likely be some mix of books, book chapters, journal articles, and review articles. These readings should be tailored to your area of interest and should include the sources you think you need to understand to develop your expertise in the area research you described in your statement. At least 10 of these readings must include seminal readings in the area of
health education / health promotion (see list at the end of the PhD handbook) and some of the readings should be related to research design. The rationale for your selected readings must be clear from your statement. For example, you might identify three broad areas in your statement in which you want to become an expert. You would then include these three areas on your reading list, along with several sub-sections within in each area. Each sub-section would then include 5-10 readings.

(3) Once your chair approves your final research statement and reading list, submit them to the rest of your committee for approval. Your committee will review your statement and list within 30 days of when you submit them, and let you know if any changes are needed.

(4) Read and study the sources on your reading list. You should plan on reading everything on the list prior to beginning the written exam.

You are encouraged to discuss your statement and reading list with others, including your committee, as you complete this stage. Most students will go through multiple drafts of their statement and reading list before it is finalized. You are encouraged to discuss the materials on your reading list with others as you study them.

Phase 2. Written Examination.

At the beginning of the semester in which you plan to complete your written exam:

a. Meet with your committee chair to discuss and develop the plan for a reasonable product of the comp exam process. Specific guidelines about the process are provided below.

b. Your committee chair will communicate the plan to your full committee, and make revisions (as appropriate) based on their feedback.

c. Your chair and the rest of your committee draft the questions for the written exam and finalize the plan. They will consider your research statement, your reading list, and the curriculum of the PHE core courses and approved electives as they write the exam.

d. Your chair will share the statement, reading list, plan, and written exam questions with the Director of Graduate Study/GPC for review and approval. Revisions are made by the student/chair/committee as appropriate.

Your committee has some flexibility in determining the format of the written exam, but to ensure consistency across students, all comprehensives exams must follow the requirements below:

(1) All students will have 1-3 weeks to complete their written exam. The exact timeframe must be agreed upon between you and your committee prior to beginning your exam.

(2) The exam will be a take-home exam, given within the timeframe agreed upon with your committee.

(3) Your written response is limited to 30-60 pages (roughly 7500-15000 words), excluding your reference list and any appendices (which may or may not be needed).

(4) It is expected that you will primarily draw on materials (readings, assignments) from your coursework and the sources on your reading list to answer your questions, but you are
allowed to cite additional sources as needed in your responses. You are expected to have mastered all of the material on your list and from your courses before beginning your written exam, but it is unlikely that you will include all of the readings on your list in your responses.

(5) The exam number and format of the questions will be determined by your committee, but the exam must be able to evaluate you in the following areas:
   a. Theory / conceptual models related to health education and your specific area of research interests
   b. Synthesizing existing literature in a particular topic area and proposing research questions
   c. Developing research design

The format of the written exam may involve asking three separate questions pertaining to core areas (Theory, Synthesizing existing literature, research design), or one or more integrative questions across these areas. Committees may consider alternative approaches to asking students to respond to specific questions, as long as they meet the above criteria. Note that the following formats do not meet the criteria: an NIH proposal (does not meet page requirements and does not have sufficient breadth and depth), analyzing a dataset for a publication (typically does not meet the page or breadth requirement), a literature review paper (by itself, does not provide an opportunity to evaluate you on research design).

Phase 3. Oral Examination.

The oral exam should be scheduled within one month of the written exam. The primary focus of the oral exam is your responses on the written exam, but your oral exam can also include other areas that your committee believes are appropriate to evaluate your competence. The complete committee must participate in the oral examination and unanimous approval on both the written and oral portions of the exam is required for a pass.

Grading Process. Grading of the combined written and oral comprehensive exam will result in one of three possible outcomes:

1. Full Pass with no conditions
2. Pass with some conditions (conditional sections and appropriate action will be discussed with the committee).
3. Fail one or all sections.*

* Students failing any section must wait at least one semester before re-taking. Only the section(s) failed will require re-taking. Failure to pass a second time will result in dismissal from the program.

