



UNC

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

HEALTH BEHAVIOR AND HEALTH EDUCATION

Doctoral Program Guidelines

2011-2012

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INTRODUCTION

The Department of Health Behavior and Health Education is part of the Gillings School of Global Public Health, University of North Carolina at Chapel Hill. The Department offers the Doctor of Philosophy (PhD) as well as the MSPH (Master of Science in Public Health)-to-PhD degree. The *Guidelines* describe the competencies guiding training and degree requirements for both programs. Additional resources (including archives of guidelines from previous academic years), are available on the Doctoral Program Sakai site (sakai.unc.edu), maintained by the Assistant Director of Academic Affairs. All enrolled doctoral students have access to this site.

Two other documents contain important information and regulations: (1) *The Graduate School Handbook* (<http://handbook.unc.edu/>) and (2) *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>). *The Graduate School Handbook* describes policies and procedures of The Graduate School, including academic requirements and regulations, which apply to all graduate students. Other useful information is available on The Graduate School webpage (<http://gradschool.unc.edu/>). It is the student's responsibility to be aware of and comply with all requirements in these documents.

The doctoral program is administered by the doctoral program director and guided by a doctoral advisory committee made up of department faculty members as well as the Asst. Director of Academic Affairs as an *ex officio* member. They are appointed by the chair of the Department. The director of the doctoral program is a permanent member of that committee, and serves as its chair.

In light of the dynamism of the field of health behavior and health education, the *Guidelines*, including the doctoral training competencies and degree requirements, are periodically reviewed and updated by the faculty.

COMPETENCIES GUIDING DOCTORAL TRAINING

Doctoral training in health behavior and health education prepares researchers who are able to advance our understanding of health-related behaviors and their determinants at all social levels as they contribute to critical public health problems. Students who graduate from this program are also capable of carrying out sophisticated research aimed at developing, evaluating, and disseminating interventions to ameliorate those critical public health problems. Students gain research skills that can

be applied to domestic and global health problems and that prepare them for leadership roles. Through this training, doctoral students are expected to demonstrate competency in empirical, conceptual and theoretical foundations of the field, research methods, interventions, and in professional development topics. These competencies represent minimum objectives that form the foundation of doctoral training in our program. All students have additional learning objectives and develop specialized and in-depth competencies in areas of interest.

Empirical, Conceptual, and Theoretical Foundations:

- 1) Know, critically evaluate, and assess the empirical evidence for contemporary and emerging behavioral and social science theories relevant to understanding biological, psychological, social, and environmental determinants of health and health behaviors.
- 2) Know, critically evaluate, and assess the empirical evidence for historical, contemporary, and emerging conceptual paradigms that have motivated the discipline of health behavior and health education within the field of public health.
- 3) Use empirical evidence, theories, and conceptual paradigms when developing research questions; posit research questions that address topics of significance to the public's health.

Research Methods:

- 4) Demonstrate advanced understanding of research methods relevant to health behavior and health education.
- 5) Understand a range of methods for analyzing data and their applications.
- 6) Critically analyze research from the literature in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation.
- 7) Select and apply appropriate methods for answering research questions that address topics of significance to the public's health.

Interventions:

- 8) Know and critically evaluate historical and contemporary advances in interventions, including community, work-site, school, and media trials.
- 9) Use theories, conceptual paradigms, and evidence to inform the planning, implementation, evaluation, and dissemination of interventions, including programs and policies.
- 10) Demonstrate skill in process and outcome evaluations of interventions.

Professional Development:

- 11) Develop information competencies, including knowledge about information resources, skills to conduct a search strategy, and ability to create and maintain a bibliographic database.
- 12) Demonstrate the ability to review and synthesize a body of research literature.
- 13) Develop competencies related to research funding information, including knowledge of, and ability to use, online funding resources and databases.
- 14) Demonstrate the ability to develop a fundable research proposal.
- 14) Communicate research findings and conclusions in a clear and concise manner and at the appropriate level for the intended audience.
- 15) Demonstrate the ability to write manuscripts of publishable quality for peer-reviewed scientific journals.
- 16) Demonstrate the ability to explain complex concepts in public health and health behavior and health education.
- 17) Uphold the highest ethical standards in planning, conducting, and analyzing research involving human subjects.

PROTECTION OF HUMAN SUBJECTS

Training in ethical issues related to research involving human subjects is required of all students who are engaged in the planning, conduct or analysis of research at UNC that involves human subjects. In the first Fall semester, doctoral students must complete a web-based training program, the Collaborative IRB Training Initiative (CITI), and must be registered in the UNC Ethics Training Database. Information about the CITI on-line course and registration in the database may be found at UNC's Office of Human Research Ethics (OHRE) webpage (<http://ohre.unc.edu/educ.php>).

All research involving human subjects must be approved by the Public Health-Nursing Institutional Review Board (IRB) for the Protection of Human Subjects. Doctoral students must have separate IRB approval for the doctoral dissertation, regardless of whether the data are from a study that has current IRB approval and regardless of whether the student is employed by the study.

THE HONOR CODE

Doctoral students are subject to the regulations of the Honor Code and are expected to study and understand the code. The complete Honor Code can be found in *The Graduate School Handbook*.

RESIDENCY AND ENROLLMENT REQUIREMENTS

PhD students must register full-time in the Department (nine or more credit hours per semester) for the Fall and Spring semesters during the first two years. MSPH-to-PhD students must register full-time for Fall and Spring semesters during the first three years.

Full-time enrollment exceptions in the second (or third for MSPH-to-PhD students) year may be made under special circumstances, subject to approval of the department chair and director of the doctoral program. See *Residence Credit* in *The Graduate School Handbook* (<http://handbook.unc.edu/residencecredit.html>) for minimum residence requirements. The Department strongly recommends that students continue to maintain residency at least until the oral qualifying examination is passed and the dissertation is underway.

Continuous Enrollment

In keeping with policies of the Graduate School and University, students are required to enroll during any semester in which they complete their practica, have their formal first year review, take the written comprehensive examination, take the oral qualifying examination, or defend the dissertation. Students must also be enrolled during any semester when doing dissertation research, writing, or making use of faculty, departmental, or university resources. Finally, students are expected to register for Summer semester each year, given that they continue to use faculty and University resources in summer as they complete degree requirements listed above.

Leave of Absence

Students in good academic standing may request a leave of absence from the Department for a defined period of time (up to one year), during which no academic progress is made. After consultation and approval from the academic advisor and doctoral program director, students should complete a Request of Leave of Absence form, which can be downloaded from the Graduate School website (<http://gradschool.unc.edu/>). Students should give the completed form to the departmental student services manager, who files the application with the Graduate School.

Parental Leave

UNC's Graduate Student Parental Leave Policy is designed to assist a full-time graduate student who is the primary child-care provider, immediately following the birth or adoption of a child. The full policy may be found at http://handbook.unc.edu/pdf/parental_leave.pdf. Briefly, the policy stipulates that a student may be eligible for up to six weeks of leave from his or her graduate program. During the period of leave, the student continues to be enrolled. Students employed through a state-funded TA position may receive their full level of stipend support and health benefits. In many cases, RA positions may also be eligible for stipend support and health benefits during the leave, although this benefit is not a given. In addition, the student may receive a one-academic semester extension for all academic responsibilities.

Students are responsible for familiarizing themselves with the parental leave policy and meeting with the advisor, employer(s) and each instructor to develop plans for completing academic work and for finding a qualified substitute for paid work.

Leaving the Program before Finishing the Degree

Occasionally, a doctoral student may find that the PhD Program in Health Behavior and Health Education is not a good fit with his or her interests and long-term career goals. In those cases, students are encouraged to speak with their advisors and the director of the doctoral program. These individuals may be able to point the student towards courses and resources that better support the student, or help with applications to other programs or career opportunities.

In some cases, students leaving the program before completing the PhD may be eligible to earn a Master of Science in Public Health (MSPH). To be eligible, students need to complete the following requirements: all doctoral required core courses; a total of 40 credit hours with at least P grades; the primary practicum (HBHE 842); and a publishable manuscript, as assessed by a three-member faculty committee. Students who wish to be considered for this option should consult with their advisors and the doctoral program chair. Students who matriculated into the MSPH-to-PhD track should consult the guidelines on pages 17-18 to determine requirements for earning the MSPH as a terminal degree.

