



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members
FROM: Michael Green, Faculty President
DATE: February 2, 2012
RE: Consent Calendar

Attached is the Consent Calendar (See Article V, Section 3.A (3 & 4), J. (3 & 5) and K.3 of the Standing Rules of the Faculty Council.) consisting of these proposals:

- ENGL 3-2-11 Revision to M.A. in English Education
- PSYC 6-10-11 Revised/New Graduate Courses
- HLTH 4-25-11 Initiation of the graduate curriculum for the PhD in Public Health Sciences

Below are the catalog copy descriptions. If you wish to read the full proposals, they are posted on the Academic Affairs website.

If there are any objections regarding these proposals, they must be registered with the Faculty Governance Assistant (Clarence Greene, ext. 5719) by **5 PM on February 16, 2012**. If no objections are registered, the proposals will stand approved.

ENGL 3-2-11 Revision to M.A. in English Education

SUMMARY

The English Department in consultation with the College of Education and as part of the re-visioning of teacher education and licensure required by the NC Department of Public Instruction proposes to revise the M.A. in English Education from its current 38 hours to a 33 hour degree. The revision includes changing two, four-credit courses (ENGL/EDUC 6274 Contexts and Issues in the Teaching of English) to two, three-credit courses; the reduction of the professional education course requirements by 3 hours and requiring EDUC 5100, Diverse Learners, which had been an elective; and the option of a six credit thesis, which is currently required of all students, or a three-credit project (with students taking the other 3 credits as coursework either in English or Education that relates to the project that is proposed).

PROPOSED CATALOG COPY

Designed for experienced middle and secondary English teachers, the M.A. in English Education qualifies graduates for the new Master's/Advanced Competencies "M" license in English Education. The program includes core courses taught by faculty in the English Department and the College of Education which focus on issues in the teaching of English and on research methods and advanced study in English and professional education, including a core course in teacher leadership. Aligned with the 1997 North Carolina Excellent Schools Act and the proposition of the National Board for Professional Teaching Standards, the program prepares graduates to become master teachers who are (1) self-directed in their personal and professional growth as educators, (2) responsive to children's differences influenced by development, exceptionalities, and diversity, (3) well-grounded in the content and pedagogy of English/Language Arts curriculum, (4) self-reflective, self-evaluative, educational researchers, and (5) collaborative leaders.

Additional Admission Requirements

In addition to the general requirements for admission to the Graduate School, applicants must:

- 1) hold the "A" license in Secondary English or Middle Grades Language Arts from the North Carolina Department of Public Instruction (or its equivalent from another state),
- 2) have at least two years experience of full-time teaching in the secondary or middle grades classroom,
- 3) have an undergraduate GPA of 2.75 overall and 3.0 in the junior/senior years and thirty hours of undergraduate coursework in English beyond the freshman level, or evidence of equivalent academic preparation,
- 4) submit a satisfactory essay that provides a statement of purpose for Master's degree study.

Degree Requirements

The M.A. in English Education Program requires completion of at least 38 semester hours of graduate credit with grades of A or B in approved courses including:

~~Core Course Requirements (14 hours)~~

~~ENGL/EDUC 6274 Contexts and Issues in the Teaching of English (4)~~

~~ENGL/EDUC 6674 Applied Research Methods in the Teaching of English (4)~~

~~ENGL/EDUC 6974 Thesis/Project in the Teaching of English (6)~~

English Specialization Requirements (12 Hours)

12 hours of graduate-level English courses selected in consultation with the Program Coordinator. The program's 12 hours of content specialization courses are not free electives, but a planned program of study identified upon the students' enrollment in the program as part of the students' overall professional and program plan.

At least 18 hours of course work in the program must be in English or Education courses at the 6000 level.

Professional Requirements (12 Hours)

ENGL/EDUC 6274 Contexts and Issues in the Teaching of English (43)

MDSK 6260 Principles of Teacher Leadership (3)

EDUC 5100 Diverse Learners (3)

Also, 39 additional hours of graduate-level Education courses selected in consultation with the Program Coordinator. The program's 9 hours of professional courses are not free electives, but a planned program of study identified upon the students' enrollment in the program as part of the students' overall professional and program plan.