Once you pass both the written and oral exams, your chair should complete the appropriate form (available here or under the “Forms” section of the graduate bulletin, under “forms for enrolled students”). Your chair should also notify the PHE DGS.
Admission to Candidacy

After you have completed all major and minor required courses and passed the written and oral comprehensive examination, you should begin to develop your dissertation topic. A “Dissertation Topic Approval” form should be completed (see enrolled students forms) and signed by your dissertation committee chair and dissertation committee members. This form only requires a tentative title and a brief abstract of your dissertation topic, and therefore can be completed prior to successfully defending your dissertation proposal.

Once your dissertation topic has been approved by your dissertation chair and committee members, you may then apply for admission to candidacy for the doctoral degree. The “Application for Admission to Candidacy” form can be downloaded from the enrolled students forms. It should be completed, signed by your dissertation committee chair, and submitted to the dean of the Graduate School. You committee chair should include a copy in your file.

Dissertation Development and Defense

Dissertation Proposal
You will prepare a dissertation proposal, which will consist of a literature review and a methodology section to be submitted to your Dissertation Committee for approval. The proposed research should involve what the Graduate School Bulletin calls "a thorough investigation of a basic and significant problem or question within the major area of study.” The proposed research should also be substantially original and make a contribution to an existing field of knowledge. You are required to defend your dissertation proposal orally in front of your dissertation committee prior to conducting the proposed research. The exact details of the proposal defense will be decided by your dissertation committee.

Dissertation Development and Delivery
The department has adopted the policy that students must construct two publishable manuscripts as part of the dissertation process. The scope, structure and targeted journals for the prepared manuscripts are determined by you and your dissertation committee. The outline of the dissertation should follow the Graduate School’s dissertation guideline with the required “Text” containing, at a minimum, the final approved dissertation research proposal and two manuscripts. Both manuscripts should be formatted for the journal identified and ready for submission ASAP following feedback from the student’s dissertation committee following the dissertation defense meeting.

Dissertation outline

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The formatting of the completed dissertation should follow the Graduate School’s guidelines for preparation of theses and dissertations.

The doctoral candidate who has successfully completed all other requirements for the degree must defend the dissertation orally. You should work with the chair of your dissertation committee and your other committee members to determine a defense date. The Graduate School will publish the dissertation title, date, time and location of the oral defense at least two weeks prior to the defense. The “final oral examination schedule” form (available under enrolled students forms) must be completed by your dissertation chair and sent to the dean of the graduate school at least two weeks prior to your defense. You should complete the form, and provide a copy of the form and your dissertation abstract, to your dissertation chair at least 2 weeks prior to your oral defense date.

The defense is open to all members of the University community who may wish to attend as required by state laws on public meetings. The oral defense is administered by the dissertation committee. The defense is largely related to the dissertation field of study including courses taken here and elsewhere. Approval of the defense must be attested to by all members of the dissertation committee. The results of the defense are to be reported in writing to the Dean of The Graduate School. You should complete the “Results of Oral Examination in Defense of Thesis/Dissertation” form (available under enrolled student forms) and provide it to your chair, who will record the results and sign the form.

Filing of Dissertation with the Graduate School. Students are required to file their dissertation electronically with the Graduate School. See the dissertation section of the graduate bulletin for more information and a comprehensive guide to help you prepare your dissertation. Detailed instructions for the organization are present in the Thesis/Dissertation Guide. Links to that guide, and to the online submission web site can be found under the current students section of the Graduate School page. Also note the deadlines for doctoral candidates, which can be found here.

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<td>i. List of Figures</td>
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3. Text | Required |
4. References/Bibliography | Required |
5. Appendices | Optional |
Graduation Requirements

A summary of the requirements for research doctoral degrees at UNCG can be found in the Graduate Bulletin.