PARTICIPATION IN DEPARTMENT LIFE

In addition to fulfilling requirements for the degree, doctoral students are

strongly encouraged to perceive themselves as members of the Department and, as such, to participate regularly in other aspects of department life. This participation could include: attending lectures sponsored by the Department and School; attending dissertation defenses; serving on the orientation committee and/or Applicant Information Day panels and participating in these events, as needed; helping to plan doctoral program events; meeting with faculty candidates; serving as a student representative (if invited) for departmental faculty meetings, faculty searches, or other *ad hoc* assignments; and/or serving in a leadership role in one of the many student organizations in the School and on campus.

Students are also encouraged to provide specific feedback and support for the doctoral program itself through open meetings facilitated periodically by the director of the doctoral program as well as by electing a representative to participate in department faculty meetings.

ACADEMIC ADVISING AND PROGRESS REPORTING

The Academic Advisor

Students are assigned a faculty academic advisor upon entering the doctoral program. The Department considers student preference, match of faculty and student research interests, and faculty preference and availability in assigning advisors. The academic advisor is responsible for approving activities that satisfy course requirements.

If appropriate, either the student or advisor may decide later that another faculty member is more suitable as academic advisor for that student. These types of changes occur routinely, pending the approval of the doctoral program director, with the only potential barriers being the availability of a departmental faculty member qualified and willing to serve as advisor. The academic advisor will typically serve as the chair of the student's dissertation committee but that is not automatic (see Doctoral Dissertation).

Doctoral students are expected to work independently to make appropriate progress in the program, even as they also work closely with the advisor and other faculty. The advisor helps the student identify courses and practica and assists with any problems affecting the student's relationships with faculty, colleagues, or the Department at large. Students are responsible for seeking meetings as needed with their advisors. As a rule, students should proactively schedule at least one face-to-face meeting with the advisor or dissertation chair each semester, no

matter where they are in the doctoral program. We also encourage students to get to know and work with a range of faculty during their first two years of training.

First Year Progress Review and Academic Committee

At the end of their first year in the program, the PhD student and academic advisor form an academic committee to assist both the student and advisor in formally reviewing the student's progress in the doctoral program.^a The academic committee has three members: the student's academic advisor and two other faculty members approved by the faculty advisor, at least one of whom is a member of the doctoral advisory committee. As appropriate, or at the request of the student and/or academic advisor, the doctoral program director may constitute a fourth member of the committee.

At least one week before the formal progress review, the student must give committee members a printed **summary report** including:

- (1) educational and professional objectives,
- (2) completed and proposed coursework, with grades for completed coursework,
- (3) practicum descriptions and contracts (if available),
- (4) a description of other involvements and responsibilities (e.g., research assistantships, fellowships),
- (5) a list of questions for the committee, and
- (6) a current curriculum vitae.

Within a week after the review, the student must prepare a brief summary statement of the committee's evaluation and recommendations and submit it to the advisor, each committee member, the director of the doctoral program, the student services manager, and the assistant director for academic affairs for inclusion in the student's permanent file. **See Appendix 1 for complete guidance on first year progress review meetings.**

If the faculty advisor deems it appropriate, the academic committee may be activated for additional meetings before or after the first year progress review.

^a This meeting takes place in second year for students enrolled in the MSPH-to-PhD Program.

Written Progress Reports

At the end of the fifth semester^b and every semester thereafter until graduation, the student must provide a written progress report via email to the academic advisor (or dissertation chair, if one has been selected), the doctoral program director, the asst. director of academic affairs, and the student services manager for inclusion in the student's permanent file. The report should be submitted no later than the beginning of exam week for the Fall and Spring semesters and should be no longer than two pages.

For students who have not yet passed the oral qualifying exam (i.e., defended the dissertation proposal), the report should identify:

- (1) the dissertation topic or progress toward identifying a topic;
- (2) the research questions or progress toward formulating research questions;
- (3) the likely chair or possible candidates and faculty with whom students have met to discuss their dissertation topics and/or their research question(s);
- (4) specific plans over the next 4 to 6 months to move closer to being ready for the oral qualifying exam;
- (5) barriers to progress; and
- (6) how the Department can help the student achieve the goal of progressing to, and ultimately passing, the oral qualifying exam.

For students who have passed their oral qualifying exam, the report should include the following information:

- (1) date of the oral qualifying exam;
- (2) names and department affiliations of dissertation committee members;
- (3) subject area or working title of the dissertation; and
- (4) report of progress since the oral qualifying exam (or since the last end-of-semester progress report, whichever is more recent), including what stage(s) of the dissertation process the student is in (e.g., data collection, analysis, writing up results);
- (5) a self-assessment of the degree to which the student achieved the goals spelled out in the previous written dissertation plan;
- (6) specific, achievable plans for what progress will be completed over the next semester;
- (7) expected date (month and year) of the dissertation defense; and
- (8) any problems, special circumstances, successes (e.g., wrote and obtained a grant) since the last report.

^b seventh semester for students enrolled in the MSPH-to-PhD Program.

Progress reports provide a basis for the written dissertation plan students are expected to prepare each semester in which they are enrolled for dissertation credits (see Doctoral Dissertation). Dissertation plans and progress reports should be submitted after a “check in” with the student’s advisor or dissertation director.

As noted earlier, doctoral candidates should schedule at least one meeting with their advisors each semester. Advisors are also encouraged to call an interim meeting if they determine that an advanced doctoral candidate would benefit.

Progress Meetings

Beginning at the eighth semester,^c students who have not successfully passed the oral qualifying exam must schedule an annual progress review meeting with a committee made up of at least three departmental faculty members including: (1) the director of the doctoral program, who chairs the committee; (2) the academic advisor (or dissertation chair if already selected); and (3) one or two other departmental faculty members, approved by the director of the doctoral program. While welcomed as members of dissertation committees, faculty members from outside departments are not appropriate as members of the progress meeting committee.

At the beginning of the semester, students who require a progress meeting should notify the doctoral program director by email of their intention to schedule a meeting and may nominate faculty members other than the advisor to serve on the committee. The doctoral program director can approve the nominations or name other faculty members to the committee. Once committee membership is established, the student is responsible for contacting committee members to schedule the meeting and for reserving a meeting location. Students should submit copies of the written progress report to all committee members one week prior to the meeting.

Students who require a progress meeting but who have formally scheduled the oral qualifying exam may request a waiver of the progress meeting by emailing the doctoral program director.

The progress committee provides guidance to the academic advisor/dissertation committee chair on whether the student is making adequate progress toward completion of the doctoral degree. If warranted, the

progress committee may recommend more frequent meetings with the student than annually. Also, if there are committee concerns about student progress, the committee may establish written expectations and a timetable for benchmarks that the student must meet for successful completion of the degree. The academic advisor/dissertation chair will use these expectations in grading student progress on the dissertation (see Doctoral Dissertation).

Departmental File

The department’s student services manager maintains a permanent file for each student. Copies of progress meeting materials, progress reports, practicum statements, and all other paper work related to the student’s academic career are stored in the file. It is the student’s responsibility to provide copies of these documents to the student services manager.

DOCTORAL TRAINING SEQUENCE

PhD students must meet all requirements within eight years from the date of first registration in the doctoral program. **Table 1** (page 7) shows the general timetable of steps in the doctoral program. A semester number followed by “+” indicates the earliest semester that the event typically happens. Note, see page 17 for the MSPH-to-PhD training sequence.

^c Tenth semester for MSPH-to-PhD students.

Table 1. Doctoral Training Sequence and Timetable

Academic Event	Semester after Entry
First year progress review	2
Completion of minimum graduate-level course requirements ¹	4
Completion of biostatistics and epidemiology public health core course requirements ²	4
Completion of primary practicum requirements	4
Completion of secondary practicum requirements ³	4+
Completion of environmental science and health policy public health core course requirements ^{2,3}	4+
Written comprehensive examination	4 (Summer 2)
Selection of doctoral dissertation committee	5+
Written progress reports ⁴	5+
Oral qualifying examination ⁵	5+
Admission to doctoral candidacy	5+
Submission of dissertation	6+
Oral defense of dissertation	6+
Award of doctoral degree	6+

¹9 of the required 46 graduate-level credits, not including specific required courses, may be completed after the written comprehensive exam.