Content Specialization Requirements (12 Hours)

~~12 hours of graduate level English courses selected in consultation with the Program Coordinator. The program's 12 hours of content specialization courses are not free electives, but a planned program of study identified upon the students' enrollment in the program as part of the students' overall professional and program plan.~~

~~At least 18 hours of coursework in the program must be in English or Education courses at the 6000 level.~~

Research Requirements (9 Hours)

ENGL/EDUC 6674 Applied Research Methods in the Teaching of English (3)

Either ENGL/EDUC 6974 Thesis Project in the Teaching of English (6)

Or

ENGL/EDUC 6974 Project in the Teaching of English (3) and an additional course either in ENGL or in MDSK/EDUC (3)

The Master's Thesis or Project is a formal piece of scholarship that investigates a particular problem in English education and attempts to provide either data-based practical solutions to the problem or a philosophical/theoretical exploration of the problem and its implications for the classroom. Following the approval from the student's thesis committee or project director, the candidate must present the findings in a professional manner at a level expected of a master teacher.

Assistantships

Assistantships are awarded on a competitive basis through the Department of English and the Department of Middle Grades, Secondary, and K-12 Education.

Capstone Experience

~~Students are required to complete a Master's Thesis/Project, a formal piece of scholarship that investigates a particular problem in English education and attempts to provide either data-based practical solutions to the problem or a philosophical/theoretical exploration of the problem and its implications for the classroom. Following the approval from the student's thesis committee, the candidate must present the findings in a professional manner at a level expected of a master teacher.~~

Licensure

The M.A. in English Education qualifies graduates for the Master's/Advanced Competencies "M" license in English Education.

PSYC 6-10-11 Revised/New Graduate Courses

PROPOSED CHANGES TO CATALOG COPY

~~**PSYC 6203. Research Design and Quantitative Methods I. (3)** Cross-listed as PSYC 8102. Prerequisites: Admission to a Ph.D. program in Psychology or permission of the department. An overview of basic experimental and covariation research designs and the application of~~

~~descriptive and inferential statistics to the designs. The focus will be on univariate designs, including simple and complex group comparisons, and basic correlational and linear regression strategies. (Fall)~~

~~**PSYC 6204. Research Design and Quantitative Methods II. (3)** Cross-listed as PSYC 8103. Prerequisites: Full graduate standing in a Psychology graduate program or permission of the instructor. An introduction to advanced experimental and covariation research strategies. The focus will be on a thorough exploration of applied multiple regression analysis. A brief introduction to selected multivariate models such as discriminant analysis, multivariate analysis of variance, log-linear models, factor analysis, and structural equation modeling will also be provided. (Spring)~~

PSYC 8102. Research Design and Quantitative Methods I Methodologies in Behavioral Sciences. (3) Cross-listed as ~~PSYC 6203 and~~OSCI 8102. Prerequisites: Admission to a ~~Ph.D. program in the~~ Health Psychology (HPSY) or the Organizational Science (OS) doctoral programs, ~~Psychology~~ or by permission of the department instructor. ~~An overview of basic experimental and covariation research designs and the application of descriptive and inferential statistics to the designs. Focuses on univariate designs, including simple and complex group comparisons, and basic correlational and linear regression strategies. (Fall)~~ This interdisciplinary course provides a broad overview of the major research methodologies and methodological considerations in the behavioral sciences. Using examples drawn from the literature, the course focuses on general principles and perspectives of social science research. Topics include foundational concepts across the behavioral sciences (e.g., sampling, measurement, ethics, logic of hypothesis testing, etc.), and the evaluation of specific methodologies (e.g., experimentation, observation, survey, archival, epidemiological/ecological designs, etc.). Practical research considerations are also covered (e.g., basics of APA writing, IRB process and forms, data management and data cleaning, development of experimental protocols, etc). (Fall)

