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# Ph.D. in Public Health Sciences Student Handbook

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

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

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# UNC Charlotte Public Health Sciences Program

## Overview

The focus of the PhD in Public Health Sciences is to train researchers and professionals with skills essential to address contemporary public health problems at the individual, community and population levels.

Drawing on the social-ecological framework, public health is an interdisciplinary field encompassing public health practice in the community; scientific research utilizing theoretical perspectives from disciplines such as anthropology, economics, geography, gerontology, medicine, nursing, psychology, and sociology; and 5 core areas of endeavor: environmental and occupational health, biostatistics, epidemiology, social and behavioral health factors, and health policy and administration.

Additionally, students train to be well-rounded public health professionals: partnering with community agencies and stakeholders, learning how to disseminate research to diverse audiences, publishing in peer-reviewed formats, teaching in an academic environment, and conducting themselves with high ethical standards in all venues.

## Mission of the UNC Charlotte Public Health Programs

Advance health equity and well-being in an urbanizing world.

## Program Vision and Values

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

**Vision Statement.** Healthy communities partnered with responsive population health systems.

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

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

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

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

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

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

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

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

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



# The Ph.D. Program in Public Health Sciences

## Overview

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

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

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

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

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

Students train to be well-rounded public health professionals: partnering with community agencies and stakeholders, learning how to disseminate research to diverse audiences, publishing in peer-reviewed formats, teaching in an academic environment, and conducting

themselves with high ethical standards in all venues. Full-time students can complete the degree requirements within 4 years; however, most full-time students complete the program within 5 years depending upon the design of their dissertation research. Graduates are prepared to work in academia, conduct large-scale public health research projects, or work in government or health-related venues.

### Mission of the Doctoral Program in Public Health Sciences

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

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

### Program Goals

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

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

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

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

### Ph.D. Core Competency Outcomes

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

#### DOMAIN: *Critical and Theoretical Thinking for Public Health Problem Definition*

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

#### DOMAIN: *Conduct Scholarly Public Health Inquiry*

1. Design rigorous qualitative and quantitative research studies in ways that answer the research question.
2. Justify selection of sampling strategy, design method, and measurement tools for conducting rigorous, culturally appropriate public health research.
3. Plan standardized research protocols for primary data collection using quantitative, qualitative, or mixed methods.

4. Select and utilize statistical or analytic software to execute appropriate quantitative and qualitative data analysis.

5. Explain results from either qualitative or quantitative data analysis from prior studies in relationship to generating new knowledge or revising existing theories.

*DOMAIN: Research Dissemination*

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

*DOMAIN: Ethics for Scholarly Public Health Practice and Scholarship*

1. Apply principles of responsible conduct of research (RCR) to research involving individuals, families, and communities.

2. Apply principles of teaching scholarship across diverse student bodies and situations.

## The Concentration in Behavioral Science

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

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

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

that influence health behavior and thus health outcomes is the primary emphasis of this concentration.

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

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

#### DOMAIN: *Behavioral Sciences Concentration*

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

### Behavioral Sciences Overview

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

The behavioral sciences concentration is guided by the social ecological model (McElroy & Jezewski, 2000). An emphasis on behavioral sciences encompasses more than just examining

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

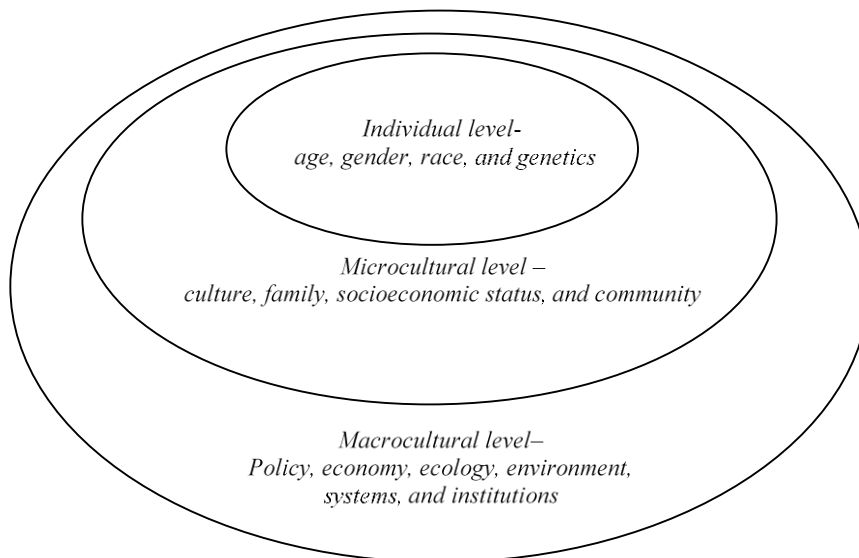


Figure 1. Figure 1: Analytic domains in the experience of health and illness (Note: Redrawn and modified from McElroy and Jezewski, 2000.)

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

# Advising, Coursework, and Enrollment Requirements

## Academic Advising

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

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

## Course Requirements and Options

The program requires 63 post-master's credit hours. All coursework must be taken at the 6000-level or above. The majority of the courses are at the 8000-level. The five major areas are:

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

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

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

### **Core Public Health Courses: Methods (15 credits)**

- HLTH 8201 Introduction to Quantitative Research Design (3)
- HLTH 8270 Applied Biostatistics: Regression (3)
- HLTH 8271 Applied Biostatistics: Multivariate (3)
- HLTH 8281 Measurement and Scale Development (3)
- HLTH 8282 Health Survey Design and Research (3)

### **Core Public Health Courses: Professional Seminars (9 credits)**

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

### **Concentration Courses- Behavioral Sciences (12 credits)**

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

### **Specialty Content Courses (9 credits)**

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

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



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

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

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

### **Dissertation (18 Credits)**

HLTH 8901 Dissertation Research (May be taken as 3, 6, or 9 credits)

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

A grade of “In Progress” is contingent upon making an appropriate degree of progress during the semester, as evidenced by communication with and products submitted to the Dissertation Chairperson. **Note: A grade of U or NC constitutes an automatic termination of enrollment.**

### **Other Requirements**

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

## Directed Study Courses (Independent Study)

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

In general, students may not take a directed study class to satisfy a required course. Students should consult with the Public Health Sciences Program Director if there is some circumstance that warrants this course of action. Students must complete the “Independent Study Application” located in [Appendix L](#). **The Program Director must approve all independent study courses taken to fulfill requirements of the Public Health Sciences Ph.D. program.**

## Graduate Certificate Opportunities

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

## Transfer Credit

The UNC Charlotte Graduate School stipulates that students may transfer up to 30 graduate level credits from a regionally accredited university toward a doctoral degree. This program limits master’s level transfer credits to at most 6 credits. Courses expire after 9 years. Master’s level transfer credits will be considered only toward Specialty Content courses, the Ethics Seminar (HLTH 8601/6361), and the Measurement course (HLTH 8281). The Ph.D. Program Director, in conjunction with Program Faculty, approves graduate level transfer credits. Students must apply for transfer of graduate levels courses within the first year of enrollment, or within one semester following completion of the course if taken during the Ph.D. program. Only courses in which the student earned a grade of B or above (or its equivalent) may be transferred. Credit for dissertation research cannot be transferred. Courses taken to fulfill the master’s level prerequisite public health courses do not count toward the 63 credit total.

## Time Limits and Continuous Registration

### Time Limits for Completion

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

## Continuous Registration Requirement

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

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

### GRAD 9999

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

### GRAD 9800

GRAD 9800 – Full-time Enrollment for Research is an option for graduate students completing their thesis or dissertation research. Students who have completed all required credit and passed all milestones except the defense are eligible to enroll. This 3-credit course can be used to elevate the qualifying student to full-time enrollment. Students working toward their defense should use this course and not the 1-credit residency course, GRAD 9999. That course (GRAD 9999) should be requested only when a student misses the deadline to defend the thesis/dissertation in one semester and must defend in the first four weeks of the next semester to graduate. That student is using few university resources and simply needs to be registered to graduate. When more thesis or dissertation work is needed, the GRAD 9800 course is appropriate. In order to be approved to enroll in GRAD 9800, students will need to have defended their proposal, completed all coursework, and have completed 18 hours of dissertation credit. Note: GRAD 9800 requires a petition in the Banner system.

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

## Dissertation Research Credits Application

Prior to registering for any dissertation research credits, students must complete the “Dissertation Research Application” found in [Appendix B](#). This application must then be approved by the Program Director. It is the student’s responsibility to ensure that the course has been properly added to their schedule. Note: this application requirement applies to all dissertation credit course prefixes including HLTH, HSRD, and GRAD. A new application should be submitted each semester prior to registering for dissertation credits.

## Leave of Absence

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

## Academic Standards, Progress, and Graduation Requirements

UNC Charlotte requires that graduate students maintain academic standards as outlined on the Graduate School Website.

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

### Accumulated Low Grades

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

### Program of Study

DegreeWorks gives students access to their plan of study and allows them to be accountable for their progress. Using DegreeWorks will reduce errors by automating much of the manual clearance process. Students can access DegreeWorks through <https://my.uncc.edu>. A link to DegreeWorks can be found under the Academic Resources heading

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

### Annual Progress Report

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

Each year students will complete a checklist ([Appendix R](#)) of scholarly activities and submit their curriculum vitae accompanied by a formal cover letter highlighting significant academic accomplishments and progress toward the degree. The evaluation content includes academic and research progress, professional development evaluation, and plans for the following year. Students must submit an Annual Progress Report to be in good academic standing. **Students are also required to attach a CV with relevant items highlighted from the current academic year.** Upon completion of this evaluation and agreement between the student and the advisor/chair regarding the content, the advisor/chair will submit the completed and signed form to the Ph.D. Program Director for final approval. The advisor/chair may also provide additional confidential feedback regarding the student's performance. These materials will be submitted to the student's Academic Advisor or, later, the Dissertation Chair and then forwarded to the Public Health Sciences Ph.D. Program Director. All materials are due by April 1.

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

### Deadlines for Form Submission

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

### Residency Requirement

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

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

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

## Graduation

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

**Doctoral students must apply for graduation by the published deadline in the final term. Students who fail to apply for graduation by the published deadline will not be evaluated for graduation and will be ineligible to participate in the commencement ceremony.**

# Comprehensive Examination

## Examination Guidelines

The comprehensive examination will take place in August and December of each year (exact dates to be announced to students at least three months in advance). The comprehensive examination is a two-day, closed book, written examination. Students will be provided a reading list to assist them in preparing for their examination. Students sit for the qualifying examination after completion of their coursework (note: it may be possible to take the examination before completing all required electives. This possibility is up to the discretion of the program director and program committee. The examination must be taken and passed prior to enrollment in dissertation research credit hours (HLTH 8901).