²Applies only to students without a prior MPH or equivalent degree from an accredited school of public health.

³Must be completed before the oral qualifying exam.

⁴Required at the end of Semester 5 and every subsequent semester until graduation.

⁵At the beginning of the 8th semester, students who have not passed the oral qualifying exam must schedule a progress meeting. The progress meeting is scheduled annually thereafter until the oral qualifying examination is passed.

COURSE REQUIREMENTS

When taking electives in other SPH or university departments, students must enroll in courses higher than the 600-level to have those credits count towards the minimum number of credit hour hours required for graduation.

Credits earned from undergraduate-level foreign language courses (i.e., courses numbered below 400) cannot be counted toward a graduate degree. Students may, however, take these courses as additional credits.

Credit for Previous Coursework

Policies. Doctoral students are permitted to transfer in up to six of the 46 credit hours required for the degree. Such work must represent courses relevant to the field of health behavior and health education and the student's program of study, with course content and level of instruction resulting in student competencies at least the equivalent to those of currently enrolled doctoral students (i.e., 700- or 800-level courses in our department). Courses for which credits are given must be equivalent to those offered by the Department, and a grade of P (or B) or higher must have been received from an accredited graduate institution. Thesis and dissertation credits do not apply toward the 46 credits. Courses most frequently approved for credit transfer are the equivalents of BIOS 545, BIOS 665, and advanced theoretical foundations and methods electives.

Credit reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

HBHE 760, 761, 811, 815, 816, and 860 cannot be exempted, and prior credits earned in courses or seminars similar to these courses cannot be applied toward the 46 credits.

Processes. Credit transfer requests are typically submitted to the Student Services Office in the student's second semester. The student services manager screens students' applications, which must include a published course description, a course syllabus, official transcripts noting earned credit for the course, and a completed Transfer Credit Recommendation Form (<http://gradschool.unc.edu/forms/>).

Once the credit transfer application has been screened by the student services manager, the student may submit the request to the first year Progress Review Committee, which then makes a recommendation for approval or not. The doctoral program director has final department-level approval. The request is then reviewed by the Graduate School, which makes a final decision on the matter.

Table 2. Minimum Course Requirements (46 Credits)^{1,2}

Area	# of Credits
<i>Empirical, Conceptual, and Theoretical Foundations</i>	9
HBHE 815: Empirical, Conceptual and Theoretical Foundations of Public Health and Health Education I*	3
HBHE 816: Empirical, Conceptual and Theoretical Foundations of Public Health and Health Education II* ³	3
One advanced course* ⁴	3
<i>Research Methods</i>	18
HBHE 760: Advanced Research Methods I*	3
HBHE 761: Advanced Research Methods II*	3
HBHE 860: Research Grant Proposal Development*	3
BIOS 545 or other approved course in linear regression* ⁵	3
BIOS 665 or other approved course in categorical data analysis* ⁶	3
One advanced course ^{*,4,7}	3
<i>Interventions</i>	6
HBHE 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions I*	3
One advanced course* ⁴	3
<i>Professional Development</i>	1
HBHE 812, Professional Development ⁹	1
<i>Electives^{4,8}</i>	12

*Required before the written comprehensive exam.

¹Students should consult *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>) for course descriptions; students can consult the UNC-CH on-line *Directory of Courses* for up-to-date information on course offerings (<http://www.ais.unc.edu/sis/clsched/csbhome.html>).

²Because departmental resources are required throughout the student's program (e.g. the use of state vehicles, departmental telephones, printers and copiers), students must register for HBHE 840 (in the Fall semester) and HBHE 841 (in the

Spring semester) during the first academic year and pay departmental fees of \$125 for each course. 1 credit (not counted in 46 total) is attached to HBHE 840 or HBHE 841.

³Students must have passed an introductory course in health behavior theory such as HBHE 730 in order to take HBHE 816. Students who have not yet done so may either enroll in, or audit, HBHE 730 in the fall of their first semester.

⁴Graduate level courses offered in HBHE or other departments.

⁵PSYC 831, HPM 882, SOCI 709, EDUC 784, or as approved by the doctoral program director.

⁶PSYC 853, HPM 881, SOCI 711, or as approved by the doctoral program director.

⁷Students are encouraged to take a structural equation modeling, longitudinal/multilevel data analysis, or advanced qualitative data analysis class.

⁸Students are encouraged to choose electives in HBHE and other departments, take additional advanced methods courses, and select courses that reflect their substantive interests.

⁹This course involves readings and discussions, but does not meet every week, and has a minimal number of assignments, making it comparable to a 1-credit course. However, because of University technicalities associated with reserving a weekly 2.5 hour block of time, students will be enrolled for 3 credits.

Minor Degree

Students may elect to complete a formal minor in another department. A minor consists of at least 15 credits hours in the minor department and any other requirements specified by the minor department. To count toward the minor, all credits must be for courses listed (or cross-listed) in other departments. Minor credits may count for both the minor degree and departmental course requirements. Additional minor credits do not have to be completed during the first two years. The minor must be approved in advance by the student's advisor and the director of the doctoral program and the director of graduate study in the minor department.

At a Glance: PhD Course Sequence (Years 1 and 2)

Year 1		
Fall 2011	Spring 2012	Summer 2012
HBHE 760: Advanced Research Methods I (3)	HBHE 761: Advanced Research Methods II (3)	HBHE 892-045 (1)
HBHE 812: Professional Development (1)	HBHE 816: Foundations of PH and HE II (3)	
HBHE 815: Foundations of Public Health and Health Education (3)	HBHE 841: Advanced Field Training (1)	
HBHE 840: Advanced Field Training (1)	BIOS 545 or other approved course in linear regression (3)	
[SPH core requirement (3)*] Elective(s)	[SPH core requirement (3)*] Elective(s)	
Year 2		
Fall 2012	Spring 2013	Summer 2013
HBHE 811: Development & Evaluation of HPDP Interventions I (3)	HBHE 860: Research Proposal Development (3)	HBHE 891-045: Comprehensive Exam (1)
BIOS 665 or other approved course in categorical data analysis (3)	[SPH core requirement (3)*] Elective(s)	
HBHE 842: Primary Practicum (2-4)+ [SPH core requirement (3)*] Elective(s)		

Public Health Core Courses		
Core Areas	Basic course requirements	Approved Alternative(s)
Biostatistics	HBHE 699-048	BIOS (any 3 or 4 credit BIOS course above 540)
Environmental Health	ENVR 600	ENVR 430
Epidemiology	EPID 600	EPID 710, 711
Health Policy & Administration	HPM 600	HPM 660 or 564 MHCH 701 and 702 (both)
Social and Behavioral Science	Waived for HBHE students	

Students from Other Departments Pursuing Minors in HBHE

Students enrolled in other departments who wish to earn a minor in Health Behavior and Health Education must have a HBHE faculty member as a minor advisor and must complete HBHE 730 (or an equivalent course), HBHE 815, HBHE 816, and HBHE 811. They must also earn a minimum of 15 credits total in the Department. In lieu of asking students from other departments to take a comprehensive exam, the Department requires that they earn at least a P in all courses in the minor.

Professional Development

Professional development is continuous over the course of doctoral training and occurs both informally and formally. Periodic training sessions, workshops, and other requirements help enhance engagement with the Department and field of health behavior and health education and increase professional development in the areas of the responsible conduct of research, information literacy, and research funding strategies.

Students must register for HBHE 812 in the first Fall semester. Note, this is a one-credit course. The course does not meet every week; however, there is a 2.5 hour timeslot reserved for this course once a week to accommodate substantive guest lectures and discussions.

Manuscript Preparation

The ability to publish research findings in peer-reviewed scientific journals is fundamental to a research career. Although not a formal course requirement, students are encouraged to seek out opportunities, prior to the dissertation project, as both a contributing co-author and as a lead author in writing data-based manuscripts that use either quantitative or qualitative methods. Students may complete manuscripts as part of a research practicum, as part of a research assistantship, in collaboration with a faculty mentor, or through some other circumstances. Students are encouraged to discuss their research interests with faculty to learn of opportunities for collaboration on manuscripts. Note: MSPH-to-PhD students are required to complete a publishable manuscript to earn the MSPH. Details for this requirement can be found on pages 17-18.