PSYC 8103. Basic Quantitative Analyses for Behavioral Sciences. ~~Research Design and Quantitative Methods II.~~ (3) Cross-listed as ~~PSYC 6204 and~~OSCI 8103. Prerequisite: PSYC 8102 ~~or equivalent~~. Introduction to quantitative data analysis and interpretation. This course focuses on the strategic application of the multiple regression and correlational framework (including specific instantiations such as ANOVA, path analyses, etc) including the incorporation of manipulated or categorical independent and categorical dependent variables. ~~An introduction to advanced experimental and covariation research strategies. Focuses on a thorough exploration of applied multiple regression analysis. A brief introduction to selected multivariate models such as discriminant analysis, multivariate analysis of variance, log-linear models, factor analysis, and structural equation modeling is also provided. (Spring)~~

PSYC 8104. Advanced Quantitative Analyses for Behavioral Sciences. (3)

Cross-list as OSCI 8104. Admission to the Health Psychology (HPSY) or the Organizational Science (OS) doctoral programs or permission of the instructor. Prerequisite: PSYC 8103 or equivalent. A topical course that will focus on selected advanced quantitative analyses used within behavioral sciences. Example topics: survival analysis, repeated measures analyses, latent model analyses, multi-level modeling, advanced categorical variable analyses, meta-analysis. May be repeated for credit as topics vary. (On demand).

HLTH 4-25-11 Initiation of the graduate curriculum for the PhD in Public Health Sciences

SUMMARY

The Department of Public Health Sciences (PHS) proposes a new curriculum of 63 credit hours (post-masters) to form the course requirements for a PhD in Public Health Sciences with a concentration in Behavioral Sciences. The proposed degree

is currently being developed in detail as part of the required University system “Plan to Establish.” This degree program was approved in August 2010 by the UNC system General Administration to begin this implementation planning process.

This proposal will add 19 new graduate courses (5 of these are existing HSRD courses that are being cross-listed):

HLTH 6200, Introduction to Public Health (3)

HLTH 8000, Special Topics in Public Health Sciences (1-4)

HLTH 8201, Introduction to Quantitative Research Design (3) – cross listing of HSRD 8101

HLTH 8220, Theories and Interventions in Behavioral Science (3)

HLTH 8221, Theory Generation in Behavioral Sciences (3)

HLTH 8222, Theory Generation and Analysis in Behavioral Sciences (3)

HLTH 8223, Social Determinants of Health (3)

HLTH 8260, Analytic Epidemiology (3) – cross list of existing HSRD 8003

HLTH 8270, Applied Biostatistics: Regression (3) – cross listing of existing HSRD 8110

HLTH 8271, Applied Biostatistics: Multivariate (3) – cross listing of existing HSRD 8111

HLTH 8272, Large Data Sets and Health Services Research (3) – cross list of existing HSRD 8103

HLTH 8282, Health Survey Design and Research (3)

HLTH 8600, Seminar in Public Health Sciences (1-6)

HLTH 8601, Ethics in the Public Health Profession (3)

HLTH 8602, Communicating and Disseminating Research (3)

HLTH 8603, Teaching Portfolio (3)

HLTH 8800, Independent Study in Public Health Sciences (1-6)

HLTH 8901, Dissertation Research (1-9)

HLTH 9999, Doctoral Degree Residency Credit (1)

Modify 1 existing course:

HLTH 6281/8281, Measurement and Scale Development (3)

CATALOG COPY

PhD in Public Health Sciences – Concentration in Behavioral Sciences

Department of Public Health Sciences

CHHS 431

<http://publichealth.uncc.edu>

Director

TBN

Program Faculty

Arrigo, Bruce, PhD Criminal Justice and Criminology

Arif, Ahmed, PhD Public Health Sciences

Bosley, Deborah S., DA English

Brandon, Bill, PhD Public Policy

Harver, Andrew, PhD Public Health Sciences

Huber, Larissa Brunner, PhD Public Health Sciences

Laditka, James, PhD, DA Public Health Sciences

Laditka, Sarah, PhD Public Health Sciences

Piper, Crystal, PhD Public Health Sciences

Platonova, Elena, PhD Public Health Sciences
Portwood, Sharon, PhD Institute for Social Capital
Racine, Elizabeth, DrPH Public Health Sciences
Scheid, Teresa, PhD Sociology
Studnicki, James, PhD Public Health Sciences
Tong, Rosemarie, PhD Philosophy
Troyer, Jennifer, PhD Economics
Thompson, Michael, DrPH Public Health Sciences
Warren-Findlow, Jan, PhD Public Health Sciences
PHD IN PUBLIC HEALTH SCIENCES

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 with an emphasis on 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 doctoral degree.