Students in the PhD program are required to complete and submit a variety of forms. Most of these forms can be downloaded and printed from the enrolled student forms section of the graduate school website, found here. These forms include:

- Recommendation for Doctoral Advisory/ Dissertation Committee Appointment (which must be accompanied by your Plan of Study)
- Recommendation for Doctoral Advisory/ Dissertation Committee Appointment (Revision)
- Doctoral Plan of Study (Revision)
- Dissertation Topic Approval
- Final Oral Examination Schedule
- Results of Oral Examination in Defense of Thesis/Dissertation
- Application for Admission to Candidacy
- Application for Graduation

General Academic Regulations

Students should refer to the current UNCG Graduate School Bulletin for information regarding the general academic regulations of the Graduate School. We are highlighting a few of the key academic regulations you should be aware of.

Academic Integrity Policy. The Department fully supports the Academic Integrity Policy adopted by the University. See here for more information.

Transfer Credit. Students may request that up to but no more than 25 graduate credits (not to exceed 1/3 of non-dissertation credit hours) be applied toward the 66 course credit required for the PhD. Transfer credit must also satisfy the same requirements as courses taught for doctoral training within the department (e.g., minimum grade of B), be consonant with the student’s approved program of study, and have been received from an accredited graduate institution. Thesis and dissertation credits will not be applied.

Time Limits. According to the regulations of the Graduate School, all requirements for the PhD must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. For transfer students, the seven-year time limit commences with the semester during which transfer credit was earned.

Continuous Enrollment. Pursuit of a graduate degree should be continuous. Students pursuing a graduate degree program should normally be enrolled each Fall Semester and Spring Semester, or one semester during the academic year in combination with Summer Session, for course work that is approved for their program of study and selected in consultation with their program committee.
Leave of Absence. Graduate students may step out of the University one semester in a calendar year (fall, spring, or summer) and maintain continuous status. Students who will be absent for more than one semester or a summer session must apply for a leave of absence. Students who are absent for more than one semester or a summer session without an approved leave of absence must apply for readmission through The Graduate School, after first receiving the endorsement of the department’s Director of Graduate Study.

In-state Residency Policy. The PhD program requires a minimum of two consecutive academic years, excluding summer terms, of graduate work on this campus after admission to the doctoral program. Please review the information about residency requirements as soon as possible to begin process towards in-state status (please see the frequently asked questions section available here). Information about applying for in-state residency can be found here and the “North Carolina State Residence Manual” is available here.

Getting Settled into Academic Life as a Doctoral Student

Doctoral training is significantly different than any other kind of graduate training. Just ask any faculty member that has this degree. Learning to adjust to new expectations and even understanding that there are new expectations is a prodigious task. All of the department faculty members are here to help you with the process, although you have been assigned an initial faculty advisor to get you started at UNCG.

Graduate Student Life at UNCG and in the Triad. On campus, there is the Graduate Student Organization and the rest of your graduate student colleagues. A great place to visit on the Internet for information about area social activities is http://www.greensboro.com/go_triad.

Professional and Related Organizations. Faculty and students in the Department of Public Health Education belong to a wide variety of professional organizations. See individual faculty for their favorites, but the two that represent the core of our work include the American Public Health Association (APHA, http://www.apha.org/) and the Society for Public Health Education (SOPHE, http://www.sophe.org/). Both are worth joining, and the department often provides limited travel support to conferences when funds are available, and when faculty and students have presentations (either symposia or posters) at the annual meetings. These two national associations have local North Carolina chapters as well.

Additional Resources

Helpful links for New Students – The Graduate School has compiled a list of Helpful links for new students that contains campus as well as community links.

Information Technology Services – The ITS department can help with many of your technology needs.
A description of ways to get help with any technology needs can be found [here](#):
- Visit 6-TECH online
- Call 6-TECH (336-256-8324), open 24 hours a day, 7 days a week except for university holidays
- Visit the Technology Support Center, in Suite 101, Forney Building

- If you need to reset the password for your computer accounts, go [here](#)
- Information about on-campus computer labs, including the SuperLab can be found [here](#)
- Information about printing on campus can be found [here](#)
- Most of your classes will require that you use the online learning management program, Canvas. The Canvas Help Center for students can be found [here](#)

**University Writing Center** – Great resource for one-on-one help at any stage of your writing project. At the writing center you will work one-on-one with a writing center consultant who will ask you a lot of questions about your assignment, what you want to accomplish in the paper, the work you have done on it so far, the due date, and your concerns about the work so far.

