THE UNIVERSITY of NORTH CAROLINA GREENSBORO

Inspire. Change.

Department of Public Health Education

Doctor of Philosophy (PhD) in Public Health
Concentration in Community Health Education

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

2023-2024
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 University Catalog, Graduate Policies. 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!

Jeff Milroy, MPH, DrPH
Professor
Director of Graduate Studies

Program Overview

Our PhD program 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 our 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 public health as well as community health education. Students with a master's degree from an accredited public health program will typically have this background when they enter the program, whereas students with master's 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 public health and 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.

Your doctoral degree is more than a collection of courses. Therefore, ***we expect you 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 E. All coursework and educational experiences of the PhD program have been designed to help students attain the skills and competencies outlined above.

PhD Curriculum

Our doctoral program leads to a PhD in public health, with a concentration in community health education after **63 hours (minimum) of post-Master's degree coursework**. Students who have not taken core public health and community health education courses before they enter the program will be required to complete up to 18 hours of required core Master's level coursework (for a total of 81 hours).

- If you completed your MPH degree at UNCG, then you will have already obtained the 18 hours of required core Master's level coursework.
- If you completed your Master's degree at another university or in another department, you and your chair should discuss whether any prior coursework might substitute for these core courses. **You should then mark "waived" on your plan of study.** The Director of Graduate Study 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 63 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 a course in college-level teaching (HEA 760 or HHS 703).

Common Electives & Post-Baccalaureate Certificate Opportunities:

Of the required 63 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 University Catalog 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).
- You must discuss all electives with your chair and committee ***before*** enrolling in the course.
- 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 15 credit hours if you already have an MPH and 21 credit hours if you do not come in with an MPH. Please review the Graduate School Transfer Credit Policy when making this decision.

Independent Study Coursework

Independent studies are great opportunities to expand your research and / or methodolgoical skillsets. However, 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 product(s) 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.
- An Independent Study must be registered with the Graduate School.
- You may count **no more than** 15 credit hours of independent study toward satisfying the minimum requirements for the doctoral degree.

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. An initial plan of study *must* be submitted to the Graduate School (along with the appropriate cover sheet, see below) no later than the completion of 18 semester hours. The plan of study must indicate:

- Specific courses you expect to complete to meet the requirements of a PhD.
- 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
- 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:

- You can download a blank POS form from the PHE website.
- 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. This cover sheet must be signed by your committee chair, your advisory committee members (including your outside member), the PHE Director of Graduate Study or department head, and sent to the Graduate School for final approval. You can find several other important PhD documents, inducing the "Recommendation for doctoral advisory / dissertation committee and plan of study" on the Graduate Schools website.
- **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, you must complete a new plan of study form.** Specifically, each time your plan of study changes, you must submit:
    - (1) The new revised plan of study, **and**
    - (2) the "Doctoral Plan of Study Revision" cover sheet that is signed by your chair, your 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, most up to date, 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.

Plan of Study Committee Meeting

You are ***required*** to hold a plan of study committee meeting during your first year in the program, which is a closed meeting involving your committee chair, your advisory committee members, and your outside committee member. Students often hold this meeting around the same time that they are preparing their annual review materials in the spring (see p. 20 and Appendix B & C). The goals of this meeting are (1) for your committee members to approve your initial plan of study, (2) to discuss your career goals, and (3) to discuss the coursework and professional experiences that you should pursue during your time in the program to achieve these goals. The exact format of the meeting and what you are expected to prepare for the meeting should be determined in consultation with your chair, but at a minimum, you must bring a complete draft of your plan of study (which might change before you submit it for approval to the Graduate School). You and your committee might find it helpful to complete the form in Appendix C in addition to the more formal plan required by the Graduate School. Some students may also choose to hold additional plan of study committee meetings in their second or third year of the program to check in about their progress and discuss changes in their career plans / training.

A few suggestions as you develop your plan of study:

- All students should take the teaching course in their first or second year, depending on when it is offered. You are also required to complete the TA training offered by the Graduate School, usually in the late summer.
- You will be assigned to teach a course the semester after you take the teaching course. We recommend that you only take 2 courses (6 credits) the semester that you plan to teach.
- A few of the core doctoral courses (e.g., HEA 765) are only offered every other year. You cannot start your comprehensive exams (comps) until your core coursework (HEA 751, HEA 752, HEA 753, HEA 758, HEA 765 + core MPH courses) is completed, so you will need to plan accordingly.
- If you plan to take KIN 798 (grant writing), we suggest that you take it after comps, while you are working on your dissertation proposal. Someone familiar with your work (typically your dissertation chair) will need to supervise you for a 1-credit independent study the same semester that you take KIN 798, to provide feedback on the content of your grant.
- We suggest that you take the professional development course (HHS 750) toward the end of your time here (generally the spring before your final year in the program).
- For any of the core MPH courses that you do not need to take (e.g., because you already had an MPH or because you took a similar course that was approved when you enrolled to count as one of the MPH courses), please mark them as "waived" rather than the year you took them. Listing the year you took them starts the 7-year clock for completing your PhD.