## Comprehensive Examination Committee

The PHS PhD Comprehensive Examination Committee is responsible for administering the examination. The Committee will ask faculty who taught some of the core Methods and Social/Behavioral classes to form respective Subcommittees.

## Examination Format

The comprehensive examination will consist of three competency sections over the course of two days: methods, social/behavioral, and integrative.

The Comprehensive Examination Committee has determined that the following Methods classes will be included on the examination: Introduction to Quantitative Research Design, Measurement and Scale Development, Health Survey Design and Research, Qualitative Research 1: Theory Generation in Behavioral Science, and Qualitative Research 2: Theory Generation and Analysis in Behavioral Sciences. Social/Behavioral classes to be included in the examination are: Theories and Interventions in Behavioral Science and Social Determinants.

The aforementioned Subcommittees, in consultation with each student's content person, will be responsible for writing questions and detailed rubrics that encompass the subject matter for the classes in an integrative manner. To assist these Subcommittees, students who plan to take the comprehensive examination will be asked to provide the Comprehensive Examination Committee with the name of their identified content person and a one-page document that summarizes the following: their content area, how their content area complements their planned dissertation research, and a list of two to five theories that relate to their content area with a brief description of how they arrived at that determination.

Students will be given three questions for the Social/Behavioral section and three questions for the Methods section. All students will be required to answer one "standard" question (preselected by the Comprehensive Examination Committee) in the Social/Behavioral and Methods sections. Students will be allowed to choose one additional question to answer for each section from the remaining questions. Thus, in total, students will complete two questions



in the Methods section and two questions in the Social/Behavioral section. The Methods and Social/Behavioral sections will take place during Day 1 of the comprehensive examination.

Day 2 of the comprehensive examination will be the Integrative section. This section will be written by members of the Comprehensive Examination Committee with assistance from each student's identified content person and other Public Health Sciences Program and Affiliate faculty as appropriate. The Integrative section will be related to the student's content area. To prepare for this section (as well as the other sections), it is recommended that students be very familiar with 5-10 key articles related to their content area. In addition, students should know "basic statistics" related to their content area (e.g. percentage in US affected, major risk factors for a particular disease, etc.).

### Examination Grading

Questions will be graded independently by the faculty member who wrote the question and one additional grader familiar with the course material using the rubric provided to the PHS PhD Comprehensive Examination Committee. If the scores of the two graders do not agree, a third grader will be asked to grade the student's response.

The scores for the two questions within the Methods section will be averaged to derive an overall score for that section. Similarly, the scores for the two questions within the Social/Behavioral section will be averaged to derive an overall score for that section. The Integrative section will have one overall score. In order to pass the comprehensive examination, the student must receive a pass in all three sections.

### Second Attempt at Comprehensive Exams

If a student fails one section of the comprehensive examination she/he may retake just that one section the next time the comprehensive examination is offered. If a student fails two or more sections, she/he will need to retake the entire examination the next time it is offered. If the student fails a second time, she/he will be dismissed from the program.

Students may not register for HLTH 8901 until they have successfully passed their comprehensive examination. In the event that a student does not pass the comprehensive examination on her/his first attempt, the student should consult with her/his advisor and Program Director to determine additional classwork that should be taken to assist in preparing for a subsequent iteration of the comprehensive examination.

## The Dissertation Process

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

### Definition of the Doctoral Dissertation

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

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

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

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

[Appendix G](#) is the rubric that is used to assess the quality of the dissertation proposal.

### Expectations for the Dissertation and Academic Integrity

Candidates must conduct their research in a manner that reflects the policies of their institution and program. Before collecting any data for research, candidates must ensure that they comply with rules and regulations established by the Institutional Review Board (IRB). No research may be conducted prior to submission of the appropriate forms and receiving the proper approvals. Completing a Dissertation allows the candidate the opportunity to demonstrate attainment of the necessary skills to join a wide community of academic scholars. It is therefore essential that candidates conduct their research in a manner that reflects academic integrity and upholds the values that have long been a tradition of the endeavor. Accordingly, candidates must be familiar with all policies regarding plagiarism and data falsification; candidates may refer to the University Code of Student Academic Integrity. All aspects of the Dissertation must be

completed by the candidate her/himself, be her/his own work, and ultimately must reflect the ability to conduct independent research. Outsourcing any element of the Dissertation to be completed by a third party is strictly forbidden. This includes, but is not limited to, using consultants to collect and/or analyze data. Translation or transcription services may be used with prior approval of the Program Director, Committee Chair and IRB Board. If at any time the candidate has uncertainty about the originality of their work, they may consult a plagiarism detection service such as Turnitin or contact the Research Integrity Office. Candidates are always permitted, and encouraged, to consult with their dissertation committee members for assistance.

### Selecting a Dissertation Chair

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

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

### Forming a Doctoral Dissertation Committee

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

The composition of the student's Dissertation Committee will adhere to all Graduate School Requirements, and must have a minimum of four members.

1. The Dissertation Chair, who must Program Faculty in the Public Health Sciences PhD Program.
2. Graduate School Representative.
3. A third member who is Program or Affiliate status in the Public Health Sciences PhD Program.
4. A fourth member who is Program or Affiliate status in the Public Health Sciences PhD Program.

The Graduate School Representative is member of the doctoral student's advisory committee appointed by the Graduate School that assures that the doctoral student is treated fairly and impartially by his or her advisory committee and assure that University standards and policies are upheld. The Graduate School Representative must be from a UNC Charlotte department other than Public Health Sciences. Only one member of the Dissertation Committee may participate who does not have a UNC Charlotte Graduate Faculty appointment – such as a community member or faculty from another university. This person could be a fifth member of the committee.

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

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

### Developing the Dissertation Proposal

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

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

1. Introduction to the problem including the importance of the problem, significance of the proposed research, the research question and hypotheses; this chapter is typically 12-20 pages. Assumptions being made that might influence the study also should be included as a section. The originality of the research and its potential to advance knowledge or theory must be explicitly explained in this chapter.
2. Conceptual model and literature review; This chapter is typically 20-40 pages. It provides a critical appraisal of the literature, and synthesizes the literature into a conceptual framework or model which is the source of the study hypotheses or research questions.
3. A detailed methods section including sampling, recruitment, measures, data analysis, and limitations. This chapter is typically 15-25 pages. All variables or constructs should be described. The methodological approach, whether qualitative or quantitative, should be fully described. All variables, constructs or scales need to be presented along with their measurement. For qualitative studies, all interview or focus group guides need to be explained. Details on the data collection procedures must be given. The chapter also needs to explain how the hypotheses and/or research questions will be tested/explored, with an explanation of the data analysis plan. Student can include mock tables for

presenting anticipated data and analyses. Overall, this chapter should demonstrate scholarly rigor and originality.

4. Students should include appendices for any of the following which are applicable to the proposed study: questionnaire or interview guide, invitations to participate in the study, informed consent forms, data request forms or approval letters.
5. Reference list. The format to be used for references and citations is chosen by the student in consultation with the Dissertation Chair. This format is used throughout the dissertation process.
6. Students who have chosen the three manuscript option for the dissertation must provide a brief document outlining the three manuscripts.

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

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

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

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

- a) The student should provide the Committee member with at least 2 weeks between being given any written material and the return of comments and feedback on that draft.

b) The student and the committee member will negotiate the scope of each subsequent draft to be submitted to the Chair for comment and feedback.

### Scheduling the Dissertation Proposal Oral Defense

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

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

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

### Defending the Dissertation Proposal

The proposal defense is an open session presentation to the student's Dissertation Committee, and faculty and students in the doctoral programs. The audience will ask questions, and after the student has responded to their questions, non-committee members will be excused.

The oral defense generally lasts between 90-120 minutes.

- a) The session will begin with a 20-30 minute presentation of the proposed research by the student. The presentation should provide an overview of the planned dissertation research, demonstrate the student's ability to conduct the research as an independent researcher, and highlight the originality and rigor of the planned empirical work.
- b) Following the student's presentation, the Dissertation Committee members will have an opportunity to ask the student questions related to the proposal and specifics about conducting the proposed research. The questioning should verify the student's methodology knowledge and ability to conduct the research.
- c) The student will be excused from the meeting after the questioning period concludes to permit the Committee to discuss the merits of the proposal.

- d) The student will return to the meeting to receive the committee's comments and any required modifications to the research plan. The Committee may use a portion of this time to problem solve with the student about modifications to the proposal which would enhance the possibility of the dissertation research being successful.

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

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

### Grading the Dissertation Proposal

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

See [Appendix G](#) for the detailed grading rubric, which addresses three CEPH Competencies.

The overall written and oral proposal defense outcome is graded as Pass, Pass (contingent upon revisions, and Fail. A Pass (contingent upon revisions) requires additional substantive revisions, as determined by the Committee and completed within 6 months. If students fail the proposal defense, the defense can be re-defended only once. The entire proposal can be re-defended only once; this option is solely at the discretion of the Dissertation Committee, **in consultation with the Program Director.**

Regardless of total score, receiving a "not acceptable" rating for any criterion of the written or oral sections constitutes a failing grade. For the written section, typically a score of 18-13 constitutes pass, with minor revisions; a score of 12-10 constitutes conditional pass, with substantial revisions; and a score of 9-6 constitutes fail. For the oral section, typically a score of 9-7 constitutes pass; a score of 6-5 constitutes pass, with room for improvement; and a score of 4-3 constitutes fail.

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

- Changes will require additional work but not a subsequent defense (i.e. "Pass (contingent upon revisions)")

- Changes may require a subsequent defense (i.e. “fail”), however this option is at the discretion of the Dissertation Committee in consultation with the Program Director.

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

### Candidacy

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

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

### Submitting Graduate School Forms

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

### Human Subjects Considerations

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

### Conducting the Dissertation Research

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

### Writing the Dissertation

While the student writes the dissertation, s/he is required to maintain continuous enrollment in HLTH 8901 for dissertation study until the dissertation is completed. The continuous



enrollment requirement begins in the semester after the dissertation proposal is approved. Students conducting dissertation research should meet regularly with their Committee Chair and other members of the Committee. At a minimum, the student must meet with the Committee Chair at least once each semester. Students are encouraged to work with their dissertation Chair as a primary reader, sharing multiple drafts of individual chapters. Students should work with their Committee members as methods and content experts in reviewing drafts of the dissertation chapters.

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

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

### The traditional five-chapter dissertation format

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

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

**Chapter Three: Methods.** The methodological approach, qualitative or quantitative, should be fully described. For quantitative studies, all variables, constructs, or scales that are used need to be presented along with their measurements. For qualitative studies, all interview or focus

group guides need to be explained. Details on data collection procedures must be included. The chapter also needs to explain how the hypotheses and/or research questions were tested/explored, with an explanation of the statistical analyses. Procedures for the protection of human subject must be included. Overall, this chapter should demonstrate scholarly rigor and originality. This chapter is typically 15-25 pages.