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.

Coursework for the PhD 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. Additionally students train to be a well-rounded public health professional: 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; we anticipate that most full-time students will complete the program within 5 years depending upon the design of their dissertation research. Graduates are prepared to work in academia, conduct large-scale behavioral research projects, or work in government or health-related venues.

Admission Requirements

All students must complete an online application to the Graduate School. Applications must be completed by January 1st. The minimum admission requirements for the program are as follows:

1. Master's degree in public health or a related field with a minimum GPA of 3.5 (A=4.0) in all graduate work.
2. Competitive GRE scores. GRE scores prior to August 2011 are recommended to be a minimum combined score of 1100 on the Verbal Reasoning and Quantitative Reasoning sections of the GRE and minimum score of 4 for the Analytical Writing section.
3. Minimum score of 83 (Internet based), 220 (computer-based test) or 557 (paper-based test) on the TOEFL if the previous degree was from a country where English is not the official language.
4. A statement of purpose in which the applicant details why she/he wants to pursue a PhD in Public Health with a concentration in *Behavioral Sciences* at UNC Charlotte.

5. Three letters of recommendation; at least two letters from former professors familiar with the applicant's graduate work.
6. Students who have not completed a CEPH (Council on Education for Public Health) accredited Master's degree in public health may be required to take additional courses as determined by the PhD Review Committee upon review of current CEPH requirements. Such courses will be specified at the time of admission into the program.

Application Review

Applications are reviewed for admission in January. We strongly encourage prospective students to visit the campus and meet with program faculty. Admission decisions are typically made in early February.

Pre-requisite course work

Students who graduated with an MPH or MSPH degree from a CEPH accredited program or school are assumed to have met the required prerequisite foundation courses. Students entering with a master's degree in a field other than public health must complete the Required Prerequisite Foundation courses in Public Health in the first year of starting the program in consultation with the PhD Director and/or Advisor. These prerequisite foundation course credits do not count toward the 63 semester credit hours required for the PhD.

Required Prerequisite Foundation courses in Public Health (9 credits)

HLTH 6200 Introduction to Public Health

HLTH 6202 Community Epidemiology (introductory epidemiology)

HLTH 6203 Public Health Data Analysis (introductory biostatistics)

Degree Requirements

Total hours required

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 will be at the 8000-level.

Course Requirements

The curriculum has 5 major components:

1. Methods: 15 credits
 - a. Introduction to Quantitative Research Design (3)
 - b. Measurement and Scale Development (3)
 - c. Health Survey Design and Research (3)
 - d. Applied Biostatistics: Regression (3)
 - e. A 3 credit course in Multivariate methods consistent with the competencies for the concentration
2. Professional Seminars: 9 credits
 - a. Ethics in the Public Health Profession (3)
 - b. Communicating and disseminating Research (3)
 - c. Teaching portfolio (3)
3. Concentration courses in Behavioral Sciences: 12 credits
 - a. Social Determinants of Health (3)
 - b. Theories and interventions in Behavioral Science (3)
 - c. Theory Generation in Behavioral Sciences (3)

- d. Theory Generation and Analysis in Behavioral Sciences (3); prereq 8221
4. Specialty content: 9 credits– Specialty content areas will be determined in consultation with the doctoral student’s advisor and make use of expertise and course offerings on the UNC Charlotte campus. Specialty areas can focus on a specific population (e.g. older adults/gerontology or maternal & child health [MCH]), a health issue (e.g. AIDS), or approach (e.g. psychology). A specialty 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. Course work must be at the 6xxx/8xxx level.
5. Dissertation: minimum 18 credit hours

Required Grades

Students must maintain a minimum, cumulative grade point average of 3.0 (A=4.0) in all course work taken in the program. An accumulation of 2 C grades will result in suspension of enrollment in the doctoral program.