- Bring a printed draft of your paper with you so you can take notes on the paper itself. Since consultants don’t write on papers, this will help you remember the topics you've discussed.
- They are located in room 3211 of the MHRA building.
- Feel free to walk in without an appointment, call 336-334-3125 for an appointment, or send us a message via their chat box.
- They also offer online sessions through our Online Writing Center.

**University Speaking Center** - One-on-one assistance in the preparation and delivery of speeches, development of knowledge and skill in interpersonal communication, and group or team communication.

**Digital ACT (Action, Consultation, and Training) Studio** – Provides support for students, faculty, and staff so they can effectively create or incorporate digital media into projects. Trained consultants provide feedback on slide presentations, video projects, podcasts, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Great resources for class projects as well as your learning e-Portfolio.

**Academic Skills Program** – Request assistance for help with skills and strategies such as: Managing your time, listening and note-taking, preparing for a test, dealing with test anxiety or procrastination, and being a more efficient and effective learner

**Jackson Library** – Their website include information about borrowing materials (including technology equipment), getting help with research, the library’s computer labs, study spaces, printing, and scanning. There are also many ways to [contact the library for help](#)

**Elliot University Center (EUC)** – Includes the book store, numerous food venues, Starbucks, meeting rooms, information desk, ATMs, buy tickets, wired access, and more.
**Spartan Card** - In addition to serving as your ID, the SpartanCard is also your library card, your meal card, and a convenient form of payment across campus. To get a SpartanCard, visit the SpartanCard Center, located in Elliott University Center (Room 121).

**UNCG Dining Services** – Information about dining options on campus and meal plans is available on their site.

**Student Recreation Center** – See website for facilities available, classes, and hours.
Appendices

Appendix A: Potential Electives

Research Methods Electives (9 hours)

Students needs at least 3 additional methods courses. Suggestions of potential methods courses are listed below. Student should work with their program / dissertation chair and committee to select coursework complementary of expected dissertation method needs. Additional methods courses taken beyond required may count as part of elective requirements.

- HHS 630 Survey Design in Health and Human Sciences
- HHS 650 Regression Analysis
- HEA 725 From Data to Paper (can be repeated multiple semesters for credit)
- ERM 680 Intermediate Statistical Methods in Education
- ERM 681 Design and Analysis of Educational Experiments
- ERM 682 Multivariate Analysis
- ERM 731 Structural Equation Modeling in Education
- ERM 732 Hierarchical Linear Modeling
- ERM 668 Survey Research Methods in Education
- ERM 728 Exploratory and Confirmatory Factor Analytic Methods for Scale Construction
- STA 571 Statistical Methods for Research 1
- STA 572 Statistical Methods for Research II
- STA 575 Nonparametric Statistics
- STA 580 Biostatistical Methods
- STA 670 Categorical Data Analysis
- STA 676 Sample Survey Methods
- NUR 701 Statistical Applications for Nursing Research I
- NUR 702 Statistical Applications for Nursing Research II
- HDF 712 Advanced Research Design in HDFS
- SOC 618 Advanced data analysis
- PSY 609 Statistical Methods in Psychology I
- PSY 610 Statistical Methods in Psychology II
- PSC 503 Survey Methods for Policy Research

Qualitative & Mixed Methods

- NUR 703 Qualitative Methods for Nursing
- TED 738 Mixed Methods Research Design in Education
- ELC 767 Qualitative Data Collection/Analysis
- ELC 664 Foundations of Interpretive Inquiry
- CST 602 Engaging Communication Research Methodology
- ERM 750 Case Study Methods in Educational Research
Electives (15 hours)

The following list provides examples of possible electives. Elective choices should be made under the advisement of the student’s doctoral program committee. A minimum 6 semester hours of HEA courses is required. Additional Methods or Professional Development courses taken above those required may be counted toward elective requirements.