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

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

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

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

### The three article dissertation format

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

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

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

**Chapter 3: Article 2:** The chapter/article must be complete and prepared for submission to a specified peer-reviewed journal. The article should include subsections and formatting

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

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

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

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

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

### Special Considerations for the Three Manuscript Format

The three manuscript dissertation option is a departure from the traditional dissertation format and requires special considerations. Students should discuss this option with their dissertation chair early in the process. Outlined below are some of the important requirements for the three manuscript format. These include, but are not limited to:

- Minimum of three articles
- Coherence between articles. The articles that make up the dissertation must have a clear justification for their use in context. All articles must relate to the theme of the dissertation as a whole without overlapping so heavily that inclusion of an article makes its existence redundant.
- Authorship and quality. Each article must be of publishable quality as decided by the student's dissertation committee. Previously published work may be used, but the student must be first author and previously published articles are limited to a maximum of one (1) prior to the proposal defense. This includes any work that has been accepted for publication. Students should consult with all members of their Dissertation Committee if they intend to use previously published work.

- The draft of the manuscript included in the final dissertation shall be the draft agreed upon by the dissertation chair or designated committee member who provides expertise on the content of that particular manuscript. It is expected that while this draft of the manuscript will be appropriate to share with the entire committee, it may still require additional editing and revisions. This is the version of the manuscript that the student will be rated using the Final Dissertation Defense Rubric Report. It is expected that committee members will provide additional edits and suggestions to be included in the draft of the manuscript that is ultimately submitted for publication.
- Proper copyright permission must be obtained from the copyright holder prior to a student using his/her previously published material as required by law. This may include multiple author releases where applicable.
- More information can be found in the Graduate School Three Article Dissertation Guidelines at <https://gradlife.uncc.edu/sites/gradlife.uncc.edu/files/media/pdfs/Three-Article-Dissertation-Guidelines.pdf>. Additionally, students should contact Graduate Completion Specialist Aura Young with any questions or concerns about dissertation formatting.

### Defending the Dissertation

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

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

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

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

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

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

The final defense is graded using the Final Defense Rubric found in [Appendix G](#). The scoring of the defense results in either a Pass, Pass (contingent upon revisions), or Fail.

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

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

Please note: the Graduate School requires publication of the dissertation on microfilm and in Dissertation Abstracts International by University Microfilms International of Ann Arbor, Michigan. The student is responsible for paying the microfilming and optional copyrighting fees.

Any other arrangements for publications of the dissertation must not interfere with publication by University Microfilms International.

## Support Opportunities for Ph.D. Students

### Graduate Assistantships

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

The assistantship provides a stipend (salary), currently \$18,500 per year for a 12-month position with a work commitment of 20 hours per week (excluding university holiday periods). Students with assistantships will assist faculty with research, teaching, and/or service. The Public Health Sciences Ph.D. program provides students an opportunity to teach selected undergraduate courses offered by the Department of Public Health Sciences, such as LBST 2214 Issues of Health and Quality of Life, and to do so under the supervision of the course faculty member. The Public Health Sciences Ph.D. program strives to match student research interests with those of the faculty with whom they are assigned for the graduate assistantship, although this cannot be guaranteed in every instance.

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

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

### Professional Responsibilities of Students with Graduate Assistantships

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

Graduate assistants are expected to provide service to the Public Health Sciences Ph.D. program, the College, the University, and the community. Such service can include: attending

orientation for 1st year Public Health Sciences Ph.D. students (for 2nd year students and above); mentoring 1st year doctoral students; attending faculty candidate research presentations; meeting with faculty candidates during times scheduled for students; service as an officer or active member of the Public Health Sciences Ph.D. student organization; membership on departmental, College, or University committees; assisting the Program Director with occasional information gathering required by the Public Health Sciences Ph.D. program and the College; performing service in the community as a representative of the Public Health Sciences Ph.D. program, and so forth. Although success in the Public Health Sciences Ph.D. program is primarily judged by scholarship, the Public Health Sciences Ph.D. program takes the student's record of service into consideration when recommending students for fellowships and grants, including travel grants, tuition support, and competitive dissertation-year fellowships at the university.

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

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

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

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

All graduate assistants will have performance evaluations conducted each semester. The supervisor will complete the "Graduate Assistant Evaluation Form" each semester as a means of evaluating progress and performance. The Fall Semester form [Appendix O](#) is due to the Ph.D. Program Director by December 1st, and the Spring Semester form [Appendix P](#) is due to the Ph.D. Program Director by April 1st. Teaching assistants' performances will be additionally evaluated by their students. The teaching assistant's supervisor should administer this evaluation form to students enrolled in the class such that it can be completed anonymously.

## Conference Support and Travel

1. Support can include conference registration, air and ground travel, food and lodging.
2. Podium and poster presentations will be given equal priority.
3. Individuals seeking Public Health Sciences Ph.D. travel support must complete the travel application in [Appendix D](#) and attach the information requested in the application.
4. Students working on travel budgets should consult with the appropriate administrative staff. Students may contact the Program Director for the current contact. Note: it is the student's responsibility to develop the initial travel budget and itinerary.
5. Students arranging conference travel are responsible for making flight reservations, identifying a hotel, registering for the conference, and for making any related reservations or arrangements. Students are encouraged to work closely with the appropriate administrative staff regarding these arrangements, but making reservations for flights, lodging, and conference reservations are the student's responsibility.
6. Particularly in an era of tight budgets, conferences that might be viewed by the public as taking place in resort areas or related travel destinations will not be funded.
7. Showing appropriate restraint in the budget request can increase the likelihood of funding; this can be shown by sharing costs among students (e.g., shared lodging, selecting low-cost lodging, etc.)
8. Students receiving conference travel support are expected to provide all required receipts and evidence of conference attendance (e.g. boarding passes) to the appropriate administrative staff within one week following their return from the conference.
9. Student conference travel receives the highest priority.
10. Students are expected to seek funding from the UNC Charlotte Graduate & Professional Student Government (GPSG). Students will not be reimbursed for support dollars that would typically be funded by GPSG travel funds. Travel forms are available at <http://suar.orgsync.com/org/gpsguncc/Funding>.
11. We cannot guarantee funding for all travel requests. Please do not assume that you have received a travel award until the Public Health Sciences Ph.D. Program Director has notified you.
12. Conference funding is available to both full- and part-time students. Special State budget criteria apply to students who do not hold assistantships; although their conference travel may be fundable, students who do not have assistantships must consult with the appropriate administrative staff about the budget criteria details.
13. Additional criteria, Professional Responsibilities of Students with Graduate Assistantships, apply to conference support as outlined in the Handbook: "Although success in the Public Health Sciences Ph.D. Program is primarily



judged by scholarship, the Public Health Sciences Ph.D. Program takes the student's record of service into consideration when recommending students for fellowships and grants, including travel grants.”

- 14. Failure to complete and submit the Annual Progress Report will result in funds being withheld.**

## Research Support

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

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

### Steps Involved

The process of applying for support includes the following:

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

## UNC Charlotte Student Resources

### Center for Graduate Life

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

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

### Career Services

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

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

### Disability Services

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

### Counseling Center

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

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

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

## Professional Student Organizations

### Graduate and Professional Student Government (GPSG)

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

### Graduate Public Health Association (GPHA)

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

<https://ninerengage.uncc.edu/organization/graduate-public-health-association> for more information.

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

### Charlotte Healthcare Executives Student Organization (CHESO)

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

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

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

## Doctoral Student Responsibilities and Code of Ethics

### Code of Student Academic Integrity

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

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

#### **Violations include the following:**

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

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

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

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

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

*Complicity in academic dishonesty* - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

### Applicable Policies

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

- The policies for CHHS can be found in the CHHS Handbook, located at: <https://health.uncc.edu/sites/health.uncc.edu/files/media/2017-18%20Student%20Handbook.pdf>
- The Graduate School policies are located at: <https://catalog.uncc.edu/index.php?catoid=21>

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

*University policies that are highly relevant for Public Health Sciences Ph.D. students include, but are not limited to:*

- The Code of Student Responsibility (<http://legal.uncc.edu/policies/up-406>);
- The Code of Student Academic Integrity (<https://legal.uncc.edu/policies/up-407>);
- Sexual Harassment Policy and Grievance Procedures (<https://legal.uncc.edu/policies/up-502>);
- Information Technology Services' Standard for Responsible Use (<https://itservices.uncc.edu/iso/standard-responsible-use>)

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

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

### Laptop Policy

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

### Email Communication Expectations

For most students, email will be the primary source of communication between the program director, faculty, and advisors. Students are expected to check their email on a regular basis during the semester and periodically throughout the off sessions. It is crucial for students to read the entire email, not just the subject heading, to ensure content is not misunderstood.

## iThenticate

The Graduate School requires all doctoral students to submit their dissertations to iThenticate, a plagiarism detection service. This tool checks documents against published items, so this process should educate and protect students from inadvertent plagiarism.

This must take place prior to the final defense, and doctoral dissertation committees are expected to review the resulting *Similarity Report* along with the final, pre-defense draft of the dissertation. Committee members will now sign the *Final Defense Report* not just to indicate that the student has passed his or her final defense, but also in order to verify the originality of the dissertation.

Visit the iThenticate tab under Current Students on the Graduate School webpage to learn more. Training videos are available there for students and faculty.