- We recommend that you take several semesters of HEA 725 (data to paper) and / or independent study throughout the program, to provide time for you to work on papers, presentations and research projects, which are critical to your professional development.
- Until you have entered candidacy status, you must take at least 6 credit hours each semester to remain eligible for a graduate assistantship. Once you have entered candidacy, you are considered full-time while enrolled in a 3 credit hour dissertation course (799), and thus you can hold a graduate assistantship with only 3 credit hours of dissertation.

PLAN OF STUDY for the PhD in Community Health Education

Required for Degree: # of credits: UNCG = _____ Transfer = _____ (15-21 hours max.) Total = _____ (63 min. if come in with an MPH / 63-81 min if do not come in with MPH)

Course Number	Course Title	Credit Hours	Semester/Year Taken or planned to take*
PROFESSION CORE			
Public Health (0-9 Hours) *(* May be waived with accredited MPH/MS degree; or related degree)*			
*HEA 710	Epidemiology Methods	3	
*HEA 705	Quantitative Methods	3	
*HEA 707	Determinants of Health	3	
TOTAL hours		**9**	
Health Education (3-12 Hours) *(**May be waived with accredited MPH/MS in H.E./H.E. related degree)*			
**HEA 718	Assessment & Planning 1	3	
**HEA 721	Public Health Theories & Strategies	3	
**HEA 726	Evaluation Methods	3	
HEA 758	Advanced Theoretical Basis for Community Health Education	3	
TOTAL hours		**12**	
Professional Development (9 Hours)			
HHS 750	Professional Development Seminar	3	
HEA 703	Teaching in Community Health Education	3	
(At least one of the following grant writing courses)			
HEA 701	Promoting and Protecting Health through Entrepreneurship	3	
KIN 798	Doctoral Seminar in Grant Writing	3	
TOTAL hours		**9**	
RESEARCH CORE			
Foundations (3 Hours)			
HEA 751	Foundations of Research in Public Health Education	3	
TOTAL hours		**3**	

Methods (18 Hours)			
HEA 752	Quantitative Methods in Public Health	3	
HEA 705	Qualitative Methods in Public Health	3	
HEA 765	Advanced Program Evaluation in Public Health Education	3	
TOTAL hours			
Course Number	Course Title	Credit Hours	Semester/Year Taken or planned to take*
ELECTIVES (15 Hours)			
TOTAL hours			
DISSERTATION (15 Hours)			
HEA 799	Dissertation	15	
TOTAL hours		**15**	

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

Course Number	Course Title	Credit Hours	Semester/Year Taken

(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):

Course Number	Course Title	Credit Hours	Semester/Year Taken

PROVISIONAL /ADDITIONAL REQUIREMENTS:

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

Current course descriptions can be viewed in the University Catalog.

Notes:

- For Public Health and Health Education core courses that were taken prior to enrolling in the PhD program, indicate "**waived**" instead of year taken (Marking a year taken starts the 7-year timeclock on degree completion)
- If you take more electives than required in a given section, move them to "Courses taken but not counted toward the degree"

Timeline of Program Requirements

The table below provides a year-by-year overview of events / requirements for the PhD. The table indicates who is responsible for each step, provides links to the required forms, and provides references to places in this handbook where more details are provided.

Year 1

Event	Timeframe	You	Chair	Comm.	DGS	Forms / References
Program chair & advisory committee assigned	Prior to start of fall semester				x	See p. 18
Eligible out-of-state students: Begin establishing in-state residency - Review requirements and start process (e.g., obtain NC driver's license, register to vote)	As soon as move to NC	x				Residency Forms
Attend graduate student orientation	August (typically week before classes start)	x			x	Graduate Orientation
Attend teaching student orientation: Required of all doc students because you will eventually have to teach	August (typically 1-2 weeks before classes start)	x				
Attend doctoral seminar	Fall & spring semester	x				See p. 28
Meet with program chair and determine how often will meet across the first year (at least twice a semester)	August	x	x			
Meet with assigned program committee members individually to introduce yourself	Fall semester	x		x		
Begin developing comprehensive exam reading list and reading	Fall-spring semester	x	x	x		See p. 21
Join a research project relevant to your interest area, if your assistantship is not already linked to your research interests	By start of spring semester	x				
Identify outside committee member	Prior to plan of study committee meeting	x	x			See p. 20

Hold plan of study committee meeting	Spring semester	x	x	x		See p. 7
Submit initial plan of study, along with "recommendation for appointment of committee" signature page to Graduate School	Before 18 credits are completed	x	x	x	x	Recommendation for appt of committee and initial plan & See p. 7
Apply for in-state residency if you will be eligible by start of Fall semester next year	End of March / Beginning of April	x			Notify DGS	Graduate School Residency Forms
Submit Doctoral student annual review materials to chair	Due: ~3 weeks before annual review meeting	x	x			See p. 20, Appendix B & C
Chair leads discussion with PHE Faculty of student's progress in the program at doctoral student annual review meeting	Typically in April		x			See p. 20
Receive written feedback with results of annual review and meet with chair to discuss results	May-June	x	x			See p. 20