PRACTICA

Introduction

A fundamental assumption of the practicum requirements is that, with proper mentorship, practical experience can enhance knowledge and skills. Students complete a primary practicum in research and a secondary

practicum in teaching, research, or some other experience that enhances professional skills (e.g., an internship in a congressional office, government agency, or non-profit organization). More time is devoted to the primary practicum (480 hours) than to the secondary practicum (240 hours). Practica are often, but are not required to be, paid learning experiences.

Each practicum is individually designed by and for the student. A practicum can occur within the Department or elsewhere. The mentor is usually a Department or adjunct faculty member, but that is not required. Regardless of where the practicum takes place and the affiliation of the mentor, the student's faculty advisor is responsible for assuring that the student has a worthwhile and appropriately mentored practicum. Examples of past practicum contracts are available on the HBHE PhD Program Sakai site (sakai.unc.edu).

Primary Practicum

The primary practicum is designed to enhance knowledge and skills in research through work on one or more research projects. The practicum may involve: designing and implementing a research project, including developing and evaluating a health promotion and disease prevention intervention; carrying out data analyses; writing manuscripts; assuming responsibility for part of a project; or a combination of these activities.

Students must register for HBHE 842 for a total of 4 credits for the primary practicum; the credits may be split over the semesters (Fall, Spring and/or Summer) in which the practicum takes place. Practicum credits do not apply to the 46 required course credits.

Students must devote the equivalent of 15 hours per week for two regular semesters (32 weeks) for a total of 480 hours. The primary practicum can be completed in one or two years and work can occur in the summer. Students may distribute the 480 hours across more than one project to optimally match their practicum learning objectives.

Students must complete the primary practicum prior to taking the written comprehensive exam.

Secondary Practicum

The secondary practicum is designed to enhance knowledge and skills in teaching, research, or another area relevant to professional goals. A secondary practicum in research must involve work on one or more different projects than in the primary practicum, and must emphasize different skills.

Students must devote the equivalent of 15 hours per week for one regular semester (16 weeks) for a total of 240 hours. The practicum may be completed in one or more semesters, and work can occur in the summer.

Students must register for HBHE 843 for a total of 2 credits for the secondary practicum; practicum credits do not apply to the 46 required course credits. Students must complete the secondary practicum prior to taking the oral qualifying exam.

To fulfill the secondary practicum in teaching, the student must be involved in teaching a 2- or 3-credit undergraduate, master's or doctoral level course. Students are strongly encouraged to serve as teaching assistants for HBHE 600: Social and Behavioral Sciences in Public Health (residential or distance-learning), the SPH core course required of non-majors. Minimum responsibilities are described below. The student must be mentored by a faculty member and devote a total of 160 hours to teaching responsibilities (i.e., approximately 10 hours a week over a 16-week period). In addition, students must complete two or more workshops offered by UNC-CH's Center for Faculty Excellence and designed to prepare graduate students for instructional responsibilities in their future careers (e.g., "Leading Discussion and Lab Sections"; and "Using the Case Study Methodology"). Completion of the workshops satisfies the remaining required hours.

During or at the conclusion of the practicum experience, each student should begin to articulate a teaching philosophy as a precursor to developing a teaching portfolio.

Minimum Student Responsibilities (at least two)

- Developing or significantly modifying a course syllabus as part of course planning
- Developing and implementing the equivalent of three hours of class instructional sessions (e.g., lectures, case studies, distance learning activities)
- Grading student assignments that require detailed, qualitative, evaluative feedback; i.e., merely grading multiple choice answers does not meet this requirement
- Facilitating discussion groups

Faculty and Student Roles

Consideration of practica begins at the time of matriculation. The student and faculty academic advisor together are responsible for identifying

prospective practicum assignments and mentors.

Practica must be approved by the student's academic committee. Approval usually occurs at the formal progress review meeting at the end of the first year of study. Minor changes in originally-approved practica must be approved by the advisor; major changes must be approved by the academic committee.

Faculty mentorship is at the core of all practica. The faculty mentor is expected to provide opportunities that will allow the student to fulfill his or her practicum requirements and to provide feedback to the student on his or her performance of major responsibilities.

The faculty advisor has an integral role and the final responsibility for assuring that the student has the opportunity for a worthwhile practicum, even when the advisor is not the mentor for the practicum.

Written Documentation of Practicum Experiences

Before a practicum begins, the student prepares a written statement that specifies learning objectives, lists the skills to be enhanced, and describes activities that will contribute to the objectives. The statement is signed by the student, the faculty advisor, and the mentor (if different from the advisor) and placed in the student's departmental file. At the completion of a practicum, the student sends an email statement to the faculty advisor, the mentor, the doctoral program director, and the student services manager for inclusion in the student's permanent file.

Waiving Practica

Because practica have such significant potential for being valuable learning experiences, and knowledge and skills in research, teaching, and other professional skills can always be enhanced, extremely compelling reasons are necessary for a practicum requirement to be waived. Extensive prior experience is a necessary but not sufficient condition for a waiver. Waiver of a practicum requirement requires the unanimous approval of the student's academic committee and the written approval of the director of the doctoral program.

THE WRITTEN COMPREHENSIVE EXAMINATION

The written comprehensive examination tests competency in: (a) empirical, conceptual, and theoretical foundations of health behavior and health education, (b) research methods (including content covered in the required courses in linear regression and categorical data analysis), and (c)

development and evaluation of interventions. The exam is designed for students to demonstrate critical thinking, ability to integrate knowledge and understanding across competency areas, and readiness to undertake the dissertation. The format of the exam is determined on a periodic basis.

Note, the student *must* be registered with the Graduate School for the semester in which the comprehensive examination is given. For students enrolled in the PhD Program, the examination is normally administered during Summer semester (in late May), immediately following the end of the student's fourth semester. To be eligible for the exam, PhD students must have completed at least 37 of the 46 required course credits, including the primary practicum and all courses required before the comprehensive exam (see Table 2).

For MSPH-to-PhD students, the examination is normally administered in the semester (in late May), immediately following the student's sixth semester. To be eligible for the exam, students must have completed at least 48 of the 57 required course credits, including the primary practicum and all courses required before the doctoral comprehensive exam (see Table 4).

The written comprehensive examination is administered by the director of the doctoral program and graded by the doctoral advisory committee. The committee may invite others, including persons other than departmental faculty members, to contribute to preparing and grading examination questions.

The committee decides whether a student passes or fails the examination. A student who fails any part of the exam must retake the entire exam. The student, academic advisor, and one or two members of the comprehensive exam committee will meet to discuss any coursework or other assignments recommended by the committee for remediation. Except under unusual circumstances, students who fail the exam will retake the exam in May of the following year.

A student who fails the second examination becomes academically ineligible to continue in the program unless taking a third examination is approved by the Department and the Administrative Board of the Graduate School.

Unless authorized in writing by the doctoral program director, all exam questions as well as students' answers are available only to the students who wrote them, members of the doctoral examination committee, the student's advisor, and specially-assigned graders of the examination.

DOCTORAL DISSERTATION

Overview

The major purposes of the dissertation are to provide the student with an educational experience that results both in: (1) a significant contribution to the field of health behavior and health education and (2) knowledge and skills to make continuing, important contributions to the field.

Each doctoral student is required to propose, write and defend a dissertation based on original research of a high scholarly standard that makes a significant contribution to knowledge in the field.

More specifically, the dissertation is a study or analysis of a contemporary public health problem or issue relevant to health behavior and health education that is addressed using social or behavioral science theory. It may use either quantitative or qualitative methods or both. A reanalysis of existing data sets, whether collected by others or by the student for another purpose, is allowed when the student generates and tests original hypotheses. Students should develop their dissertation ideas with consideration of the research opportunities available to them. That should help ensure that students' plans are feasible and have scholarly value.