# Appendix



## Appendix A: Health Services Research Faculty Directory

### Public Health Science Ph.D. Program Faculty

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

**Robert Cramer, Ph.D.**, Associate Professor & Belk Distinguished Scholar in Health Research, Department of Public Health Sciences. Research interests: suicide prevention, sexual and gender minority health, hate crimes & violence prevention, military health, scale development, program evaluation, community-engaged research, and the intersection of social science, law & policy. [rcramer4@uncc.edu](mailto:rcramer4@uncc.edu)

**Maren Coffman, Ph.D.**, Associate Professor, School of Nursing. Research interests: population health, maternal child health, chronic disease self-management. [mjcoffma@uncc.edu](mailto:mjcoffma@uncc.edu)

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

**Andrew Harver, Ph.D.**, Professor, Department of Public Health Sciences. Research interests: Asthma, dyspnea, COPD, symptoms. [arharver@uncc.edu](mailto:arharver@uncc.edu)

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

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

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

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

**Charlie Reeve, Ph.D.,** *Professor, Department of Psychological Science.* Research interests: Research methods, philosophy of science, measurement, data analytics. [clreeve@uncc.edu](mailto:clreeve@uncc.edu)

**Teresa Scheid, Ph.D.,** *Professor, Department of Sociology; Adjunct Professor, Department of Public Health Sciences.* Research interests: Organization and delivery of health care services, mental health, professionals and professional power, integration of healthcare services, HIV. [tlscheid@uncc.edu](mailto:tlscheid@uncc.edu)

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

**Deborah SK Thomas, Ph.D.,** *Professor and Chair, Department of Geography and Earth Sciences.* Research Interests: Hazards/disasters, Health Geography, Geographic Information Systems, Environmental Health, Human-environment Interactions, and Global Health/East Africa. [Deborah.Thomas@uncc.edu](mailto:Deborah.Thomas@uncc.edu)

**Michael Thompson, DrPH,** *Associate Professor, Department of Public Health Sciences.* Research interests: Competency-based education; accreditation; community assessment; program evaluation; chronic disease; health disparities; community-based research. [methomp1@uncc.edu](mailto:methomp1@uncc.edu)

**Catrine Tutor-Locke, Ph.D.,** *Professor & Dean, College of Health and Human Services.* Research Interest: Promotion of walking throughout the lifespan and the development of objective measures of physical activity using wearable technology. [Tutor-Locke@uncc.edu](mailto:Tutor-Locke@uncc.edu)

**Meredith Troutman-Jordan, Ph.D.,** *Associate Professor, School of Nursing.* Research interests: Successful aging, health promotion of older adults, gerotranscendence. [meredithtroutman@uncc.edu](mailto:meredithtroutman@uncc.edu)

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

## Public Health Sciences PhD Affiliate Faculty

**Laura Marie Armstrong, Ph.D.**, *Assistant Professor, Department of Psychological Science.* Research interests: infant and early childhood development, family processes, readiness to engage in behavioral and physical health interventions, transition to parenthood, health and wellness for parents and children. [laura.armstrong@uncc.edu](mailto:laura.armstrong@uncc.edu)

**Bruce Arrigo, Ph.D.**, *Professor, Department of Criminal Justice; Adjunct Professor, Department of Public Health Sciences.* Research interests: mental health, law, and policy; social justice; ethics and community psychology. [barrigo@uncc.edu](mailto:barrigo@uncc.edu)

**Erin Basinger, Ph.D.**, *Assistant Professor, Department of Communication Studies.* Research interests: Stress and coping, Type 2 diabetes, Interpersonal communication, Health communication, Social support. [ebasinge@uncc.edu](mailto:ebasinge@uncc.edu)

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

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

**Allison Burfield, Ph.D.**, *Associate Professor, Department of Sociology.* Research interests: geriatrics, pharmacotherapeutics, mental health across the age spectrum, care outcomes, large datasets. [aburfiel@uncc.edu](mailto:aburfiel@uncc.edu)

**Andrew Case, Ph.D.**, *Assistant Professor, Department of Psychological Science.* Research interests: racial equity, racial disparities in health and life outcomes; community-driven strategies to reduce disparities, community and societal risk factors, poverty and discrimination, African American cardiovascular disease burden, ethnographic and participatory research, racial disparities in health and life outcomes. [acase8@uncc.edu](mailto:acase8@uncc.edu)

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

**Alicia Dahl, Ph.D.**, *Assistant Professor, Department of Public Health Sciences.* Research interests: health behavior change strategies (motivational interviewing, health coaching) technology-based interventions (mobile apps, websites) nutrition and physical activity education and promotion, maternal and child health, mental health, health disparities. [adahl3@uncc.edu](mailto:adahl3@uncc.edu)

**Boyd H. Davis, Ph.D.,** *Professor, Department of English.* Research interests: language use in dementia and in TBI; caregiver training; patient-provider communication; technology-based care interventions. [bdavis@uncc.edu](mailto:bdavis@uncc.edu)

**Christine Davis, Ph.D.,** *Professor, Department of Communication Studies.* Research interests: health communication, end-of-life communication, communication and disability, healthcare groups and teams, cultural communication, material culture, body politic, health humanities. [christine.s.davis@uncc.edu](mailto:christine.s.davis@uncc.edu)

**Franck Diaz-Garelli, Ph.D.,** *Assistant Professor, Department of Public Health Sciences.* Research Interests: Clinical data reuse, Learning Healthcare, Data Quality, Data Management, Global Health, Health Disparities, Diabetes, Hypertension and Heart Disease. [franck.diaz@uncc.edu](mailto:franck.diaz@uncc.edu)

**Andrea Freidus, Ph.D.,** *Assistant Professor, Department of Anthropology.* Research interests: health disparities among congenital heart patients, food insecurity, volunteer tourism, orphans/orphan care in Malawi. [afreidus@uncc.edu](mailto:afreidus@uncc.edu)

**Catherine Fuentes, Ph.D.,** *Professor, Department of Anthropology.* Research interests: medical anthropology and applied anthropology, incarcerated women, domestic violence, trauma. [cfuente4@uncc.edu](mailto:cfuente4@uncc.edu)

**Virginia Gil-Rivas, Ph.D.,** *Professor, Department of Psychological Science.* Research interests: trauma, coping, health behavior change, adaptation of interventions. [vgilriva@uncc.edu](mailto:vgilriva@uncc.edu)

**Laura Gunn, Ph.D.,** *Associate Professor; Director of Health Analytics; Director of Health Analytics and Outcomes Research Academy (HAnORA), Department of Public Health Sciences.* Research interests: Applied, interdisciplinary, and collaborative biostatistics, health outcomes research, analysis of big data randomized trials, program evaluation, community-based participatory research with local partnerships, health disparities. [laura.gunn@uncc.edu](mailto:laura.gunn@uncc.edu)

**Rosemary Hopcroft, Ph.D.,** *Professor, Department of Sociology.* Research interests: Sex differences, fertility, evolution and human behavior. [rlhopcro@uncc.edu](mailto:rlhopcro@uncc.edu)

**Kendra Jason, Ph.D.,** *Assistant Professor, Department of Sociology.* Research interests: aging and health disparities, work and organizations, race and gender, stratification research. [kjason@uncc.edu](mailto:kjason@uncc.edu)

**Ryan Kilmer, Ph.D.,** *Professor, Department of Psychological Science.* Research interests: clinical and community psychology, children and families, factors influencing the development of children at-risk for emotional, behavioral, and/or academic difficulties, evaluation research to guide system change, program refinement, service delivery, and policy. [rpkilmer@uncc.edu](mailto:rpkilmer@uncc.edu)

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

**Othelia Lee, Ph.D.**, *Associate Professor, School of Social Work*. Research interests: gerontology, health promotion and cultural diversity. [elee50@uncc.edu](mailto:elee50@uncc.edu)

**Susan McCarter, Ph.D.**, *Associate Professor, School of Social Work*. Areas of research: risk and protective factors in adolescence: specifically race/ethnicity and juvenile justice. [smccarter@uncc.edu](mailto:smccarter@uncc.edu)

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**Maggie Quinlan, Ph.D.**, *Associate Professor, Department of Communication Studies*. Research interests: health, organizational and performative communication, ethnography, narrative/interpretive/rhetorical/feminist analyses, social justice issues, marginalized populations, women's reproductive health, social media, medical expertise, motherhood, intersectional feminism, practitioner-patient communication, "sex-selection", infertility, infant loss, childbirth, breastfeeding, postpartum issues, premature birth, maternal mortality, and developmental milestones. [mquinla1@uncc.edu](mailto:mquinla1@uncc.edu)

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## Appendix A1: Suggested Program of Study Course Sequences

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

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

<sup>1</sup>Core Public Health Course in Methods

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

<sup>3</sup>Professional Seminar

<sup>4</sup>Elective; selected in consultation with advisor

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

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

<sup>1</sup>Core Public Health Course in Methods

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

<sup>3</sup>Professional Seminar

<sup>4</sup>Elective; selected in consultation with advisor



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

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

<sup>1</sup>Core Public Health Course in Methods

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

<sup>3</sup>Professional Seminar

<sup>4</sup>Elective; selected in consultation with advisor.

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

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

<sup>1</sup> Core Public Health Course in Methods

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

<sup>3</sup> Professional Seminar

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

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

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

<sup>0</sup> Prerequisite Foundation Public Health Course

<sup>1</sup> Core Public Health Course in Methods

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

<sup>3</sup> Professional Seminar

<sup>4</sup> Elective; selected in consultation with advisor.

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

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

<sup>0</sup> Prerequisite Foundation Public Health Course

<sup>1</sup> Core Public Health Course in Methods

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

<sup>3</sup> Professional Seminar

<sup>4</sup> Elective; selected in consultation with advisor.

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

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

<sup>0</sup> Prerequisite Foundation Public Health Course  
<sup>3</sup> Professional Seminar

<sup>1</sup> Core Public Health Course in Methods

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

<sup>4</sup> Elective; selected in consultation with advisor.

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

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

<sup>0</sup> Prerequisite Foundation Public Health Course  
<sup>3</sup> Professional Seminar

<sup>1</sup> Core Public Health Course in Methods

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

<sup>4</sup> Elective; selected in consultation with advisor.

## Appendix B: Dissertation Research Application

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

- **Title of proposed course:** HLTH 8901 – Dissertation Research
  - **Proposed semester (Term/Year):** \_\_\_\_\_
  - **Number of credits proposed for semester:** \_\_\_\_\_
  - **Cumulative number of *previous* HLTH 8901 credits (not including proposed semester):** \_\_\_\_\_
  - **Faculty member who will Chair the Dissertation Committee:** \_\_\_\_\_
  - **Proposed method (email, in-person, phone, etc.) and frequency of meetings with Chair:** \_\_\_\_\_
  - **Dissertation topic, tentative research objectives, and datasets to be analyzed** (*include attachments as needed*):
- 
- **List of deliverables from prior semester enrolled in dissertation research and indicate when they were met** (Include attachments as needed. It is acceptable to copy/paste the deliverables from your prior application & indicate progress for each)  
  
Note: If this is your first semester enrolled in dissertation research credits, leave this section blank.
- 
- **List of deliverables (or other means of evaluating student progress) and anticipated date of deliverables for this semester** (*include attachments as needed*):

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

\_\_\_\_\_

Student Name Printed and Signature

\_\_\_\_\_

Date

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

\_\_\_\_\_

Dissertation Committee Chair Name Printed and Signature

\_\_\_\_\_

Date

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

\_\_\_\_\_

Program Director Signature/Approval

\_\_\_\_\_

Date



## Appendix C: Ph.D. Student Research Funding Application

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

Name \_\_\_\_\_

Amount Requested (\$) \_\_\_\_\_

**Please provide the following information in support of this application:**

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

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

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

- Supporting documentation showing the cost of the supplies or materials requested, if applicable (e.g., printout from webpage, invoice, etc).
- A list of other sources of funding applied for and/or being used for this research, if applicable.