Year 2

Event	**Timeframe**	**Student**	**Chair**	**Comm.**	**DGS**	**Forms / References**
Plan & lead doctoral seminar	Beginning over the summer before 2nd year	x				See p. 28
Meet with program chair & determine how often will meet (at least 1x/ semester)	August	x	x			
Submit revised doctoral plan of study to Graduate School (along with signature page from full committee)	As needed	x	x	x	x	Doctoral plan of study revision page & See p. 7
Submit revision of appointment of doctoral advisory/dissertation committee to Graduate School	As needed	x	x	x	x	Revised Doctoral Advisory/Dissertation Committee Form
Continue developing comprehensive exam reading list	Fall-spring semester	x	x			See p. 21
Submit annual review materials to chair	Due: ~3 weeks before annual review meeting	x	x			See p. 20, Appendix B & C

Chair leads discussion of student's progress in the program at the Doc student annual review committee meeting	Typically, in April		x			See p. 20
Receive written feedback with results of annual review and meet with chair to discuss results	May-June	x	x			See p. 20

Years 3+

Event	Timeframe	Student	Chair	Comm.	DGS	Forms / References
Submit research statement & reading list to doctoral committee	Upon completion of core courses (Any MPH courses & HEA 751, 752, 753, 758, & 765): Generally in third year for students with an MPH degree and fourth year for students without an MPH degree					See "Preparation Phase", p. 22
Review research statement & reading list	Within 30 days of when student submits them		x	x		
Write comprehensive exam questions & Submit to DGS and GPC for approval	After approval of research statement and reading list		x	x	x	See p. 23
Take written comprehensive exam		x				See p. 23
Comprehensive exam oral defense	Within 30 days of submitting written comprehensive exam	x	x	x		See p. 24
Submit results of preliminary exam form to Graduate School	Once written and oral comprehensive exams completed		x		Inform DGS	Results of Doctoral Preliminary Exam

Submit dissertation topic approval form to the Graduate School	After passing Comp Exams – can occur *before* dissertation proposal defense	x	x	x	x	Dissertation Proposal Approval Form;See p. 24
Submit application for admission to candidacy	Upon completion of coursework and submission of dissertation topic – can occur *before* proposal defense	x	x			Application for Admission to Candidacy; See p. 24
Meet with Chair (and committee) to begin preparing proposal. May want to hold pre-proposal committee meeting to set direction.	Upon passing Comp Exams	x	x	x		
Write dissertation proposal & hold proposal defense. Must send proposal to committee two weeks before defense	Upon passing Comp Exams	x	x	x		See p. 25
Hold dissertation data defense. Must send materials to committee two weeks before defense.	At least 2 months before plan to defend final dissertation	x	x	x		See p. 26
Submit application to graduate	Beginning of semester intend to graduate					
Send title and abstract information & defense location information to DGS	At least 2 weeks prior to dissertation defense	x			x	
Send title and abstract information & defense location information to PHE faculty and graduate students	At least 2 weeks prior to dissertation defense				x	
Submit Final oral exam schedule form to Graduate School	At least 2 weeks prior to dissertation defense		x			
Hold final dissertation defense (general public invited)	At least 2 weeks after submit written	x	x	x		

	document to doctoral committee					
Submit results of dissertation defense form to Graduate School	After dissertation defense is completed		x			Results of Oral Examination in Defense of Dissertation Form

Ongoing

Event	Timeframe	Student	Chair	Comm.	DGS	Forms / References
Submit revised doctoral plan of study to Graduate School (along with signature page from full committee)	As needed	x	x	x	x	Doctoral Plan of Study Revision, p. 6
Submit revision of appointment of doctoral advisory/dissertation committee to Graduate School	As needed	x	x	x	x	Dissertation Committee Revision Form
Attend doctoral seminar (not required after years 1-2, but strongly encouraged)	Fall & spring semesters	x				See p. 28
Submit annual review materials to chair	Due: ~3 weeks before annual review meeting	x	x			See p. 20, Appendix B & C
Lead discussion of student's progress in the program at faculty annual review committee meeting	Typically, in April		x			See p. 20
Receive written feedback with results of annual review and meet with chair to discuss results	May-June	x	x			See p. 20

Typical Timelines of Professional Development Milestones

*For students who come in **with** an MPH*

Year 1:

- Core doctoral classes + start electives
- Plan of study committee meeting (must include outside committee member)
- Teach own class (typically spring of year 1 or spring of year 2, depending on when teaching course offered)
- Get involved in research project (if not part of GA)
- Submit to a professional conference
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 2:

- Continue core doctoral courses + electives
- Attend (and ideally present at) one or more professional conferences
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 3:

- Comps
- Few courses left (e.g., KIN 798 grant writing course in fall; Prof Dev course in spring)
- Attend (and ideally present at) one or more professional conferences
- Propose dissertation
- Submit at least one manuscript as co-author
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 4

- Go on job market
- Data defense
- Submit at least one manuscript as co-author
- Final dissertation defense

*For students who **do <u>not</u>** come in with an MPH*

Year 1:

- Core MPH classes + doctoral classes (+ start electives?)
- Plan of study committee meeting (must include outside committee member)
- Teach own class (typically spring of year 1 or spring of year 2, depending on when teaching course offered)
- Get involved in research project (if not part of GA)
- Submit to a professional conference
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 2:

- Continue core MPH & doctoral courses + electives
- Attend (and ideally present at) one or more professional conferences
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 3:

- Continue taking electives and any remaining core coursework
- Attend (and ideally present at) one or more professional conferences
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 4:

- Comps
- A few remaining courses (e.g., KIN 798 grant writing course in fall; Prof Dev course in the spring)
- Attend (and ideally present at) one or more professional conferences
- Propose dissertation
- Submit at least one manuscript as co-author
- Propose summer research plans (may want to consider applying for Grad School summer assistantship)

Year 5

- Go on job market
- Data defense
- Submit at least one manuscript as co-author
- Final dissertation defense

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, provide advice about 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**.