Standards for an adequate doctoral dissertation are expressed by expectations for a high level of achievement in the following areas:

1. The dissertation topic must have demonstrated relevance to health behavior and significance to public health.
2. The dissertation must be guided or informed by social or behavioral science theory or conceptual paradigm(s).
3. It must demonstrate originality through innovation in theory, methods or substantive content, or by creative application of existing theory or methods to a problem.
4. It must be based in scientific standards; i.e., methods used need to be appropriate to the research questions asked or hypotheses proposed, and the dissertation itself should demonstrate mastery of the research methods used.
5. It must make a scholarly contribution to the literature.
6. It must be of publishable quality.

The Dissertation Chair

When a student's ideas about a dissertation topic and general research approach have taken form, the student identifies a member of the departmental faculty who agrees to serve as the chair of the dissertation committee. The dissertation chair is often the same person as the

academic advisor, but is not required to be. Once identified, the prospective dissertation chair must be approved by the Graduate School.

Dissertation Credits and Grading

Students must register for 3 dissertation credits (HBHE 994, dissertation chair or, if not yet selected, academic advisor's section number) in any semester in which they are working on the dissertation. HBHE 994 is graded with the graduate permanent grades of P (pass), L (low pass), and F (fail). Regular communication between the student and dissertation chair is essential to fair grading and the successful completion of the dissertation. Students are expected to confer with the chair at the start of each semester to establish an achievable written dissertation plan for the semester. The progress reports prepared by students beginning in the 5th semester (7th semester for MSPH-to-PhD students) will often be the basis for the written plan. The chair will grade the student's work based on the extent to which the student has been able to follow through with that plan. It is the student's responsibility to keep the chair informed about progress on the plan and any barriers to it. As appropriate, the chair and student may revise the plan.

The Dissertation Committee

The dissertation committee consists of no fewer than five faculty members. A majority of the committee members, as well as a majority of the people passing the student on the oral qualifying exam or approving the doctoral dissertation, must be regular members of the UNC-CH Graduate Faculty from the Department. Adjunct or non-permanent members of the graduate faculty can be given temporary graduate faculty status. No later than eight weeks prior to the oral qualifying exam, the student must submit to the departmental student services manager a list of the committee members. Committee members who are not members of the UNC-CH faculty must provide an updated résumé to the committee chair.

Committee members are responsible for examining the dissertation proposal and dissertation and participating in the oral qualifying exam and defense of the dissertation.

The Oral Qualifying Examination

Within a year of passing the written comprehensive examination, students are expected to submit to the dissertation advisor a formal dissertation proposal for tentative approval. Proposals must consist of chapters that

feature: an indication of the significance of the proposed research, a literature review, a conceptual or theoretical model, research questions, hypotheses (if appropriate to the methods), and a detailed overview of proposed methods. The literature review should be a focused, critical synthesis of the literature that provides the rationale for the proposed research. Students are expected to have, or demonstrate how they will acquire, training through coursework in the proposed methods.

Copies of the final proposal tentatively approved by the dissertation advisor must be given to the committee members at least three weeks before the oral qualifying examination to allow time for review and feedback.

The student then participates in a two hour oral examination. The examination focuses primarily on the dissertation proposal, but questions may deal with any subject in which the student is expected to be competent. At the beginning of the orals, students are expected to present a Powerpoint overview of their proposed research to committee members. Students must notify the student services manager at least one month prior to the meeting date to be sure that proper forms have been completed.

At the end of the oral qualifying examination, the committee may be satisfied with the proposal and the student's responses to questions, meaning that the student has passed the oral qualifying examination, thereby receiving approval for the dissertation project. The student may also receive a "conditional pass," in which case the student may proceed with the project contingent on the minor revisions recommended and approved by the committee.

If major revisions or a new proposal is recommended, the student must schedule a second oral qualifying examination. If the student does not receive approval for the dissertation project at this point, the oral qualifying exam will be recorded as a failure with the Graduate School. A student who fails the oral qualifying exam two times becomes academically ineligible to continue in the program unless the Department and the Administrative Board of the Graduate School approves a third examination. The committee approves the dissertation format (see below) at the oral qualifying exam.

Admission to Candidacy

Students may apply for admission to candidacy once they have passed both the doctoral written comprehensive and oral qualifying exam, have

submitted an acceptable dissertation proposal, and completed the primary and secondary practica and all required course work. The application for admission to candidacy is completed online (<http://gradschool.unc.edu/>).

Dissertation Format

Dissertations can follow the traditional monograph format or a manuscript format. Regardless of the dissertation format, the research reported should be of publishable quality, as assessed and agreed on by all members of the committee. Moreover, the student's work is not simply evaluated on the quality of the publishable papers but on the dissertation project as a whole.

For examples of dissertations in either format, see dissertations on file in the Department.

Monograph format: The overall structure of a dissertation that follows a monograph structure is as follows:

- a) One or more introductory chapters that include an overview of the significance of the research, a literature review, a conceptual or theoretical model, research questions and, as appropriate to the methods, hypotheses;
- b) a methods chapter;
- c) a results chapter;
- d) a synthesis/discussion chapter that integrates all research, discusses strengths and weaknesses, and suggests future directions; and
- e) appendices that may include questionnaires, details on data collection, or other such documents.

Manuscript format: The manuscript format requires two or three journal-length manuscripts that could be altered slightly for submission to refereed journals. These manuscripts should be accompanied by additional sections and/or appendices that provide detail normally excluded from articles, with an overall structure as follows:

- a) One or more introductory chapters with an overview of the significance of research, a more detailed literature review than appears in a published article (as appropriate depending on the extent of the literature reviewed in the manuscripts), a conceptual or theoretical model, research questions and, as appropriate to the methods, hypotheses;
- b) chapters presenting each of the publishable articles;

- c) a synthesis/discussion chapter that integrates all research, discusses strengths and weaknesses, and suggests future directions; and
- d) appendices that may include questionnaires, details on data collection, or other such documents.

The publishable papers stand in place of the traditional methods and results chapters featured in the monograph. Students may wish to include a methods chapter in the dissertation as well, if this adds significantly to the overall coherence of the dissertation.

In general, the literature review will not be considered eligible for one of the publishable papers.

Contingencies: Occasionally, students who propose completing two (or three) papers as part of their dissertations find that their results are better suited to a monograph format, particularly in instances where there are null findings. Students must seek approval from the dissertation advisor and the entire committee before modifying their dissertation plans from the paper to the monograph format. In either case, students who have null findings are expected to write up their results, given that they have proposed (and should only have received approval for) important, theoretically and empirically justified research questions. In this context, null findings should be of interest.

Students who conduct primary data collection occasionally encounter unforeseen problems such as smaller-than-expected sample sizes or unusable measures. If the proposed research cannot be completed as planned and is not likely to meet the standard of publishable quality, students must seek approval from the dissertation chair and the entire committee for modifying their dissertation plans and occasionally for re-proposing the dissertation. In some cases, particularly when conducting research on less commonly studied populations or settings, the problems encountered may be instructive and appropriate for publication. Regardless, students are always expected to take a scholarly approach to the methodological process.

Similarly, students who conduct secondary analysis of already collected data may encounter unforeseen problems that also require modifying or re-proposing the dissertation. In all cases, students are required to seek approval from the dissertation chair and the entire committee for changes to the approved dissertation proposal.

Final Formatting Issues: The final format of the dissertation is determined by the student's doctoral dissertation committee at the oral qualifying exam but must be in compliance with the Graduate School's regulations about dissertation format and content as outlined in the *Graduate School Thesis and Dissertation Guide* (see <http://gradschool.unc.edu/etdguide/>). These regulations specify that there be: (1) one integrating TITLE PAGE for the entire collection of manuscripts included in the dissertation, with individual manuscripts presented as chapters; (2) a single ABSTRACT synthesizing the substance of all the articles presented; (3) a single, overall TABLE OF CONTENTS that can contain manuscript titles as chapter titles; and (4) either reference sections at the end of each manuscript that are clearly identified in the Table of Contents, or one single set of references for all of the manuscripts. Finally, the manuscript must maintain a consistent and progressive pagination and typeface and font size throughout.

The Graduate School requires that dissertations be submitted electronically. Directions for doing so can be found in the *Graduate School Thesis and Dissertation Guide*, mentioned above. In addition to the electronic submission, students are required to arrange for the production of at least two hard-bound copies of the dissertation, one for the dissertation director, and one to be housed within the Department. As a courtesy, students should also offer to print a copy of the dissertation for committee members.