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

Internal Use Only	
Approved: <input type="checkbox"/> YES <input type="checkbox"/> NO	Amount: \$ _____

## Appendix D: Ph.D. Student Travel Application

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

Name \_\_\_\_\_

Amount Requested (\$) \_\_\_\_\_

Name of conference/ organization \_\_\_\_\_

Link to main conference \_\_\_\_\_

Presenting  Attending

Have you applied for GPSG travel funds?  YES  NO

If awarded, what amount? \$ \_\_\_\_\_

### Please attach the following documentation:

- Students complete Travel Authorization (TA) form prior to travel. Excel forms available [here. Forms are updated frequently, please do not save copies for later use.](#)
- Copy of the accepted abstract or paper.
- Copy of the acceptance notification/email invitation to participate in the conference
- Travel budget narrative, listing costs and sources of support
- Copies of notification of any other financial support for the travel, such as GPSG
- Conference agenda as a link or summary that includes the registration fee and meals provided at the conference
- [Google map](#) with mileage if using own car
- Airline Itinerary or supporting documentation if flight is not yet booked

Supporting documentation should include: name stated on license/passport, Date of Birth, Airline Preference, Seat Preference, and Airline member number

- Hotel confirmation or [Third Party Lodging Authorization Request](#) (if staying in an Airbnb)  
Form must be submitted prior to paying for Airbnb reservation. Only 1 student needs to submit form, but please list all students sharing Airbnb.

***Students are responsible to keep receipts for reimbursement, such as parking, taxi, hotel, etc. All expenses on TA require documentation.***

\*We cannot guarantee funding for all travel requests. Please do not assume that you have received a travel award until the Public Health Sciences Ph.D. director has notified you.

Internal Use Only	
Approved: <input type="checkbox"/> YES <input type="checkbox"/> NO	Amount: \$ _____

# Appendix E: Travel Authorization Form Tips

Forms are updated frequently, please do not save copies for later use.

## TRAVEL AUTHORIZATION FORM (TA)

-- Complete, sign and submit this form at least two weeks prior to departure date --

<input type="checkbox"/> No <i>Is this a revision of a previously-submitted Travel Authorization?</i>		<input type="checkbox"/> No <i>Group travel?</i>	
<input type="checkbox"/> Yes <i>Is traveler also a student?</i>		<input type="checkbox"/> Yes	
<b>I. Header</b> <span style="color: red;">Please complete all fields below</span>			
Traveler's Name		UNC Charlotte ID #	Employee or Non-Employee?
			<b>Non-Employee</b>
Org Code	Name of College/Department	Contact Name	Contact's Phone
	CHHS/PHS		
Traveler's Street Address		Traveler's City/State/Zip	Pmt. Type
			Traveler's Email
Traveler's Destination (City, State)		Departure Date	Return Date
			Business Purpose (Attach documentation)
Destination Type		Additional Comments	
State purpose, name and dates of conference.			
<b>II. Estimated Expenses</b> (Itemization is optional, but must enter total)			
Estimated Expenses	Amount	Payment Method	Comments
Airfare		--Select--	Attach flight itinerary or supporting documentation
Hotel (Room + Tax)		--Select--	If Airbnb, include Third Party Lodging Authorization Request *
Registration Fees		--Select--	Attach conference agenda with registration fee
Parking / Tolls		--Select--	Parking estimates for airports, hotels, and parking ramps
Taxi / Bus / Train		--Select--	Uber/Lyft trip estimates
Rental Car / Gas		--Select--	
Other (explain)		--Select--	
Meals		Out of Pocket	Attach conference agenda with meals provided at conference
Mileage	\$ -	Estimated mileage (roundtrip):	
Total Expenses	\$ -	Must enter total estimated expenses	
Total Out of Pocket	\$ -	(Excludes airfare, lodging, or registration fees)	
<b>III. Funding</b>			
	Fund 1	Fund 2	Fund 3
Fund(s) to be charged			
Fund Limit (optional)	-		
Fund Approver Initials			
<i>Required if you are not the custodian of fund(s)</i>			
At least one fund must be entered			
<b>IV. Approval</b>			
Prior Approval Required by Supervisor		Signatures	
Please complete all fields below		I acknowledge that: 1) reimbursement of travel expenses is subject to University policies, 2) my reimbursement & expense report must be submitted within 30 days of travel, and 3) proper documentation at the time of reimbursement, per the Travel Manual, must be submitted before travel charges are fully authorized.	
Indicate if any of the following apply to this trip:		Non-Employee - traveler signature not required	
<input type="checkbox"/> Yes	Will personal travel days occur between departure and return dates? (If yes, and airfare involved, a same day cost comparison must be attached)	Signature of Traveler _____ Date _____	
<input type="checkbox"/> Yes	Excess lodging rates authorized? (above subsistence rates)	I acknowledge that I have examined this authorization and certify it is necessary and proper. I also confirm that funds will be available to cover the estimated expenses for this authorized travel.	
<input type="checkbox"/> No	Vehicle rental authorized?	Supervisor's Printed Name	
<input type="checkbox"/> No	Federal per diem meal rates authorized? (Int'l travel only)	<b>ERROR - Please correct prior to submitting</b>	
<input type="checkbox"/> No	Business-class airfare authorized?	Supervisor's Signature _____ Date _____	

Entire red section will be completed internally

Please select a payment method

All expenses require documentation (keep all receipts for TRER form)

Funding section will be completed internally

Please see highlighted comments for additional details

\*Third Party Lodging Authorization Request:  
<https://finance.uncc.edu/resources/forms/third-party-lodging-authorization->

Note: All information needs to fit inside each box, there cannot be runoff into other boxes. If needed, attach the necessary documentation on a



**2. DOCTORAL PROGRAM PROGRESS:**

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

**3. COURSEWORK PROGRESS**

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



<i>(1=Needs Improvement; 5=Highly proficient)</i>	1	2	3	4	5	N/A
Demonstrating knowledge of Responsible Conduct of Research (RCR)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically reading and synthesizing discipline-related literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research methodology skills including selecting appropriate study design and data collection methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis skills including selecting and executing appropriate statistical analyses and interpreting results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating and disseminating research in written form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating and disseminating research in oral form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecting with potential collaborators, creating partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with diverse groups/teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. SELF-ASSESSMENT.** This is an informal evaluation used for self-assessment. Your advisor/mentor may use this information to help guide you in formulating your goals for next year. Rate your current ability in each of the following:

**7. ANNUAL CEPH REPORTING.** The following information is needed for department reporting purposes.

Did you publish this academic year? Yes No

Did you present research at a conference this academic year? Yes No

Did you attend a health equity workshop or training this academic year? Yes No

If yes, what was the name of the event and where was it held?

---

Did you volunteer with a community-based group this academic year? Yes No



If yes, what is the name of the group and what event did you volunteer for?

---

## 8. STUDENT CHECKLIST AND SIGNATURES

❖ Did you complete Section 1 in its entirety?

❖ Did you insert DegreeWorks screenshots for Sections 2 and 3?

❖ Did you complete Section 4 (*if applicable*) and Section 5?

❖ Did you attach an updated CV and highlight relevant items from this academic year?

*The student and advisor/chair agree to the content of this evaluation and the proposed plans for the upcoming academic year.*

\_\_\_\_\_  
Student Printed Name and Signature

\_\_\_\_\_  
Date

*The student and advisor/chair agree to the content of this evaluation and the proposed plans for the upcoming academic year.*

\_\_\_\_\_  
Chair/Advisor Printed Name and Signature

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Chair/Advisor Printed Name and Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_

Ph.D. Program Director Printed Name and Signature

\_\_\_\_\_

Date

## Appendix G: Evaluation Rubrics

### PHS PhD Dissertation Proposal Defense Rubric (Written)

Criteria	Acceptable (3)	Acceptable with revisions (2)	Not Acceptable (1)	Rating
Introduction	<ul style="list-style-type: none"> <li>• Importance of topic to public health is clearly established</li> <li>• Details are thorough and require minimal revisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of topic to public health is not clearly established</li> <li>• Details are inconsistent or weak and require some revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of topic to public health is absent</li> <li>• Details are absent and require major revisions</li> </ul>	
Hypothesis/research question	<ul style="list-style-type: none"> <li>• Generates novel hypotheses or research questions that extend existing knowledge</li> <li>• Significance of proposed research is fully developed</li> <li>• Hypotheses/research questions are well developed and require minimal revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Generates hypothesis or research questions based on existing knowledge</li> <li>• Significance of proposed research is partially developed</li> <li>• Hypotheses/research questions are somewhat developed and require some revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Hypotheses or research questions are undeveloped</li> <li>• Significance of proposed research is absent</li> <li>• Hypotheses/research questions are weak and require major revisions</li> </ul>	
Literature review	<ul style="list-style-type: none"> <li>• Identifies and critiques public health research gaps and links them to new research</li> <li>• Integrates diverse theoretical frameworks into explanations of causal processes, substantiated with evidence and identified research gaps</li> <li>• Demonstrates mastery of subject matter and associated literature</li> <li>• Minimal revisions to the literature review are required</li> </ul>	<ul style="list-style-type: none"> <li>• Research gaps are identified but link to relevant research is weak</li> <li>• Use of theoretical frameworks for explanation of causal processes is weakly substantiated with evidence and identified research gaps</li> <li>• Demonstrates understanding of subject matter and associated literature</li> <li>• Some revisions to the literature review are required</li> </ul>	<ul style="list-style-type: none"> <li>• Research gaps are neither identified nor critiqued in a complete manner</li> <li>• Theoretical frameworks for explanation of causal processes are missing or unsubstantiated</li> <li>• Demonstrates limited understanding of subject matter and associated literature</li> <li>• Major revisions to the literature review are required</li> </ul>	

Methodology/data analysis plan	<ul style="list-style-type: none"> <li>Identifies appropriate methodologies and research techniques (e.g. justifies the sample, procedures, and measures)</li> <li>Data analysis plan is suitable to test study hypotheses/research questions</li> <li>Minimal revisions to methodology and/or data analysis plan are required</li> </ul>	<ul style="list-style-type: none"> <li>Identifies appropriate methodologies and research techniques but some details are missing or vague</li> <li>Other statistical techniques may be better suited to test the study hypotheses/research questions</li> <li>Some revisions to methodology and/or analysis plan are required</li> </ul>	<ul style="list-style-type: none"> <li>Methodologies and research techniques are underdeveloped and/or not feasible</li> <li>Data analysis plan is unsuitable to test the study hypotheses/research questions</li> <li>Major revisions to methodology/and or data analysis plan are required</li> </ul>	
Strengths/limitations	<ul style="list-style-type: none"> <li>Provides clear explanation for possible strengths/limitations of proposed research</li> <li>Makes appropriate statements regarding possible contribution or implications of the work to the field</li> <li>Minimal revisions to strengths/limitations are required</li> </ul>	<ul style="list-style-type: none"> <li>Some strengths/limitations of proposed research are missing or inaccurate</li> <li>Statements regarding possible contribution or implications of the work to the field are overreaching</li> <li>Some revisions to strengths/limitations are required</li> </ul>	<ul style="list-style-type: none"> <li>Strengths/limitations are missing or largely inaccurate</li> <li>Statements regarding possible contribution or implications of the work to the field are unfounded</li> <li>Major revisions to strengths/limitations are required</li> </ul>	
Written expression	<ul style="list-style-type: none"> <li>Virtually no errors in body text, citations, or references</li> <li>Uses language that skillfully and fluently communicates meaning</li> <li>Proposal builds and presents thorough and logical argument in a well-organized manner</li> <li>Few revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>Some errors in body text, citations, or references</li> <li>Uses language that detracts from meaning</li> <li>Proposal has a weak overall argument and/or organizational inconsistencies</li> <li>Some revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>Multiple major errors in body text, citations, or references</li> <li>Uses language that impedes meaning</li> <li>Organization has major inconsistencies and detracts from argument</li> <li>Major revisions are required</li> </ul>	
<b>Add all ratings from far right column and indicate total rating in this box ➡</b>				