Note: If you select an outside member who is not already graduate faculty at UNCG, they will need to be approved by the Graduate School. If the individual will just serve on one committee and will not have other obligations/activities at UNCG, then you will need to submit two items to the plan of study/committee form (or committee revision form): a memo of rationale from the committee chair stating what will this individual contribute to your study and that person's current CV. If the individual will be on multiple committees and / or have other responsibilities at UNCG (e.g., teaching classes), then that person will need to apply for adjunct membership to the Graduate faculty, using the Adjunct Membership on the Graduate Faculty to Teach Graduate Level Courses and Serve on Thesis/Dissertation Committees and have it signed by the Department Head.

Once you form your Advisory Committee and develop your initial plan of study, you should complete the ***Recommendation for Doctoral Advisory/ Dissertation Committee Appointment*** form and submit it to the Director of Graduate Study, who will sign and forward it to the Graduate School. Note that you outside member must be included when you submit this form.

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.

Transition from Program Advisor to Dissertation Chair

You are responsible for recruiting a PHE faculty member as your doctoral dissertation committee chair. Your dissertation committee chair may be the same person as your program advisory committee chair, but this is not required. The 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 PHE.

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. You are not *required* to create your dissertation committee until after you complete your comprehensive exam, but most students transition to this committee earlier, so that your comprehensive exam can better prepare you for your dissertation. 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"***.
No more than one committee member may be an Adjunct Member of the graduate faculty.

Dissertation Committee Member Roles

It is important that you communicate "early and often" with your Dissertation Committee. Before the dissertation proposal begins (ideally at the Comprehensive Exam oral defense meeting), you should determine the **level** and **scope** of input that each member can provide. This should include the number of draft documents committee members are willing to read for each milestone (dissertation proposal, data defense, and dissertation defense), the expected turnaround time committee members need to provide quality feedback on each draft, the expectations for polished versus messy drafts, and the frequency of student-committee member one-on-one meetings. It can be helpful to work from the following typical roles:

- ***Dissertation committee chair.*** The chair typically has substantive or methodological expertise that fits with your interests and works more closely with you on developing timelines and critiquing drafts. The chair makes final decisions based on committee recommendations.
- ***Committee member in Methodologist role.*** A committee member who is not the chair but holds a Methodologist role typically advises you on research design, analysis, and/or interpretation. This role is typically more time-intensive than a general committee member, and you may need regular (e.g., biweekly) meetings during your dissertation stage. The Methodologist [or any committee member] will **not** run analyses for you; as a result, **you should choose analytic methods for your dissertation that are within your existing skill set or can reasonably be obtained through simultaneous coursework or self-study.**

- ***Committee member.*** Other committee members typically provide substantive and/or broad public health-related expertise and perspectives. You should ask for and take advantage of the committee member's knowledge set, through occasional in-person meetings, seeking feedback about conceptual models, application of theory, interpretation of findings, etc. in addition to requests for feedback on drafts as part of the whole committee.
- ***Outside committee member.*** A committee member from outside the department typically provides substantive, methodological, and/or field-specific expertise and perspectives. The outside member is expected to read and provide feedback on a limited number of proposal and dissertation drafts, and to meet occasionally with you. If the outside person is not a graduate faculty member at UNCG, they will need to fill out the Application for Adjunct Membership on the Graduate Faculty form. If they have no other affiliation with UNCG other than this one committee, then your chair can send a memo stating why that person is an appropriate addition to your committee and a copy of that person's CV to the Graduate School when you submit your Committee establishment / revision form.

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 Graduate Overview page 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. The 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 lit 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 Master's-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 must be scheduled within 30 days 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, Results of Doctoral Comprehensive Examination(Written). 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 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 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

At a minimum, your dissertation proposal should consist of an introduction, literature review and a proposed methodology section (see Appendix D, chapters 1-3 for more details). You should work with your Dissertation Committee to determine if they require other work to be completed prior to defending your proposal (much of the requirements will be based on the specific nature of your proposed dissertation. For example, if you will be collecting your own data, your committee may want to see evidence that you can recruit members of your proposed population. If you will be conducting a secondary data analysis, your committee may want to see evidence that you have sufficient power to conduct your analyses and may ask you to conduct some preliminary analyses to provide "proof of concept").

The proposed research should involve what the University Catalog calls "a thorough investigation of a basic and significant problem or question within the major area of study." It should also be substantially original and contribute to an existing field of knowledge.

As you plan your dissertation, make sure to choose analyses that are within your existing skill set. If you need new skills, you may need to take another course or sign up for a workshop or class, and you will need to be mindful of this need when developing your dissertation timeline. The final dissertation should be ***independent research*** – you need to be able to run the analyses (even if you anticipate later in your career working with biostaticians who will run your analyses). Your committee members are ***not*** responsible for running your analyses.