HEA 612  Management of Community Health Organizations
HEA 617  Conflict Resolution and Coalition Building
HEA 622  Social Epidemiology
HEA 640  Global Health Issues
HEA 662  Gender & Health
HEA 666  Health Communication
HEA 671  Immigrant and Refugee Health
HEA 676  Problems Seminar
HEA 725  Advanced Community Health Projects (1–6)
HEA 735  Topics in Community Health Research
ERM 667  Foundations of Educational Measurement Theory
HDF 710  Advanced Theory in HDFS
KIN 745  Seminar: Social Psychology and Physical Activity
NTR 643  Nutrition and Aging
PSC 620  Urban Development Policy
Appendix B: PHE Doctoral Student Annual Review Form

Please use the following outline for constructing your Annual Review document.

Name:

UNCG ID:

I. Advisory/Dissertation Committee
   1. Chair
   2. List of Members, and why each are involved with your committee

II. Program Progress/Plan Summary
   1. List steps taken to fulfill program requirements:
      a. Most recent Plan of Study approval (List Date),
      b. Comprehensive exams (date taken, written and oral, or date planned)
      c. Dissertation Proposal (date defended or planned and topic, if known)
      d. Applied for graduation
      e. Dissertation Defense (date planned)
      f. Approval and final submission of dissertation

III. Personal Statements
   1. A one page statement of your research interests
   2. A one page statement of your teaching interests

IV. Coursework, Workshops and other Educational Experiences
   1. A copy of your Plan of Study, listing all courses, anticipated (or completed) comprehensive exam, dissertation and defense dates.
   2. Briefly describe your upcoming courses, workshops and learning goals for the coming year
   3. How does this connect with your overall professional development experience and goals post-graduation?

V. Research Activity
   1. Describe research activity and learning goals for the coming year.
   2. How does this connect with your overall professional development experience and goals post-graduation?

VI. Teaching Activity
   1. Describe planned teaching experiences and learning goals for the coming year
   2. How does this connect with your overall professional development experience and goals post-graduation?
   3. A copy of any teaching evaluations that you have received in the past year

VII. Service Activity
1. Describe any professional or institutional service planned for next year. How does this connect with your teaching and research goals?
2. How does this connect with your overall professional development experience and goals post-graduation?

VIII. Curriculum Vitae
1. Attach a copy of your CV listing:
   a. Your educational background
   b. Your research experience, including research assistantships, publications, presentations, grant applications and other products completed and current status (submitted, under review, etc.)
   c. Courses taught, guest presentations, TA experiences
   d. A list of professional (reviews, committees etc) and institutional (committees, administrative work) completed
   e. A list of any honors/awards

IX. Other
1. List any other activities or goals not covered above that you would like to have considered in the review.
Appendix C: Doctoral Program Reading List

The Faculty of the Department of Public Health Education has developed a reading list for the Doctoral Program. This reading list provides a listing of key documents all doctoral students should have reviewed during graduate preparation. Some of these readings will be required course readings, while other readings are background support documents. Careful review of the articles and publications on the reading list will help students prepare for the preliminary examination and your professional career.

Books

1. *Planning, Implementing and Evaluating Health Promotion Programs* (McKenzie and Smeltzer)
2. *Health Behavior and Health Education* (Glanz)
3. *Health Promotion Planning* (Green and Kreuter)
4. *Health Education Evaluation and Measurement* (McDermott and Sarvela)
5. *Designing Health Messages* (Maibach and Parrott)

Journal Articles


**Government Documents**

ATSDR: A Primer on Health Risk Communication Principles and Practices

Making Health Communication Programs Work

Health Promotion in Diverse Cultural Communities

Guidelines for Effective School Health Education to Prevent the Spread of AIDS


The Health Education Profession in the 21st Century
Strengthening Health Education for the 1990s

Health Network Models for Success

Theory at a Glance: A guide for Health Promotion Practice

Healthy People 2000, 2010

Health is Academic

A Framework for the Development of Competency Based Curricula for Entry Level Health Educators

National Health Education Standards: Achieving Health Literacy

Making Your Workplace Smokefree: A Decision Makers Guide