### PHS PhD Dissertation Proposal Defense Rubric (Oral)

Criteria	Acceptable (3)	Acceptable with room for improvement(2)	Not acceptable (1)	Rating
Delivery	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) contribute to a compelling presentation</li> <li>• Presentation is well paced</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) are partially effective</li> <li>• Presentation is slightly too long or short</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) are ineffective</li> <li>• Presentation lacks effective time management</li> </ul>	
Content	<ul style="list-style-type: none"> <li>• Presentation is detailed and well organized</li> <li>• Slides are clear, visually pleasing, and enhance presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks some detail and some areas are not well organized</li> <li>• Slides are somewhat unclear or visually unpleasing and detract from presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks detail and organization</li> <li>• Slides are incoherent or difficult to read and weaken the presentation</li> </ul>	
Questioning	<ul style="list-style-type: none"> <li>• Responses to questions are clear, thoughtful, and demonstrate thorough understanding of topic</li> <li>• Highly receptive to questions and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to questions lack some detail and require further reflection but demonstrate competence in topic</li> <li>• Somewhat receptive to questions and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to questions lack detail and demonstrate poor understanding of topic</li> <li>• Unreceptive to questions and feedback</li> </ul>	
Add all ratings from far right column and indicate total rating in this box ➡				

# Evaluation Sheet

Date of Proposal Defense: \_\_\_\_\_ Proposal Topic: \_\_\_\_\_

Format:  Traditional 5 Chapter  3 Manuscript

Total Rating (Written): \_\_\_\_\_ Total Rating (Oral): \_\_\_\_\_ Any "Not acceptable" criterion received?<sup>1</sup>  Yes  No

Final Decision:  Pass  Conditional  Fail

## Committee Signatures:

### Committee Chair

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #2

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #3

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #4 (Graduate School Representative)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #5 (optional)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

<sup>1</sup>Regardless of total score, receiving a "not acceptable" rating for any criterion of the written or oral sections constitutes a failing grade. For the written section, typically a score of 18-13 constitutes pass, with minor revisions; a score of 12-10 constitutes conditional pass, with substantial revisions; and a score of 9-6 constitutes fail. For the oral section, typically a score of 9-7 constitutes pass; a score of 6-5 constitutes pass, with room for improvement; and a score of 4-3 constitutes fail.

## Authorship and Ethics Statement

Several academic and professional organizations have adopted ethics and authorship codes to help students conform to acceptable standards in the process of publishing their research. All PhD candidates are required to review this material in the shared resources folder and attest to their understanding and intention to conform to these standards, with emphasis on the following:

- The manuscript represents original and valid work and that neither this manuscript nor one with substantially similar content under my authorship has been published or is being considered for publication elsewhere, except as described in an attachment, and copies of closely related manuscripts are provided (AMA/JAMA)
- All authors involved in the research have been notified of the intent to publish and approve of the material being submitted, including appropriate authorship credit. Authorship credit should be discussed early in the process with any non-committee faculty members who contributed to the research. This includes the understanding that authorship order may change throughout the research and publication process due to changing responsibilities and contributions and author order may reflect that (APA Science Student Council)
- Signing below indicates that the student and all committee members discussed authorship of potential manuscripts originating from the dissertation

### **PhD Candidate Signature:**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Committee Signatures:**

#### **Committee Chair**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Committee Member #2**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Committee Member #3**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Committee Member #4 (Graduate School Representative)**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Committee Member #5 (optional)**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## PHS PhD Final Dissertation Defense Rubric (Traditional, Written)

Criteria	Acceptable (3)	Acceptable contingent upon revisions (2)	Not Acceptable (1)	Rating
Introduction	<ul style="list-style-type: none"> <li>• Importance of topic to public health is clearly established</li> <li>• Details are thorough and require minimal revisions.</li> <li>• Generates novel hypotheses or research questions that extend existing knowledge</li> <li>• Significance of research is fully developed</li> <li>• Hypotheses/research questions are well developed and require minimal revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of topic to public health is not clearly established</li> <li>• Details are inconsistent or weak and require some revisions</li> <li>• Generates hypothesis or research questions based on existing knowledge</li> <li>• Significance of research is partially developed</li> <li>• Hypotheses/research questions are somewhat developed and require some revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of topic to public health is absent</li> <li>• Details are absent and require major revisions</li> <li>• Hypotheses or research questions are undeveloped</li> <li>• Significance of research is absent</li> <li>• Hypotheses/research questions are weak and requires major revisions</li> </ul>	
Literature review	<ul style="list-style-type: none"> <li>• Identifies and critiques public health research gaps and links them to new research</li> <li>• Integrates diverse theoretical frameworks into explanations of causal processes, substantiated with evidence and identified research gaps</li> <li>• Demonstrates mastery of subject matter and associated literature</li> <li>• Minimal revisions to the literature review are required</li> </ul>	<ul style="list-style-type: none"> <li>• Research gaps are identified but link to relevant research is weak</li> <li>• Use of theoretical frameworks for explanation of causal processes is weakly substantiated with evidence and identified research gaps</li> <li>• Demonstrates understanding of subject matter and associated literature</li> <li>• Some revisions to the literature review are required</li> </ul>	<ul style="list-style-type: none"> <li>• Research gaps are neither identified nor critiqued in a complete manner</li> <li>• Theoretical frameworks for explanation of causal processes are missing or unsubstantiated</li> <li>• Demonstrates limited understanding of subject matter and associated literature</li> <li>• Major revisions to the literature review are required</li> </ul>	
Methodology	<ul style="list-style-type: none"> <li>• Identifies appropriate methodologies and research techniques (e.g. justifies the sample, procedures, and measures)</li> <li>• Minimal revisions to methodology are required</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies appropriate methodologies and research techniques but some details are missing or vague</li> <li>• Some revisions to methodology are required</li> </ul>	<ul style="list-style-type: none"> <li>• Methodologies and research techniques are underdeveloped and/or not feasible</li> <li>• Major revisions to methodology are required</li> </ul>	



Results <sup>1</sup>	<ul style="list-style-type: none"> <li>• Results of analysis are presented in a clear and accurate manner</li> <li>• Results include complete presentation of descriptive, bivariate, and multivariate analyses</li> <li>• Data analysis is suitable for study hypotheses/research questions</li> <li>• Minimal revisions to results are required</li> </ul>	<ul style="list-style-type: none"> <li>• Results of analysis are presented in a somewhat clear and accurate manner</li> <li>• Results include some presentation of descriptive, bivariate, and multivariate analyses</li> <li>• Other statistical techniques may be better suited for the study hypotheses/research questions</li> <li>• Some revisions to results are required</li> </ul>	<ul style="list-style-type: none"> <li>• Results of analysis are not presented in a clear and accurate manner</li> <li>• Results do not include complete presentation of descriptive, bivariate, and multivariate analyses</li> <li>• Data analysis plan is unsuitable for the study hypotheses/research questions</li> <li>• Major revisions to results are required</li> </ul>	
Conclusions and Recommendations	<ul style="list-style-type: none"> <li>• Summary of findings and results discussed in context with previously reviewed literature</li> <li>• Provides clear explanation for possible strengths/limitations of research</li> <li>• Makes appropriate statements regarding contribution or implications of the work to the field</li> <li>• Discussion includes directions for future research</li> <li>• Minimal revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of findings and results partially discussed in context with previously reviewed literature</li> <li>• Some strengths/limitations of research are missing or inaccurate</li> <li>• Statements regarding contribution or implications of the work to the field are overreaching</li> <li>• Future research discussion is weak</li> <li>• Some revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of findings and results are not discussed in context with previously reviewed literature</li> <li>• Strengths/limitations are missing or largely inaccurate</li> <li>• Statements regarding contribution or implications of the work to the field are unfounded</li> <li>• Future research discussion is absent</li> <li>• Major revisions are required</li> </ul>	
Written expression	<ul style="list-style-type: none"> <li>• Virtually no errors in body text, citations, or references</li> <li>• Uses language that skillfully and fluently communicates meaning</li> <li>• Research builds and presents thorough and logical argument in a well-organized manner</li> <li>• Few revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>• Some errors in body text, citations, or references</li> <li>• Uses language that detracts from meaning</li> <li>• Research has a weak overall argument and/or organizational inconsistencies</li> <li>• Some revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple major errors in body text, citations, or references</li> <li>• Uses language that impedes meaning</li> <li>• Organization has major inconsistencies and detracts from argument</li> <li>• Major revisions are required</li> </ul>	
<b>Add all ratings from far right column and indicate total rating in this box ➡</b>				

### PHS PhD Final Dissertation Defense Rubric (Traditional, Oral)

Criteria	Acceptable (3)	Acceptable with room for improvement (2)	Not acceptable (1)	
Delivery	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) contribute to a compelling presentation</li> <li>• Presentation is well paced</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) are partially effective</li> <li>• Presentation is slightly too long or short</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) are ineffective</li> <li>• Presentation lacks effective time management</li> </ul>	
Content	<ul style="list-style-type: none"> <li>• Presentation is detailed and well organized</li> <li>• Slides are clear, visually pleasing, and enhance presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks some detail and some areas are not well organized</li> <li>• Slides are somewhat unclear or visually unpleasing and detract from presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks detail and organization</li> <li>• Slides are incoherent or difficult to read and weaken the presentation</li> </ul>	
Questioning	<ul style="list-style-type: none"> <li>• Responses to questions are clear, thoughtful, and demonstrate thorough understanding of topic</li> <li>• Highly receptive to questions and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to questions lack some detail and require further reflection but demonstrate competence in topic</li> <li>• Somewhat receptive to questions and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to questions lack detail and demonstrate poor understanding of topic</li> <li>• Unreceptive to questions and feedback</li> </ul>	
<b>Add all ratings from far right column and indicate total rating in this box ➡</b>				

# Evaluation Sheet

Date of Final Defense: \_\_\_\_\_ Topic: \_\_\_\_\_

Total Rating (Written): \_\_\_\_\_ Total Rating (Oral): \_\_\_\_\_ Any "Not acceptable" criterion received?<sup>2</sup>  Yes  No

Final Decision:  Pass  Pass, contingent upon revision<sup>3</sup>  Fail

## Committee Signatures:

### Committee Chair

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #2

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #3

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #4 (Graduate School Representative)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #5 (optional)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

<sup>1</sup>Select and utilize statistical or analytic software to execute appropriate quantitative and qualitative data analysis (CEPH #12) and explain results from either qualitative or quantitative data analysis in relationship to generating new knowledge or revising existing theories (CEPH #13) are evaluated using the "Results" chapter.