You are required to defend your dissertation proposal orally in a ***closed meeting*** with your dissertation committee prior to conducting the proposed research. The exact details of the proposal defense will be decided between you and your dissertation committee. You must send your committee your written dissertation proposal ***at least 2 weeks*** prior to your oral defense.

As your prepare your proposal, you should think about what your two papers might be. Keep in mind, however, that a lot can happen between your proposal and the final dissertation. So, your initial plans for each paper may evolve and you will likely want to revisit these plans with your committee as your data defense (see below).

In addition to defending your dissertation proposal, you should discuss the following questions with your committee at your oral defense:

- How many drafts of my dissertation are you willing to read?
- What shape should these drafts be in?
- What are their turn-around time expectations on drafts?
- What are everyone's *initial* thoughts about authorship roles and how will decisions later be made (another discussion needed at final defense)?

Dissertation Data Defense

You are required to hold a data defense a **minimum of 2 months** prior to your final dissertation defense. This is a ***closed meeting*** between you and your committee members, during which you will present your ***near finalized results*** to your committee and get feedback on any additional analyses that are needed. You should also plan on discussing your interpretation of your results. In addition, the data defense provides students conducting qualitative dissertations an opportunity to summarize the themes you have already identified and verify that you have reached saturation.

Goals:

- Provide a formalized check-in before you submit your dissertation to your committee prior to the official dissertation defense
- Ensure that everyone on your committee, including your outside committee member, are on the same page (which can be challenging when committee members are just providing individual feedback on drafts and not in the same room together)
- Prevent frequent changes to the oral defense date, by ensuring that everyone agrees about the remaining work that needs to be completed before you can defend your dissertation
- Allow a more in depth discussion of your dissertation results than will happen at the dissertation defense (which requires an equal emphasis on background / theory, method, results, and discussion instead of a primary focus on results and discussion)
- Improve the quality of your final dissertation product, which requires two publishable manuscripts, by providing another opportunity for your committee members to provide you with feedback specific to the work as publishable manuscripts
- Reduce the number of edits, particularly re-analyses, that you will need to make after the final oral defense
- Clarify authorship and roles of authors on the manuscripts during the submission/revision process
- Provide an opportunity to discuss how to divide up results between paper 1 and paper 2 (e.g., What results make the most coherent stories? Are some of the results best included as appendices to the dissertation rather than presented in either of the papers?). You should also identify and discuss with your committee where you plan to submit each paper, so that you can format your final dissertation chapters 4 and 5 for those journals (e.g., meet word count and other formatting requirements).

Note that the data defense ***should not*** replace earlier check-ins with your chair and committee members, particularly if you run into problems with data collection issues along the way. Thus, some students may need to hold multiple informal check-ins and arrange other updates with their committee prior to an official data defense. The data defense should be held at the point when you and your chair agree that you are finished with your analyses.

Dissertation Development and Delivery

The department requires you to write **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 outline below. See Appendix D for a more detailed description of what should be included in the "Text" of the dissertation. Both manuscripts should be formatted for the journal identified and ready for submission ASAP following feedback from the your dissertation committee at the dissertation defense meeting. The formatting of your completed dissertation should follow the Graduate School's guidelines for preparation of theses and dissertations.

General dissertation outline

1. Abstract	Required
2. Preliminary materials:	
a. Title Page	Required
b. Copyright Page	Required if seeking copyright
c. Dedication	Optional
d. Approval Page	Required
e. Acknowledgments	Optional
f. Preface	Optional
g. Table of Contents	Required
h. List of Tables	Recommended
i. List of Figures	Recommended
3. Text	Required
4. References/Bibliography	Required
5. Appendices	Optional

Once you have successfully completed all other requirements for the degree, you must defend your dissertation orally at a ***meeting open to the public***. You should work with your dissertation chair 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 must be completed by your dissertation chair and sent to 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 and the Director of Graduate Studies 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. 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 Graduate School. You should complete the "Results of Oral Examination in Defense of Thesis/Dissertation" form

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 School website 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 and Appendix D. 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 on the online submission page as well.

Graduation Requirements

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

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.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

Doctoral Seminar

The overarching goal of the bi-weekly doctoral seminar is to build intellectual community among faculty and students. Objectives of the seminar include:

- Provide opportunities for students and faculty to discuss their research
- Increase rigor of student and faculty research
- Model academic discourse (how we discuss our research; how we carry out our work -> It's messy!)
- Improve presentation skills
- Introduce students to research in the department, across campus, and across the world
- Introduce doctoral students to external resources (e.g., invite someone to discuss secondary data analyses; invite someone to discuss the external grant submission process)

Logistics:

- Doctoral seminar is generally held twice a month
- All MPH and doctoral students and faculty are invited to attend (and students / faculty outside of the department can be invited as well)
- The doctoral seminar is **mandatory** for all first-year and second-year students (must attend 6 out of 8 per semester). If you cannot make it to the seminar, please email the DGS to inform him/her that you will not be attending.
- 2nd year doctoral students oversee all aspects of the seminar. Specifically, second year students must:
    - Work with the chair / DGS / administrative assistant to identify the time (traditionally, has been 1-2 every other Wednesday) and reserve a room for the seminar. All room reservations are made with Suzanne Ingram in Coleman 401. It is best to reserve the room at least a semester in advance (e.g., spring for the fall sessions). Speakers do ***not*** need to be lined up before reserving a room.
    - Plan topics / invite speakers.
        - Approximately ½ sessions should be presentations (PHE faculty, non-PHE faculty; faculty / student research teams; student presentations). Also includes:
            - Summer assistantship presentations – Contact the DGS for a list of students who held a summer assistantship the previous summer. One departmental requirement of these assistantships is that they present what they accomplished at one of the fall doctoral seminars
            - APHA practice session (fall)
            - SOPHE / Grad Student Expo practice session (spring)
        - ¼ sessions should be journal club (everyone reads an article / articles and discuss). ***Readings for any journal club must be sent to faculty and students at least one week in advance of the doctoral seminar session (but ideally earlier).***
        - ¼ discussions should be about specific topics (e.g., secondary data analyses; external grant submission process, managing life outside of school, preparing for the job market, process of doing comps)
    - Send out an email the week before and day before all seminars.
    - Take attendance and at the end of each semester, turn the sheets into the Director of Graduate Studies.
- A faculty adviser will be assigned to assist the second-year students with planning and logistics. Rising second years should set up a time to meet with the adviser in the spring of their first year to begin the planning process for the following year.

Some suggestions for second years:

- You may want to seek guest speakers who are tailored toward first-year and second-year student's research interests. At the end of the spring semester, rising second years should contact the DGS for a list of incoming students and their research interests.

- At least some of the guest speakers should be from outside the department. You may want to consider whether there is an amazing professor or guest speaker you have seen at an on-campus event that you might want to invite. Also, ask PHE professors for suggestions on guest speakers from across the university, from other nearby universities, or from the community.
- You may want to consider special topics that students may need that are not related to research (e.g., time management workshop).

General Academic Regulations

Students should refer to the current UNCG Course Catalog for information regarding the general academic regulations of the Graduate School. Below, we highlight a few of the key academic regulations that you need to know.

Academic Integrity Policy. The Department fully supports the Academic Integrity Policy adopted by the University.

Transfer Credit. Students may request that up to, but no more than, 16-22 graduate credits (not to exceed 1/3 of non-dissertation credit hours) be applied toward the 63 course credit hours 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, by completing the Graduate School's Leave of Absence Application form. 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). You will find more information about applying for in-state residency as well as information provided in the "North Carolina State Residence Manual".

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. The department faculty members are here to help you with the process, although you have been assigned an initial faculty program chair 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 for information about area social activities is GoTriad.

Professional and Related Organizations. Faculty and students in the Department of Public Health Education belong to a wide variety of professional organizations. Talk to individual faculty to learn about their favorites, but the two that represent the core of our work include American Public Health Association (APHA) and the Society for Public Health Education (SOPHE). 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

Campus Map

Technical Support

6-TECH Service Center is located in the SuperLab in the Jackson Library and can help with many of your technology needs. Open 24 hrs. a day, 7 days a week except for University holidays.

6-Tech Online Service Portal	Printing on Campus
6-TECH (336) 256-8324	Change and Reset Passwords
Canvas Student Guides	Campus Computer Labs

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 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 bookstore, 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 106 Moran Commons.

UNCG Dining Services - Learn more about dining options on campus, meal plans, Grubhub campus dining, as well as UNCG's commitment to sustainability and wellness information.

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

Appendices

Appendix A: Potential Electives

Research Methods Electives (9 hours)

In addition to the 3 required core research methods courses, students need 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
HHS 745	Cluster & Mixture Modeling
HHS 746	Applied Longitudinal 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

<u>Qualitative & Mixed Methods</u>

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 of 6 of these 15 semester hours should be HEA / HHS courses**. Additional Methods or Professional Development courses taken above those required may be counted toward elective requirements.

HEA 608 Environmental Health (if not taken as part of the MPH degree)
HEA 612 Management of Community Health Organizations
HEA 617 Conflict Resolution and Coalition Building
HEA 622 Social Epidemiology
HEA 640 Global Health Issues
HEA 645 Health Policy (if not taken as part of the MPH degree)
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:

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

II. List steps taken to fulfill program requirements:
   1. Most recent Plan of Study approval (List Date),
   2. Comprehensive exams (date taken, written and oral, or date planned)
   3. Dissertation Proposal (date / semester defended or planned and topic, if known)
   4. Dissertation Data Defense (data / semester completed or planned)
   5. Dissertation Defense (date / semester completed or planned)

III. Job Ad and Cover Letter
   1. Identify a job ad for a position that you might like to apply for if it were available when you are on the job market. Include the job ad with your materials.
   2. Write a cover letter to apply for this position. The goal here is two-fold: (1) to help you and your committee identify gaps between where you are now and where you want to be when you graduate (in other words, what other experiences might you need to pursue to be competitive for the job you want?) (2) to help you learn how to write a cover letter - our search committee saw a lot of variation in applicants' abilities to write cover letters, so the faculty believe it is important for our students to start developing this skill early. It is perfectly fine if you don't know exactly what type of job that you want to apply for - you can change in future years and get practice applying for different types of jobs. Just pick an ad this year that is a reasonable possibility that you might want to apply for.