Publication and Authorship. Students who wish to submit manuscripts that count as part of their dissertations to peer-reviewed journals prior to the dissertation defense may do so only with the approval of the dissertation chair and review and consultation with all committee members. The student and chair must plan a time-table that allows adequate time for committee member review of the manuscripts.

The discipline of public health is collaborative in nature, with authorship on publications often reflecting this collaborative approach. Given this convention, the dissertation chair is usually a co-author on publications proceeding from the dissertation. Other committee members may be named as co-authors, as appropriate, depending on their contributions.

Students are encouraged to consult with their dissertation chairs on authorship guidelines. Likewise, dissertation chairs are encouraged to take the lead on helping the student negotiate authorship roles with other committee members, as appropriate. Students and dissertation chairs may

wish to consult authorship guidelines articulated in the journals to which students intend to submit their papers. The timing of discussions about authorship with committee members may occur as early as the oral qualifying exam, with the understanding that co-authorship will need to be revisited later because of the evolving nature of the dissertation process and of committee members' contributions. In other cases, the advisor and chair may prefer to discuss authorship roles at the conclusion of the dissertation defense. Regardless of the timing, co-authorship decisions should reflect collegiality and a shared understanding of the responsibilities and contributions of co-authors.

Defense Timeline

The written dissertation must be in final form prior to the defense. Following the defense, substantive changes should be minimal, at most a few pages. To achieve these goals, each committee member needs to have reviewed thoroughly the entire final document well in advance of the defense. The timetable of events around the defense is shown in Table 3 and elaborated below. Adherence to the timetable should help assure that students go into the defense with a high quality dissertation. Students and faculty alike must adhere to the timeline. Adherence to it by outside committee members may not be feasible, however, and expectations for level of participation in reviewing drafts by outside faculty are negotiated by the student, dissertation chair, and outside committee members.

Several weeks in advance of the anticipated defense date: Because of the need to coordinate multiple schedules, the student may schedule a tentative defense date with committee members before having approval to go forward with the defense. When scheduling the date, the student must make it clear to committee members that the date is tentative and contingent on receiving approval from all committee members to go forward. The student may not use an impending start date for a job, postdoctoral fellowship, or other obligation as a reason for not rescheduling the defense date when such a plan of action is indicated.

At least five weeks prior to the tentative defense date: After receiving approval from the dissertation chair to do so, the student should submit a complete draft of the dissertation to the committee members for review and comments. At this time, the student should schedule a meeting within two to three weeks to discuss committee members' feedback and desired revisions. At those meetings, each committee member affirms whether it is appropriate for the student to go forward with the defense or to reschedule the date pending further revisions.

If any committee member is not satisfied that the dissertation is ready to be defended, the student must revise the dissertation, distribute it to the committee for another round of review, and re-schedule the date of the defense. Before the defense can be announced, the chair must affirm with each committee member that the student is ready to go forward with the defense.

At least two weeks prior to the defense date: The chair sends an announcement via email to all departmental faculty, students and the student services manager that gives the title of the dissertation and the date, time, and location of the public presentation. The abstract should be attached. Students should arrange for the dissertation presentation to be announced on the school-wide calendar. (See the Department chair's assistant for help with this task).

Dissertation Defense

After a brief introduction by the dissertation chair (limited to a student's educational background, scholarships and record of publication), the student gives a 30- to 40-minute summary of the dissertation at a public meeting to which all departmental faculty and students are invited. Fifteen to 20 minutes are allocated at the end of this presentation for questions from the general audience. This formal presentation should not include any celebration; such recognition is appropriately reserved until after successful defense of the dissertation. Upon completion of this question-answer component, the dissertation committee meets with the candidate in a closed session for the defense. This closed meeting usually lasts 60 to 90 minutes. Although all committee members have earlier affirmed that the student is ready to go forward with the defense, this affirmation does not imply that the student automatically passes the defense.

Table 3. Dissertation Defense Timeline

Event	Timing	Person Responsible
Schedule tentative date for defense with committee members and reserve room(s) for public presentation and private defense	Several weeks in advance	Student
Submit dissertation draft to committee	At least 5 weeks before the tentative date	Student
Meet with committee members	At least 3-4 weeks before the tentative date	Student
Confirm with committee members that the defense can proceed ¹	3 weeks before the tentative date	Committee Chair
Email the dissertation abstract, date and location of the public presentation to faculty, students, and the student services manager	2 weeks before the defense date	Committee Chair
Announce public presentation on weekly SPH calendar	Schedule for the week of the defense	Student

¹Approval to go forward does not imply that the student will pass the defense.

MSPH TO PHD DEGREE

The Department of Health Behavior and Health Education offers a doctoral degree track for students holding a bachelor's degree but no Master of Public Health (MPH) or other master's degree. Students in this degree track earn the Master of Science in Public Health (MSPH) degree before completing the requirements to receive the PhD. The training track is for students who intend to follow *research careers* that focus on:

- understanding health-related behaviors that contribute to critical domestic and global public health problems; and
- developing, evaluating, and disseminating interventions to ameliorate those problems.

Requirements of the MSPH-to-PhD doctoral training track

Students enrolled in the MSPH-to-PhD track complete 71 credits of course work (and 75 credits total) in three years; 41 of those course credits (and 45 credits total) must be completed before the MSPH is conferred. Courses in year 1 of the MSPH-to-PhD Program consist of MPH core courses and focus on foundational knowledge in public health and health behavior and health education.

Students in the MSPH-to-PhD doctoral training track must complete a research practicum in the summer after their first academic year in the program. This practicum must culminate in a publishable manuscript. Students must also complete the master's level comprehensive examination in August prior to their third semester in the program. The MSPH is conferred after all of these requirements have been fulfilled. Students are not required to complete the second year of MPH requirements or to complete an MPH capstone project.

In years 2 and 3 of the program, MSPH-to-PhD students enroll in doctoral required courses in the competency areas of a) empirical, conceptual and theoretical foundations of health behavior and health education, b) research methods, and c) interventions, as well as elective courses.

Additional requirements for the PhD are the same as for those enrolled in the traditional PhD Program. These include completion of a primary and secondary practicum and passage of the written and oral doctoral comprehensive exams. For the dissertation, students conduct original research on a contemporary public health problem or issue relevant to health behavior and health education. Quantitative or qualitative methods or both and primary or secondary data may be used.

Detailed overviews of each set of degree expectations may be found in the Master's Program Guidelines and in this document. Tables 4 and 5 (p. 19-20), plus "At a Glance: MSPH-to-PhD Course Sequence" (p.21), summarize the timeline for the MSPH-to-PhD Program as well as minimum course requirements for completion of the degree.

Summer Research Practicum for MSPH-to-PhD Students:

The summer research practicum, completed after student's first year in the program, is designed to build knowledge and skills in research through work on a research project. MSPH-to-PhD students and their advisors should adhere to the following guidance in fulfilling this requirement:

- (1) Students typically work on the advisor's research projects for their practicum. If such an opportunity is not available, the advisor should help the student identify an appropriate practicum opportunity, either in the department or in another unit. Preceptors are typically faculty members within the University, although this is not required. All preceptors must hold a PhD or MD.
- (2) The practicum must be a mentored experience and should help the student gain new skills and knowledge.
- (3) The practicum must lead to a publishable paper that is based in data (qualitative or quantitative).
- (4) The student works with the practicum preceptor, and possibly other research team members, in developing paper ideas. The student takes the leading role in writing the paper, conducting the analysis, and interpreting the results with guidance from the practicum preceptor and, as applicable, other research team members.
- (5) The publishable quality of the paper is assessed by the practicum preceptor, in consultation with others involved, as appropriate.
- (6) Authorship order on submitted papers is made by the practicum preceptor in accordance with authorship guidelines for the journal to which the paper is to be submitted. Ideally, students aim to produce a first-authored manuscript, although this is not a requirement for approval.