<sup>2</sup>Regardless of total score, receiving a "not acceptable" rating for any criterion of either the written or oral sections constitutes a failing grade. For the written section, typically a score of 18-13 constitutes pass, with minor revision; a score of 12-10 constitutes pass, contingent upon revision; and a score of 9-6 constitutes fail. For the oral section, a score of 9-7 constitutes a pass, with minor revision; a score of 6-5 constitutes pass, with room for improvement; and a score of 4-3 constitutes fail.

<sup>3</sup>If a student receives "Pass, contingent upon revisions", the ETD form will be placed on hold with the Program Director until the Dissertation Committee approves the necessary changes. At that time, the Committee Chair will sign the ETD form and it will be submitted to the Program Director. The Program Director will then forward the ETD form to the Graduate School.

## PHS PhD Final Dissertation Defense Rubric (Written, 3 Manuscript)

Criteria	Acceptable, with minor revisions (3)	Acceptable, contingent upon revisions (2)	Not Acceptable (1)	Rating
Introduction	<ul style="list-style-type: none"> <li>• Importance to public health is clearly established</li> <li>• Generates novel hypotheses or research questions that extend existing knowledge</li> <li>• Review of literature is sufficient</li> <li>• Significance of research is fully developed</li> <li>• Justification given for selection of previously published/publishable papers</li> <li>• Coherent and thoughtful explanation of relationship between research and selected articles</li> <li>• Hypotheses/research questions are well developed and requires minimal revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Importance to public health not clearly established</li> <li>• Generates hypothesis or research questions based on existing knowledge</li> <li>• Review of literature is limited</li> <li>• Significance of research is partially developed</li> <li>• Weak justification for selection of previously published/publishable papers</li> <li>• Weak explanation of relationship between research and selected articles</li> <li>• Hypotheses/research questions are inconsistent or weak</li> <li>• Some revisions required</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of topic to public health is absent</li> <li>• Hypotheses or research questions are undeveloped and not based on existing knowledge</li> <li>• Review of literature is insufficient</li> <li>• Significance of research is absent</li> <li>• No justification for selection of previously published/publishable papers</li> <li>• Lack of originality in research</li> <li>• No explanation of relationship between research and selected articles</li> <li>• Hypotheses/research questions are absent</li> <li>• Major revisions required</li> </ul>	
Article 1 <sup>1</sup>	<ul style="list-style-type: none"> <li>• Article is complete and prepared for submission to peer-reviewed journal</li> <li>• Minimal overall revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Article is missing some sections and is not prepared for submission to peer-reviewed journal</li> <li>• Some overall revisions required</li> </ul>	<ul style="list-style-type: none"> <li>• Article is incomplete and not prepared for submission to peer-reviewed journal</li> <li>• Major overall revisions required</li> </ul>	
	<p><b>Introduction/Background:</b></p> <ul style="list-style-type: none"> <li>• Identifies and critiques public health research gaps and links them to new research</li> <li>• Demonstrates mastery of subject matter and associated literature</li> <li>• Integrates diverse theoretical frameworks into explanations of causal processes,</li> </ul>	<p><b>Introduction/Background:</b></p> <ul style="list-style-type: none"> <li>• Research gaps are identified but link to relevant research is weak</li> <li>• Demonstrates some understanding of subject matter and associated literature</li> <li>• Use of theoretical frameworks for explanation of causal</li> </ul>	<p><b>Introduction/Background:</b></p> <ul style="list-style-type: none"> <li>• Research gaps are neither identified nor critiqued in a complete manner</li> <li>• Demonstrates limited understanding of subject matter and associated literature</li> <li>• Theoretical frameworks for explanation of causal processes are missing or unsubstantiated</li> </ul>	

	substantiated with evidence and identified research gaps	processes is weakly substantiated with evidence and identified research gaps	
	<b>Methods:</b> <ul style="list-style-type: none"> <li>• Sample, procedures, and measures are appropriate and justified</li> </ul>	<b>Methods:</b> <ul style="list-style-type: none"> <li>• Methods (or any elements thereof) are weakly justified</li> </ul>	<b>Methods:</b> <ul style="list-style-type: none"> <li>• Methods are inappropriate or unjustified</li> </ul>
	<b>Results:</b> <ul style="list-style-type: none"> <li>• Data analysis is accurate and complete</li> <li>• Results include complete presentation of descriptive, bivariate, and multivariate analyses</li> </ul>	<b>Results:</b> <ul style="list-style-type: none"> <li>• Data analysis is not fully accurate or complete</li> <li>• Results are incomplete and/or missing descriptive, bivariate, and multivariate analyses</li> </ul>	<b>Results:</b> <ul style="list-style-type: none"> <li>• Data analysis is inaccurate and/or incomplete</li> <li>• Descriptive, bivariate, or multivariate analyses results are missing</li> </ul>
	<b>Discussion/Conclusion:</b> <ul style="list-style-type: none"> <li>• Provides clear explanation for strengths/limitations</li> <li>• Implications of research for public health policy and practice</li> <li>• Discussion includes directions for future research</li> </ul>	<b>Discussion/Conclusion:</b> <ul style="list-style-type: none"> <li>• Strengths and limitations are unclear or incomplete</li> <li>• Research implications are not fully developed</li> <li>• Future research discussion is weak</li> </ul>	<b>Discussion/Conclusion:</b> <ul style="list-style-type: none"> <li>• Strengths and limitations are unclear or incomplete</li> <li>• Research implications are not fully developed</li> <li>• Future research discussion is absent</li> </ul>
Article 2 <sup>1</sup>	<ul style="list-style-type: none"> <li>• Article is complete and prepared for submission to peer-reviewed journal</li> <li>• Minimal overall revisions required</li> </ul>	<ul style="list-style-type: none"> <li>• Article is missing some sections and is not prepared for submission to peer-reviewed journal</li> <li>• Some overall revisions required</li> </ul>	<ul style="list-style-type: none"> <li>• Article is incomplete and not prepared for submission to peer-reviewed journal</li> <li>• Major overall revisions required</li> </ul>
	<b>Introduction/Background:</b> <ul style="list-style-type: none"> <li>• Identifies and critiques public health research gaps and links them to new research</li> <li>• Demonstrates mastery of subject matter and associated literature</li> <li>• Integrates diverse theoretical frameworks into explanations</li> </ul>	<b>Introduction/Background:</b> <ul style="list-style-type: none"> <li>• Research gaps are identified but link to relevant research is weak</li> <li>• Demonstrates some understanding of subject matter and associated literature</li> </ul>	<b>Introduction/Background:</b> <ul style="list-style-type: none"> <li>• Research gaps are neither identified nor critiqued in a complete manner</li> <li>• Demonstrates limited understanding of subject matter and associated literature</li> <li>• Theoretical frameworks for explanation of causal processes are missing or unsubstantiated</li> </ul>

	<p>of causal processes, substantiated with evidence and identified research gaps</p>	<ul style="list-style-type: none"> <li>Use of theoretical frameworks for explanation of causal processes is weakly substantiated with evidence and identified research gaps</li> </ul>	
	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Sample, procedures, and measures are appropriate and justified</li> </ul>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Methods (or any elements thereof) are weakly justified</li> </ul>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Methods are inappropriate or unjustified</li> </ul>
	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Data analysis is accurate and complete</li> <li>Results include complete presentation of descriptive, bivariate, and multivariate analyses</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Data analysis is not fully accurate or complete</li> <li>Results are incomplete and/or missing descriptive, bivariate, and multivariate analyses</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Data analysis is inaccurate and/or incomplete</li> <li>Descriptive, bivariate, or multivariate analyses results are missing</li> </ul>
	<p><b>Discussion/Conclusion:</b></p> <ul style="list-style-type: none"> <li>Provides clear explanation for strengths/limitations</li> <li>Implications of research for public health policy and practice</li> <li>Discussion includes directions for future research</li> </ul>	<p><b>Discussion/Conclusion:</b></p> <ul style="list-style-type: none"> <li>Strengths and limitations are unclear or incomplete</li> <li>Research implications are not fully developed</li> <li>Future research discussion is weak</li> </ul>	<p><b>Discussion/Conclusion:</b></p> <ul style="list-style-type: none"> <li>Strengths and limitations are unclear or incomplete</li> <li>Research implications are not fully developed</li> <li>Future research discussion is absent</li> </ul>
Article 3 <sup>1</sup>	<ul style="list-style-type: none"> <li>Article is complete and prepared for submission to peer-reviewed journal</li> <li>Minimal overall revisions</li> </ul>	<ul style="list-style-type: none"> <li>Article is missing some sections and is not prepared for submission to peer-reviewed journal</li> <li>Some overall revisions required</li> </ul>	<ul style="list-style-type: none"> <li>Article is incomplete and not prepared for submission to peer-reviewed journal</li> <li>Major overall revisions required</li> </ul>

<p><b>Introduction/Background:</b></p> <ul style="list-style-type: none"> <li>Identifies and critiques public health research gaps and links them to new research</li> <li>Demonstrates mastery of subject matter and associated literature</li> <li>Integrates diverse theoretical frameworks into explanations of causal processes, substantiated with evidence and identified research gaps</li> </ul>	<p><b>Introduction/Background:</b></p> <ul style="list-style-type: none"> <li>Research gaps are identified but link to relevant research is weak</li> <li>Demonstrates some understanding of subject matter and associated literature</li> <li>Use of theoretical frameworks for explanation of causal processes is weakly substantiated with evidence and identified research gaps</li> </ul>	<p><b>Introduction/Background:</b></p> <ul style="list-style-type: none"> <li>Research gaps are neither identified nor critiqued in a complete manner</li> <li>Demonstrates limited understanding of subject matter and associated literature</li> <li>Theoretical frameworks for explanation of causal processes are missing or unsubstantiated</li> </ul>
<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Sample, procedures, and measures are appropriate and justified</li> </ul>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Methods (or any elements thereof) are weakly justified</li> </ul>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Methods are inappropriate or unjustified</li> </ul>
<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Data analysis is accurate and complete</li> <li>Results include complete presentation of descriptive, bivariate, and multivariate analyses</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Data analysis is not fully accurate or complete</li> <li>Results are incomplete and/or missing descriptive, bivariate, and multivariate analyses</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Data analysis is inaccurate and/or incomplete</li> <li>Descriptive, bivariate, or multivariate analyses results are missing</li> </ul>
<p><b>Discussion/Conclusion:</b></p> <ul style="list-style-type: none"> <li>Provides clear explanation for strengths/limitations</li> <li>Implications of research for public health policy and practice</li> <li>Discussion includes directions for future research</li> </ul>	<p><b>Discussion/Conclusion:</b></p> <ul style="list-style-type: none"> <li>Strengths and limitations are unclear or incomplete</li> <li>Research implications are not fully developed</li> <li>Future research discussion is weak</li> </ul>	<p><b>Discussion/Conclusion:</b></p> <ul style="list-style-type: none"> <li>Strengths and limitations are unclear or incomplete</li> <li>Research implications are not fully developed</li> <li>Future research discussion is absent</li> </ul>