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

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

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 PhD program limits master’s level transfer credits to at most 6 credits. Master’s level transfer credits will be considered only toward Specialty Content courses, the Ethics Seminar (HLTH 8601/6361), and the Measurement course (HLTH8281/6281). The PhD 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 PhD program. Only courses in which the student earned a grade of “B” or better (or its equivalent) may be transferred.

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

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

Comprehensive Exam

As detailed more fully in the Public Health Sciences PhD Student Handbook, all PhD students must pass a comprehensive exam after completing the foundation, specialty and methods courses, and *prior* to the dissertation proposal defense, typically after year two of the program. Students must take the exam within 12 months of finishing all of the required course work.

The comprehensive exam is offered twice per year and all students sit for the exam at one of these two times. The exam consists of three sections: 1) Concentration; 2) Methods; and 3) Specialty Content area. The Chair of the qualifying exam committee, who will be a member of the PhD Program Faculty other than the Director, will work with the faculty to assemble, administer, and grade the exam. The exam will take place during a one week period. The first two sections will follow an in-class format, while the specialty content section will be in the form of a take home exam customized for each student. Students are recommended to meet with their specialty content faculty to develop a content reading list from which questions will be

drawn. Students may not defend their dissertation proposal until they have successfully passed the 3 components of the comprehensive exam.

Grading of the comprehensive exam

The overall exam outcome is graded as honors, pass, or fail. Each exam component is graded on a pass/fail basis. Students earn an honors pass, pass, marginal pass, or fail. Only one component can receive a marginal pass and still have an overall pass on the exam. Students passing the exam and receiving an honors pass on two or more of the components, will be considered to have passed with honors. If students fail one or more components of the exam, the failed components can be retaken only once.

The 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.

Selecting a dissertation Chair – The student should select a dissertation Chair, who must be a member of the PhD Program Faculty or a Doctoral Affiliate Faculty member as a co-chair with an program faculty member. The selection and/or invitation of a dissertation Chair should be discussed in consultation with the Program Director. The dissertation Chair will guide the student in formulating their dissertation committee and through the dissertation process. Chairs must be familiar with PHS PhD policies and procedures, and must have content or methods expertise to contribute to the dissertation research. Students must work with their Chair to identify other potential committee members who will provide relevant expertise to the dissertation research project.

Forming a Doctoral committee – The dissertation committee consists of at least 5 members. All members must have a Graduate Faculty appointment at UNC Charlotte. At least three, including the Chair, must be from the PhD Program or Participating faculty. The fourth member must be from outside the Department of Public Health Sciences. Members from the larger university and professional practice community are encouraged but not required. The fifth member is appointed by the Graduate School. The committee guides the student in refining the dissertation topic, the development and defense of the dissertation proposal, ensuring scientific rigor of the research, conducting the dissertation research, writing the dissertation, and the dissertation defense. Committee members should reflect both content and methods expertise needed for the student to complete the research.

Writing the dissertation proposal – The student in conjunction with the dissertation committee will agree on the dissertation topic. The dissertation proposal typically consists of the first 3 chapters of the dissertation: 1) introduction to the problem including the importance of the problem, significance of the proposed research, the research question and hypotheses; 2) conceptual model and literature review; and 3) a detailed methods section including sampling, recruitment, measures, data analysis, and limitations. The student with the guidance of the dissertation Chair should work with each committee member individually to develop the scope and direction of the dissertation. The student should 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. Committee members work with the

student to establish the rationale for the project, refine the scope and ensure feasibility of the dissertation research project.