To complete the research practicum requirements, students should:

- (1) Seek out the academic advisor's help in identifying a research practicum. Discussion with the advisor may begin in fall of Year 1 and must occur no later than March of Year 1. Practicum plans must be finalized by late April. The practicum can either be with the advisor or with a preceptor approved by the advisor.
- (2) Complete the research practicum contract (**See Appendix 3**);

- (3) Enroll in two credits (200 hours) of research practica in Summer semester (HBHE 744)
- (4) Structure the practicum to provide data for a publishable paper;
- (5) Enroll for two additional practicum credits (HBHE 745) in Year 2 or Summer 2 to reflect work on the publishable paper; and
- (6) Participate in Practicum Day in fall of Year 2 by preparing an abstract and poster of their research results. Guidelines on developing posters and abstracts are posted to the MPH Practicum Central Blackboard (or Sakai) site.

Special Note on Advising for MSPH-to-PhD Students

The department recognizes that first-year MSPH-to-PhD students have advising needs distinct from those needed by MPH or PhD students. For that reason, the doctoral program director schedules a cohort advising meeting once in fall and spring for first-year students.

As well, in spring of Year 1, MSPH-to-PhD students schedule a meeting with a two- or three-person committee composed of the academic advisor, the practicum preceptor (if different than the academic advisor), and one doctoral program committee member. This meeting helps guide the student on: (a) identifying and designing a summer research practicum and (b) developing a plan for the publishable paper that will emerge from the practicum. The meeting also gives students an opportunity to receive guidance from advisors on progressing through the program. See **Appendix 2** for detailed guidance on the end-of-year meeting.

Additional information on academic advising for doctoral students can be found on pages 5-6 (Academic Advising and Progress Reporting).

Employment Issues Related to MSPH-to-PhD Program

For the purposes of employment within the Department, students enrolled in the MSPH-to-PhD Program are considered doctoral students, even in their first year of the program.

Training Sequence for MSPH-to-PhD Program

Students must meet all requirements within 8 years from the date of first registration in the MSPH-to-PhD Program. Table 4 (p. 19) shows the general timetable of steps for completion of the degree. A semester number followed by '+' indicates the earliest semester the event typically happens.

Transferring to the MPH Program

In rare cases, MSPH-to-PhD students will decide that the MPH Program better suits their career goals and that they would like to transfer to that program without completing the original degree. Such a transfer is only possible by applying to the MPH degree program and receiving an offer of admission. Students wishing to apply to the MPH Program must meet all requirements for admission to that program. In addition, they must:

- submit a new application through the University's on-line application mechanism by the University's application deadline;
- pay the application fee;
- address the required statement explaining why they now want, and should be considered for, the degree to which they are applying;
- submit a UNC transcript for courses completed while in the current track.

Note, applicants do not need to

- resubmit transcripts from academic work completed before matriculating into the MSPH-to-PhD Program;
- resubmit GRE scores submitted with the prior application;
- submit new letters of recommendation.

Suitability for the program is based on (a) performance in the student's first year MPH classes and (b) support of the MPH Program Director and the academic advisor, provided by email to the Director of Admissions.

Applications from current students will be considered in the same pool of applications from students applying from other institutions or departments within UNC. No preferential consideration will be given to current students.

Students who are interested in the possibility of applying to HBHE's MPH Program are encouraged to speak with their academic advisor and the MPH program director. Students may also seek the assistance, as needed, of the student services manager on the application process.

Note: this policy does not address the more typical and straightforward situation in which a student who completes the MPH in our department chooses to apply to the PhD Program. Many students who have received the MPH in HBHE have applied to the HBHE PhD program for admission in the Fall immediately after graduating or some years later. Students in this situation follow the same application process as any applicant from any other institution.

Table 4. MSPH-to-PhD Training Sequence and Timetable

Academic Event	Semester after Entry
Completion of master's level required courses & electives	2
Completion of first-year progress review	2
Completion of master's level research practicum	2 (summer)
Completion of master's level comprehensive examination	2
Completion of publishable manuscript	4
MSPH-to-PhD second-year progress review	4
Completion of minimum graduate-level course requirements ¹	6
Completion of epidemiology SPH core course requirements	6
Completion of primary practicum requirements	6
Completion of secondary practicum requirements ²	6+
Completion of environmental science and health policy SPH core course requirements ²	6+
Written comprehensive examination	6 (summer)
Selection of doctoral dissertation committee	7+
Written progress reports ³	7+
Oral qualifying examination ⁴	7+
Admission to doctoral candidacy	7+
Submission of dissertation	8+
Oral defense of dissertation	8+
Award of doctoral degree	8+

¹9 of the required 75 graduate-level credits, not including specific required courses, may be completed after the doctoral written comprehensive exam.

²Must be completed before the oral qualifying exam.

³Required at the end of the 7th semester and every subsequent semester until graduation.

⁴At the beginning of the 10th semester, students who have not passed the oral qualifying exam must schedule a progress meeting. The progress meeting is scheduled annually thereafter until the oral qualifying examination is passed.

Table 5. Minimum Course Requirements for MSPH-to-PhD Degree^{1,2,3}

Area	# of Credits
<i>Master's Level Required Courses</i>	20
HBHE 700: Intro to Public Health and Public Health Ed.†*	2
HBHE 753, Qualitative Methods†*	3
HBHE 730: Theoretical Foundations of Social and Behavioral Sciences†*	3
HBHE 750: Applied Research Methods†*	3
HBHE 772: Planning Health Promotion in Community, Worksite, School and Medical Settings†*	3
Electives†*	9
<i>School of Public Health Core Courses</i>	12
BIOS 600: Principles of Statistical Inference†*	3
EPID 600: Principles of Epidemiology†*	3
HPM 600: Intro to Health Policy and Administration†*	3
ENVR 600: Environmental Health†*	3
<i>Empirical, Conceptual, and Theoretical Foundations</i>	9
HBHE 815: Empirical, Conceptual and Theoretical Foundations of Public Health and Health Education I†*	3
HBHE 816: Empirical, Conceptual and Theoretical Foundations of Public Health and Health Education II†*	3
One advanced course ^{*,4}	3
<i>Research Methods</i>	18
HBHE 760: Advanced Research Methods I†*	3
HBHE 761: Advanced Research Methods II†*	3
HBHE 860: Research Grant Proposal Development*	3
BIOS 545 or other approved course in linear regression ^{*,5}	3
BIOS 665 or other approved course in categorical data analysis ^{*,6}	3
One advanced course ^{*,5,7}	3
<i>Interventions</i>	6
HBHE 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions I†*	3
One advanced course ^{*,4}	3
<i>Professional Development</i>	1
HBHE 812, Professional Development ⁹	1
<i>Electives^{4,8}</i>	9

†Required for conferral of MSPH degree

*Required before the written comprehensive doctoral exam.

¹Note, the MSPH degree is not conferred until students have: (a) completed 41 hours of course credits (and 45 credits total); (b) completed a research practicum that culminates in (c) a publishable manuscript and (d) passed the master's level comprehensive examination.

²Students should consult *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>) for course descriptions and the UNC-CH on-line *Directory of Courses* (<http://www.ais.unc.edu/sis/clsched/csbhome.html>) for up-to-date information on course offerings.

³Because departmental resources are required throughout the student's program (e.g. the use of state vehicles, departmental telephones, printers and copiers), students must register for HBHE 840 (in the Fall semester) and HBHE 841 (in the Spring semester) during the first academic year and pay departmental fees of \$125 for each course. They must also register for HBHE 840 in the Fall semester of their second year in the program. (In other words, students must register for HBHE 840 or 841 for three consecutive semesters, paying a total of \$375 in departmental fees. 1 credit (not counted in 46 total) is attached to HBHE 840 or HBHE 841.

⁴Graduate level courses offered in HBHE or other departments.

⁵PSYC 831, HPM 882, SOCI 709, EDUC 784, or as approved by the doctoral program director.

⁶PSYC 853, HPM 881, SOCI 711, or as approved by the doctoral program director.

⁷Students are encouraged to take a structural equation modeling, longitudinal/multilevel data analysis, or advanced qualitative data analysis class.

⁸Students are encouraged to choose electives in HBHE and other departments, take additional advanced methods courses, and select courses that reflect their substantive interests.

⁹This course involves readings and discussions, but does not meet every week, and has a minimal number of assignments, making it comparable to a 1-credit course. However, we have reserved a weekly 2.5 hour block of time to accommodate guest lectures. The one-credit course therefore appears on students' course schedules as being 3 credits.