IV. Personal Statements
   1. A 1-3 page statement of your research interests
      a. This statement will evolve across your time in the program. It will eventually become the research statement required for the preparation phase of your comprehensive exam (see p. 21)
   2. A one-page statement of your teaching philosophy / interests
      a. Everyone must draft a teaching statement, even if you haven't taught your own course. You should think about any past teaching / mentoring experiences (e.g., serving as a TA) and how you plan to approach teaching. You also have years of experience as a student so you should have some opinions on what makes an effective teacher! Inside Higher Ed and the Chronicles of Higher Ed often have great advice about writing a teaching statement (e.g., How to Write a Statement of Teaching Philosophy By Gabriela A. Montell)

V. Coursework, Workshops and Other Educational Experiences

1. A copy of your official Plan of Study, listing all courses, anticipated (or completed) comprehensive exam, dissertation and defense dates.
2. A copy of the semester-by-semester chart (see next page) that indicates you completed and upcoming courses and workshop / other educational experiences
3. Briefly describe how your coursework and workshop / other educational experiences connect with your overall career goals.

VI. Research Activity

1. Describe / list your research activity / accomplishments from this past year
2. Describe your research activity goals for the coming year and briefly describe how these plans connect with your overall professional development experience and goals post-graduation?

VII. Teaching Activity

1. Describe your teaching experiences / accomplishments from this past year
2. Include a copy of any teaching evaluations that you have received in the past year (or last year, if you taught in the spring semester and evaluations weren't yet available when you submitted your review last year)
3. Describe planned teaching experiences and learning goals for the coming year. How do these experiences connect with your overall professional development experience and goals post-graduation?

VIII. Service Activity

1. Describe any professional and / or institutional service accomplishments from this past year.
2. Describe any professional or institutional service planned for next year. How do these activities connect with your teaching, research and / or post-graduation career goals?

IX. 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

X. Other

1. List any other activities or goals not covered above that you would like to have considered in the review.

Appendix C: Annual Review Plan of Study Summary Form

Please complete the following, which reorganizes your official plan of study (formatted for the Graduate School) into a semester-by-semester overview of your completed / planned coursework as well as your completed / planning milestones (e.g., abstracts submitted, conferences attended, presentations given, progress on any manuscripts, courses you taught / plan to teach, service commitments, program milestones planned / achieved).

Year:	
Fall Courses:	Spring Courses:
Fall Milestones:	Spring Milestones:
Year:	
Fall Courses:	Spring Courses:
Fall Milestones:	Spring Milestones:
Year:	
Fall Courses:	Spring Courses:
Fall Milestones:	Spring Milestones:

Year:	
Fall Courses:	Spring Courses:
Fall Milestones:	Spring Milestones:
Year:	
Fall Courses:	Spring Courses:
Fall Milestones:	Spring Milestones:
Year:	
Fall Courses:	Spring Courses:
Fall Milestones:	Spring Milestones:

Appendix D: PhD Dissertation Chapter Outline

Below is a chapter by chapter outline of what should be included in your dissertation.

Chapter 1: Background and Study Introduction

The first chapter sets the stage for the study and directs readers to the purpose and context of the dissertation. As such, it should introduce the problem you are investigating and ***quickly*** lead the reader to the purpose of your study and your research questions. By the end of your introduction, the reader should understand the approach you are taking to generate new knowledge and the significance of your study. This section is intended to be brief and quickly introduce readers to the what, how, and why of what you are doing. You will expand more in later chapters. Early drafts of this section can serve as a 'dissertation idea prospectus' for you and your committee. A typical introduction will have the following elements:

- **Introduction to focus of study**
- **Statement of the Problem** *(brief description of problem or need, more detail provided later)*
- **Research Questions** *(should be specific, unambiguously stated and tied to study's purpose)*
- **Overview of methodology** *(brief statement to ground reader, details provided later)*
- **Definition of Terms**
- **Assumptions, Limitations, and Delimitations**
- **Purpose of the Study** *(the major objective or intent of the study*)
- **Significance of the Study** (*benefits and knowledge that may be gained from the study)*
- **Organization of the dissertation** *(brief overview of remaining chapters)*

Chapter 2: Review of the Literature

This chapter ***synthesizes*** the empirical literature, so that the reader can clearly understand how the research purpose stated in the first chapter fits within existing knowledge. The review of the literature should ***not*** be a random "information dump" of topic areas related to your subject matter or a list of what past studies have found (e.g., Study A found X. Study B found Y. Study C found Z). Instead, it should be an ***organized*** presentation that synthesizes the literature and leads the reader through what is known and where your study fits within existing knowledge. The reader should be able to see how your study addresses a recognized gap or need in the literature and outline the theoretical or conceptual framework of the study. A typical literature review will have the following elements:

- **Introduction** *(provide a description of the search process [e.g., keywords used], scope and organization of the review)*
- **Theoretical or Conceptual Framework** (*the lenses used to view the problem)*
- **Review of Research** *(organized by variable or themes)*
- **Conclusion** *(summarization and relationship of literature to research questions and purpose)*