Defending the dissertation proposal – Students, with the permission of the Chair, will schedule their proposal defense. The proposal defense is an open session presentation to the student’s dissertation committee and PHS department students and faculty. Committee members must receive the final dissertation proposal at least 2 weeks prior to the proposal defense date. 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. Students will make a 20-30 minute presentation summarizing the research proposal. The audience will ask questions, and after the student has responded to their questions, they will be excused. Committee members will then ask questions about the proposed research plan. Successful defense of the dissertation proposal advances the student to doctoral candidacy. Approval of the dissertation proposal constitutes a contract between the student and the committee. Any substantive changes in scope, research questions or hypotheses, analytic approach or format requires the full agreement of the committee and could necessitate another proposal defense. Any student who fails the dissertation proposal defense may petition the PhD Program Advisory Committee one time for the opportunity to redefend the dissertation proposal. A student who fails the proposal defense a second time will be terminated from the PhD program.

Conducting the dissertation research – 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.

Writing the Dissertation – The dissertation is a substantive product documenting the student’s original research, findings, and conclusion. The standard format is a 5 chapter model: Introduction including background and significance; conceptual model and literature review; methods; results; discussion and conclusion. Students may also follow the „three paper or manuscript“ format, which consists of: an introductory chapter that outlines the area of research and the manuscripts that follow, followed by three complete publishable manuscripts, and concluded with an integrating/synthesizing chapter that emphasizes findings and themes across the papers and research and practice implications. 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.

Defending the dissertation – 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. The dissertation defense is a public research presentation open to the UNC Charlotte academic community. The student makes a formal presentation of the research, the findings, the results, and the interpretation and implications. Non-committee, audience members may ask questions. When these questions are concluded, the audience will be asked to leave, 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. Any student who fails the dissertation defense may petition the PhD Program Advisory Committee one time for the opportunity to redefend the dissertation. A student who fails the dissertation defense a second time will be terminated from the PhD program.

Program progress

Doctoral students and candidates are evaluated annually to ensure that they are making sufficient progress to complete the degree in a timely manner. This evaluation is especially important during the dissertation process when students have less programmatic interaction and structure as they work more independently conducting their dissertation research. Each year students will complete a checklist of scholarly activities and submit their curriculum vitae. *Please consult the*

Public Health Sciences PhD Student Handbook for further details.

Time Limits for Completion

Students must pass all sections of the comprehensive exam within 1 year of finishing their required course work.

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.

UNC Charlotte Residency Requirement

Residency requirements for the program include completing 21 hours of continuous enrollment, either as course work or dissertation credits. Residence is considered to be continuous if the student is enrolled in one or more courses in successive semesters until 21 hours are earned.

COURSES IN PUBLIC HEALTH SCIENCES

HLTH 6200 Introduction to Public Health. (3)

Pre/Co-requisites: none. An introduction and historical background to the diverse profession of public health, this course emphasizes the development of a conceptual model of public health and exposure to the essential skills in critical thinking and group process skills needed in public health practice. Students will complete an analysis of a current public health problem, including recommended courses of action to policy makers. *(Fall/Summer)*

HLTH 8000. Special Topics in Public Health Sciences. (1-4)

Pre/Co-requisites: none. Courses in selected topics and advanced studies in public health sciences. May be repeated for credit as topics vary. Lecture hours will vary with the courses taught. *(On demand)*

HLTH 8201/HSRD 8101. Introduction to Quantitative Research Design. (3)

Pre/Co-requisites: none. This course provides an overview of quantitative methods as applied to design and analysis of public health and health services research problems. Topics include: categories and levels of quantitative research, characteristics of a good research design, relationship between theory and research, selection process for measurement tools, power analysis, sampling techniques, design sensitivity, and human subjects protection. An overview of qualitative research methods and their relationship to quantitative methods also are provided. *(Fall)*

HLTH 8220. Theories and Interventions in Behavioral Science. (3)

Pre/Co-requisites: none. This course provides a broad overview of theories that influence health behavior and health outcomes using the social-ecological model as a guiding framework. The focus of the course is less on learning specific theories, and more on how to apply theories in a health intervention. Students will read a variety of articles related to intervention research and identify issues that could form potential avenues of theoretical and intervention inquiry. The major emphasis is on designing a health behavior intervention using theory and writing a complete grant proposal detailing the intervention. (*Spring*)

HLTH 8221. Theory Generation in Behavioral Sciences. (3)