Conclusion	<ul style="list-style-type: none"> <li>Public health implications are presented in a meaningful manner</li> <li>Dissertation findings are summarized completely in context of selected manuscripts</li> <li>Findings are synthesized across manuscripts for purposes of research and practice implications</li> <li>General discussion includes directions for future research</li> </ul>	<ul style="list-style-type: none"> <li>Public health implications are weak</li> <li>Summary is not fully contextualized in relation to manuscripts</li> <li>Synthesis is weak</li> <li>General discussion is weak and/or does not include directions for future research</li> </ul>	<ul style="list-style-type: none"> <li>Public health implications are absent or not meaningful</li> <li>Summary is not contextualized in relation to manuscripts</li> <li>Synthesis is absent</li> <li>General discussion is very weak or absent</li> <li>General discussion for future research is absent</li> </ul>	
Written expression	<ul style="list-style-type: none"> <li>Virtually no errors in body text, citations, or references</li> <li>Uses language that skillfully and fluently communicates meaning</li> <li>Research builds and presents thorough and logical argument in a well-organized manner</li> <li>Few revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>Some errors in body text, citations, or references</li> <li>Uses language that detracts from meaning</li> <li>Research has a weak overall argument and/or organizational inconsistencies</li> <li>Some revisions are required</li> </ul>	<ul style="list-style-type: none"> <li>Multiple major errors in body text, citations, or references</li> <li>Uses language that impedes meaning</li> <li>Organization has major inconsistencies and detracts from argument</li> <li>Major revisions are required</li> </ul>	
<p align="center"><b>Add all ratings from far right column and indicate total rating in this box ➡</b></p>				



### PHS PhD Final Dissertation Defense Rubric (Oral, 3 Manuscript)

Criteria	Acceptable (3)	Acceptable with future improvement (2)	Not acceptable (1)	Rating
Delivery	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) contribute to a compelling presentation</li> <li>• Presentation is well paced</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) are partially effective</li> <li>• Presentation is slightly too long or short</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery techniques (posture, eye contact, vocal expressiveness) are ineffective</li> <li>• Presentation lacks effective time management</li> </ul>	
Content	<ul style="list-style-type: none"> <li>• Presentation is detailed and well organized</li> <li>• Slides are clear, visually pleasing, and enhance presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks some detail and some areas are not well organized</li> <li>• Slides are somewhat unclear or visually unpleasing and detract from presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation lacks detail and organization</li> <li>• Slides are incoherent or difficult to read and weaken the presentation</li> </ul>	
Questioning	<ul style="list-style-type: none"> <li>• Responses to questions are clear, thoughtful, and demonstrate thorough understanding of topic</li> <li>• Highly receptive to questions and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to questions lack some detail and require further reflection but demonstrate competence in topic</li> <li>• Somewhat receptive to questions and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to questions lack detail and demonstrate poor understanding of topic</li> <li>• Unreceptive to questions and feedback</li> </ul>	
<b>Add all ratings from far right column and indicate total rating in this box ➡</b>				

# Evaluation Sheet

Date of Final Defense: \_\_\_\_\_ Topic: \_\_\_\_\_

Total Rating (Written): \_\_\_\_\_ Total Rating (Oral): \_\_\_\_\_ Any "Not acceptable" criterion received?<sup>2</sup>  Yes  No

Final Decision:  Pass  Pass, contingent upon revisions<sup>3</sup>  Fail

## Committee Signatures:

### Committee Chair

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #2

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #3

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #4 (Graduate School Representative)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Committee Member #5 (optional)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

<sup>1</sup>Select and utilize statistical or analytic software to execute appropriate quantitative and qualitative data analysis (CEPH #12) and explain results from either qualitative or quantitative data analysis in relationship to generating new knowledge or revising existing theories (CEPH #13) are evaluated using the "Results" section of each article.

<sup>2</sup>Regardless of total score, receiving a "not acceptable" rating for any criterion of either the written or oral sections constitutes a failing grade. For the written section, typically a score of 18-13 constitutes pass, with minor revision; a score of 12-10 constitutes pass, contingent upon revision; and a score of 9-6 constitutes fail. For the oral section, typically a score of 9-7 constitutes a pass, with minor revision; a score of 6-5 constitutes pass, with room for improvement; and a score of 4-3 constitutes fail.

<sup>3</sup>If a student receives “Pass, contingent upon revisions”, the ETD form will be placed on hold with the Program Director until the Dissertation Committee approves the necessary changes. At that time, the Committee Chair will sign the ETD form and it will be submitted to the Program Director. The Program Director will then forward the ETD form to the Graduate School

## Appendix L: Independent Study Application

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

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

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

\_\_\_\_\_  
Student Name Printed and Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Supervising Faculty Member Name Printed and Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Program Director Signature/Approval

\_\_\_\_\_  
Date

## Appendix M: Proposal Defense Template

*Full template follows on next page.*



UNC CHARLOTTE  
College of Health and Human Services

Department of Public Health Sciences

*Announces a Public Proposal Defense by*

**STUDENT NAME**

Candidate for Doctor of Philosophy in Public Health Sciences

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

Day, Date, Year

Time

Department of Public Health Sciences

9201 University City Blvd.

Room Number

Committee:

Committee Member 1

Committee Member 2

Committee Member 3

Committee Member 4

Committee Member 5

## Appendix N: Final Defense Template

*Full template follows on next page.*



UNC CHARLOTTE  
College of Health and Human Services  
Department of Public Health Sciences

*Announces a Public Final Defense by*

**STUDENT NAME**

Candidate for Doctor of Philosophy in Public Health Sciences

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

Day, Date, 2017

Time

Department of Public Health Sciences

9201 University City Blvd.

Room Number

Committee:

Committee Member 1  
Committee Member 2  
Committee Member 3  
Committee Member 4  
Committee Member 5



## Appendix O: Fall Semester Graduate Assistant Evaluation Form

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

**Student Name:**

**Type of Graduate Assistantship:**

**Semester/Year:**

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

\_\_\_\_\_  
Supervisor's Printed Name

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

## Appendix P: Spring Semester Graduate Assistant Evaluation Form

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

**Student Name:**

**Type of Graduate Assistantship:**

**Semester/Year:**

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

\_\_\_\_\_  
Supervisor's Printed Name

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

## Appendix Q: Teaching Assistant Evaluation Form

*Please use the Opscan sheet to complete this ANONYMOUS survey:*

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

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

## Appendix R: Student Checklist



### PHS Checklist

#### Comprehensive Examination

[Comprehensive/Qualifying Exam form](#) (The Program Director should be the last individual to sign the form, and will forward the form to the Graduate School.)

#### Appointment of PhD Committee

[Appointment of Doctoral Committee form](#). Note: Per Graduate School and Program requirements, the Program Director must approve and sign this form. The Program Director should be the last individual to sign the form, and will forward the form to the Graduate School.

#### Dissertation Proposal Defense

Final proposal received at least two weeks prior to proposal date.

Proposal Defense Announcement Template (as found in appendix of Handbook) completed and submitted to Program Director for circulation.

[Approval of Remote Committee Participation form](#) (due two weeks prior to date of proposal defense).

Proposal Defense Rubric completed (See handbook). One rubric is completed and signed by the entire committee.

[Proposal Defense Report](#) Note: Per Graduate School and Program requirements, the Program Director must approve and sign this form. In addition, if any of the three boxes on this form are checked “yes”, then the appropriate IRB forms must be completed and approved. (The Program Director should be the last individual to sign the form, and will forward the form to the Graduate School.)

[IRB forms](#)

#### Formatting Review

Completed format review in accordance with standards found in [formatting manual](#) (usually October for Fall graduation, March for Spring graduation. Current Academic Calendar can be found [here](#)).

#### Dissertation Defense

Final Defense Announcement Template (as found in appendix of Handbook) completed and submitted to Program Director for circulation. The student also must inform the Program Director of the final

dissertation title, and the place and time of the scheduled final defense at least 3 weeks before the final defense. Student must also submit this information to the Graduate School.

Appropriate defense rubric completed for Traditional or 3 Manuscript option (see Handbook). One rubric is completed and signed by the entire committee.

[Approval of Remote Committee Participation form](#) (due two weeks prior to date of final defense).

[Final Defense Report](#) original, signed copies of report along with Dissertation Title Page due to Graduate School no later than one business day after final defense. (The Program Director should be the last individual to sign the form, and will forward the form to the Graduate School.)

## **Dissertation Submission**

Dissertation submitted to ProQuest (usually November for Fall graduation, April for Spring graduation. Current Academic Calendar can be found [here](#)).

[Submission and ETD Signature form](#) (If a student receives “Pass, contingent upon revisions”, the ETD form will be placed on hold with the Program Director until the Dissertation Committee approves the necessary changes. At that time, the Committee Chair will sign the ETD form and it will be submitted to the Program Director. The Program Director will then forward the ETD form to the Graduate School.)

[Survey of Earned Doctorates](#)

[Sequester Release Form](#) (The Graduate School requires publication of the dissertation through ProQuest, an online database of dissertations. It may be appropriate for some students to restrict access to their dissertation temporarily [such as when a patent application is pending or a student plans to publish findings from his/her dissertation]. In these cases, it may be possible to withhold public release for up to one year.)

## **Annual Evaluation**

(4/1) Completed Annual PhD Student Progress Report (as found in appendix of Handbook). Students should meet with their advisor or chair to discuss the content of this evaluation and plans for the upcoming academic year. Upon completion of this evaluation and agreement between the student and the advisor/chair regarding the content, the advisor/chair will submit the completed and signed form to the Ph.D. Program Director for final approval. Note: students must include an updated CV with this evaluation form along with highlighted relevant information that pertains to the academic year covered by this evaluation.

## **Miscellaneous**

Student meets with committee chair at least once per semester.