Chapter 3: Methodology *(with variations for quantitative or qualitative)*

This chapter is your opportunity to explain in detail how the study will be / was conducted. Some of the key elements include describing how data will be / was collected, recorded, organized, analyzed and interpreted. The description of your methodology will vary depending on whether you use a qualitative, quantitative, or mixed method approach. This chapter should provide all the details a reader needs to understand the design and procedures of the study. A typical methodology section will have the following sections:

- **Research Questions** *(should match the research questions stated in first chapter)*
- **Research Design** *(The research approach selected will dictate the methodological components that need to be described. Some common elements include the following)*
    - **Setting**
    - **Sample/Participants**
    - **Data Collection & Instrumentation**
    - **Data Analysis**
    - **Assumptions & Limitations**
- **Summary**

Chapters 4 & 5: Paper one & Paper 2

The department requires students to construct two publishable manuscripts. You and your dissertation committee will determine the scope, structure and targeted journals for each paper. At least one of the papers must provide empirical findings that are built logically from the previously stated problems, research questions, and design. Each chapter should closely follow the format of the journal you expect to submit to, while still meeting Graduate School formatting requirements.

At your final defense, you and your committee should discuss / revisit potential authorship and authorship order of each paper. All committee members should be invited to be authors on your papers, but simply being on the committee does not mean that someone should be listed as an author. Only committee members who plan to contribute significantly to the final submitted paper and any required future revisions requested by reviewers should be included as authors. Each committee member should confirm whether they are able and willing to serve in an authorship role on each final submitted paper. Other committee members can be noted in the "acknowledgements" section of your paper. Please see the APA's discussion of publication practices and responsible research for more details.

Chapter 6: Discussion and Implications

This final chapter is where you should restate and revisit the purpose of the study provided in chapter 1. What assertions can be made from your findings? How well have you been able to answer your research questions? What are the overall implications of your findings from both

papers and what might be future areas of inquiry to consider? This chapter is where you should reflect on and synthesize the contribution you have made to the knowledge and practice of the field ***across both papers***. This discussion should ***not*** just be a repeat of what you had in your discussion sections of papers 1 and 2. This section will typically include:

- **A restatement of your purpose and question(s)**
- **Key findings** *(What takeaways can you provide from both of your study together?)*
- **Research Significance** *(What is your assessment of the significance of your findings?)*
- **Recommendations & Future Research** *(What implications and recommendations do you have for practice and future research based on both papers combined?)*

Appendices *(optional)*

- Results / tables that were pertinent to your dissertation but don't fit into either of the papers
- Copies of instruments you developed

Appendix E: 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)
6. *Principles and Foundations of Health Education and Promotion* (Cottrell, Girvan & McKenzie)

Journal Articles

Allegrante, J. (1985). *Framework for the development of competency-based curricula for entry level health educators (Preface)*. New York, NY: National Commission for Health Education Credentialing, Inc., v-ix.

American Association for Health Education. (1998). A point of view for health education. (Position Statement adopted in 1998).

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Buchanan, D.R. (1998). Beyond positivism: humanistic perspectives on theory and research in health education. *Health Education Research, Theory and Practice, 13*(3), 439-450.

Butterfoss, F.D., Goodman, R.M., Wandersman, A. (1993). Community coalitions for prevention and health promotion. *Health Education Research, Theory, and Practice 8*(3), 315-330.

Capwell, E.M., Smith, B.J., Shireffs, J., and Olsen, L.K. (2000). Development of a unified code of ethics for the health education profession: A report of the national task force on ethics in health education. *Journal of Health Education, 31*(4), 212–218.

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Cowdery, J., Konkel, J., & Wildenhaus, K. (2002). The emerging use of tailoring in health promotion. *The Art of Health Promotion, 6*(1), 1-12.

Dawber, T.R., Meadors, G.F., & Moore, F.E. (1951). Epidemiological approaches to heart disease: The Framingham Study. *American Journal of Public Health, 32*(2), 90-94.

Eberst, R.M. (1984). Defining health: A multidimensional model. *Journal of School Health, 54*(3), 99-104.

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Gold R.S.(1998). The potential of technology in health education. *The International Electronic Journal of Health Education,1*, 52-59.

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Green, L.W. (1999). Health education's contributions to public health in the twentieth century: A glimpse through health promotion's rear-view mirror. *Annual Review of Public Health, 20,* 67-88.

Green, L.W. (1979). Answering the question "does health education work?". *Journal of School Health, 49*(1), 55.

Guinta, M.A., Allegrante, J.P. (1992). The president's committee on health education: A 20-year retrospective on its politics and policy impact. *American Journal of Public Health, 82*(7), 1033-1041.

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McLeroy, K.R., Bibeau, D.L., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly, 15*(4), 351-377.

National Commission for Health Education Credentialing. (1998). A competency-based framework for professional development of certified health education specialists. New York: National Commission for Health Education Credentialing.

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Welle, H.M., Russell, R.D., & Kittleson, M.J. (1995). Philosophical trends in health education: Implications for the 21st century. *Journal of Health Education, 26*(6), 326-332.

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

National Action Plan for Comprehensive School Health Education: Phoenix, Arizona Document

Report of the 2000 Joint Committee on Health Education and Promotion Terminology

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