At a Glance: MSPH-to-PhD Course Sequence (Years 1, 2 and 3)

Year 1		
Fall 2011	Spring 2012	Summer 2012
HBHE 700: Introduction to Public Health and Health Behavior & Health Education (3) HBHE 730: Theoretical Foundations of Social & Behavioral Science (3) HBHE 750: Applied Research Methods (3) HBHE 699-048: Principles of Statistical Inference (3) Elective(s) (1-5)	HBHE 753: Qualitative Research Methods (3) HBHE 772: Planning Health Promotion (3) SPH core requirement (3) Elective(s) (3)	HBHE 744: Practicum (2) MPH Comprehensive Exam (August)
Year 2		
Fall 2012	Spring 2013	Summer 2013
HBHE 760: Advanced Research Methods I (3) HBHE 812: Professional Development (1) HBHE 815: Foundations of Public Health & Health Education (3) HBHE 840: Advanced Field Training (1) [SPH core requirement (3)*] Elective(s)	HBHE 761: Advanced Research Methods II (3) HBHE 816: Foundations of PH & HE II (3) HBHE 841: Advanced Field Training (1) BIOS 545 or other approved course in linear regression (3) [SPH core requirement (3)*] Elective(s)	HBHE 892-045 (1)
Year 3		
Fall 2013	Spring 2014	Summer 2014
HBHE 811: Development & Evaluation of HPDP Interventions (3) BIOS 665 or other approved course in categorical data analysis (3) HBHE 842: Primary Practicum (2-4)+ Elective(s)	HBHE 860: Research Proposal Development (3) Elective(s)	HBHE 891-045: Doctoral Comprehensive Exam (1)

Core Areas	Basic course requirements	Approved Alternative(s)
Biostatistics	HBHE 699-048	BIOS (any 3 or 4 credit BIOS course above 540)
Environmental Health	ENVR 600	ENVR 430
Epidemiology	EPID 600	EPID 710, 711
Health Policy & Administration	HPM 600	HPM 660 or 564 MHCH 701 and 702 (both)
Social and Behavioral Science	Waived for HBHE students	

Course requirements: Students enrolled in the MSPH-to-PhD track complete 71 credits of course work (and 75 credits total) in three years; 41 of those credit hours (and 45 credits total) must be completed before the MSPH is conferred. First year courses consist of master's (MPH core courses). In years 2 and 3 of the program, MSPH-to-PhD students enroll in doctoral required courses.

Practicum requirements: Students must complete a research practicum in the summer after their first academic year in the program (HBHE 744; 2 credits). This practicum must culminate in a publishable manuscript (HBHE 745; 2 credits). HBHE 745 may be completed in the Fall or Spring Semester of year 2 or the following in following Summer semester.

Master's comprehensive examination: Students must also complete the master's level comprehensive examination in August prior to their third semester in the program.

SPH core courses: Students are required to take core courses for the MSPH degree. Several courses have been approved for satisfying the SPH core requirements.

Appendix 1
Guidelines for Progress Review Meetings
for First-Year PhD Students

1. The academic advisor and the advisee discuss the composition of the three-member Progress Review Committee, with the advisor approving the committee. The committee must include the academic advisor, a member of the Doctoral Advisory Committee, and one other faculty member. The third committee member can be from another department, but is most often from the department. If useful, the doctoral program director may constitute a fourth member.
2. Meetings should be scheduled between the spring and summer semesters, in May. The student is responsible for scheduling the meeting (90 minutes) and reserving a room.
3. Students prepare a summary report for distribution to the committee one week before the meeting. The report covers the following topics:
 - Educational and professional objectives;
 - Completed and proposed coursework, and grades;
 - Practicum descriptions and contracts (if available);
 - A description of other involvements and responsibilities (e.g., RAs, fellowships)
 - A list of questions for the committee; and
 - A current CV.
4. The purpose of the Progress Review Meeting is to: review student progress in the program and discuss future plans; identify and discuss any concerns, with an eye toward successful and timely progress in the program; provide feedback on the student's first year; answer any questions the student might have; and hear the student's assessment of Year 1.
5. After the student provides a brief overview of his/her background (academic, research, work experience), research interests, and professional goals, s/he can expect the meeting to focus on coursework (including any student requests to transfer in credits), practicum activities and plans, funding possibilities, and dissertation plans.
6. Following the meeting, the student prepares a brief summary statement of the committee's evaluation and recommendations and emails it to all committee members, the doctoral program director, the student services manager, and the assistant director of academic affairs.

Appendix 2
Guidelines for Progress Review Meetings for
First-Year MSPH-to-PhD Students

1. The academic advisor and the advisee discuss the committee composition, with the advisor approving the committee. The committee must include the advisor, the research practicum preceptor, and a member of the Doctoral Advisory Committee.
2. Meetings should be scheduled between March and May. The student is responsible for scheduling the meeting (60 minutes) and reserving a room.
3. Students prepare a summary report for distribution to the committee one week before the meeting. The report will include:
 - A summary of the research practicum;
 - A timetable for completing the practicum manuscript by the end of Summer in Year 2;
 - A summary table of courses and grades, and
 - Reflections on the first year.
4. The purpose of the meeting is to: to review the research practicum and plans for completing the practicum manuscript; review the student's progress in the program and readiness to begin doctoral courses; and answer any questions the student might have, as well as hear the student's assessment of the first year.
5. Following the meeting, the student prepares a brief summary of the meeting, to be submitted to the committee members, the doctoral program chair, and the assistant director of academic affairs.

Overview: The research practicum is designed to enhance knowledge and skills in research through work on a research project. Students typically complete their practicum in the context of research conducted by their academic advisor or another faculty member in the summer after their first year in the program. In all cases, the work must result in a data-based manuscript of publishable quality, as determined by the practicum preceptor and, as appropriate, other members of the research team.

Students enroll for 2 credits (equivalent to 200 hours) for the practicum in the summer after Year 1 in the program. They then enroll for 2 additional credits in Year 2 of the program (including, if necessary, in Summer 2) to account for time spent completing the manuscript that will emerge from the practicum experience.

By no later than March of Year 1 students should meet with their academic advisors to identify and specify expectations for their practica. Final plans must be approved and in place by late April. The practicum plan is documented in the research practicum contract, as described below, to be signed by the student, academic advisor, and practicum preceptor (if different from the academic advisor). A copy of the practicum plan should be provided to Susan Ennett and Elizabeth French.

1. Contracting Parties

- a. Student Name and Contact Information
- b. Academic Advisor Name and Contact Information
- c. Preceptor Name and Contact Information (if different from academic advisor)
- d. Signatures of all parties

2. Rationale and Purpose

- a. Please provide a brief overview of the research practicum by describing its rationale, purpose, and key components and activities.

3. Learning Objectives

Please list at least three learning objectives and illustrate how those objectives will be met through the practicum.

4. Work plan/timeline of activities

Please append a work plan/timeline of activities.

Roles and Responsibilities:

Academic Advisor:

- Helps student identify/secure practicum opportunities; frequently serves as practicum preceptor.
- Assists students in developing the practicum contract, ensuring that the practicum is appropriate, feasible, and meets Department and program expectations.
- Signs the contract.
- Meets regularly with the student to provide him/her with support, guidance and feedback. Helps resolve any problems that may arise with the preceptor, if preceptor is different than advisor.
- Meets with the student at the end of the summer practicum phase to review completion of the work plan.
- Reviews and approves the final manuscript completed for the practicum.
- Assigns practicum grades, with input from practicum preceptor.

Practicum Preceptor:

- Serves as mentor on the practicum.
- Meets regularly with the student to provide him/her with support, guidance and feedback.
- Mentors student through manuscript-writing process, sometimes in collaboration with a research team.
- Assesses the publishable quality of the practicum paper in consultation with others involved, as appropriate, and provides assessment to the academic advisor.

Student:

- Develops learning contract in collaboration with academic advisor and preceptor (if different than advisor).
- Maintains work schedule agreed upon with the academic advisor/preceptor.
- Meets with the advisor/preceptor as needed to discuss progress and receive support, guidance and feedback.
- Participates in Practicum Day by developing a poster/poster presentation.
- Completes a publishable paper by August of Year 2. Publishable quality is determined by the practicum preceptor in consultation, as appropriate, with other members of a research team.