Pre/Co-requisites: none. Introduction to research designs and data generation techniques that lead to theory generation and identification of theoretical concepts. Students will learn the philosophical basis of qualitative research, the basic qualitative research designs and their uses, gain an understanding of qualitative research elements that must be addressed in a research project, and the importance of research rigor. Students will perform multiple field projects to gain practical experience with conducting qualitative research that leads to theory generation. Student will work in small groups partnered with a community agency to generate qualitative data to answer a “real world” research question. This same data will then be analyzed and presented back to the community agency during the follow on course, HLTH 8222. (*Fall*)

HLTH 8222. Theory Generation and Analysis in Behavioral Sciences. (3)

Pre/Co-requisites: HLTH 8221. Using data collected in HLTH8221, students will work in teams to analyze data from various techniques and perspectives including grounded theory to develop robust and bounded concepts. The focus is on analyzing and writing qualitative research to contribute to theory development. Students will learn how to write a qualitative article for publication. Additional assignments include: developing a code book, analyzing text data using grounded theory techniques of constant comparison, presenting findings back to your community partner agency, and writing a qualitative methods section of a research manuscript. (*Spring*)

HLTH 8223. Social Determinants of Health. (3)

Pre/Co-requisites: none. This course covers the major social determinants of health using the social-ecological model as a guiding framework. We will focus on how differences in levels of these determinants contribute to health inequalities and poor health. Students will read across disciplines and international boundaries to gain a broad understanding of social determinants. Students will write a literature review paper addressing a key social determinant and how it influences health behavior and a corresponding health outcome. (*Fall*)

HLTH 8281/6281. Measurement and Scale Development. (3)

Pre/Co-requisites: HLTH 8201. This course covers the conceptual aspects of quantitative measurement in the public health sciences and the practical aspects of the scale development process as applied to individual and population health status and behavioral and social determinant assessment. Students will progress from a conceptual model of the health phenomenon under consideration to item development, response scaling, item selection, and scale development through reliability and validity testing. Students will develop a framework for judging the appropriateness of a measure for a given situation. (*Alternate Spring*)

HLTH 8282. Health Survey Design and Research. (3)

Pre/Co-requisites: HLTH 8201; HLTH 8281 or HLTH 6281. This course covers the practical aspects of designing (or selecting) quantitative survey instruments related to health status

assessment in individuals and populations and their use in research. Building upon prior coursework and drawing upon case studies and practical exercises, students will progress from appropriately formulating questions (items) for a variety of domains to the design and layout of survey instruments and the development of survey protocols through the data entry, data cleaning, and analysis/reporting phases. (*Alternate Spring*)

HLTH 8270/HSRD 8110. Applied Biostatistics: Regression. (3)

Pre/Co-requisites: Graduate level Introduction to Biostatistics or approved Statistics course; basic knowledge of statistical software; or permission of the instructor. To understand and apply concepts and principles of regression based statistical methods (regression, linear models, logistic regression, Poisson regression) to health related studies. Selection of appropriate methods for analysis, development of skills to conduct the analysis of the data and capability to write in scientific language the results of the study will be studied. (*Spring*)

HLTH 8271/HSRD 8111. Applied Biostatistics: Multivariate Methods. (3)

Pre/Co-requisites: HLTH 8270/STAT 8110/HSRD 8110, Applied Biostatistics: Regression; or permission of the instructor. Includes study of the concepts, principles and statistical methods of analysis of discrete and continuous multivariate data. Students will learn to use the most popular methods of multivariate data reduction, classification and clustering such as principal components, factor analysis and canonical correlation analysis. Design issues, verification of the assumptions and interpretation of the results will be discussed. Skills for concise presentation of the results of statistical analysis will be developed. (*Fall*)

HLTH 8600. Seminar in Public Health Sciences. (1-6)

Pre/Co-requisite: Instructor permission. Seminar in selected current topics and advanced studies in public health. May be repeated for credit as topics vary. (*On demand*)

HLTH 8601/6361. Ethics in the Public Health Profession. (3)

Pre/Co-requisites: none. This course examines the ethical issues facing public health professionals working in public health practice, research, teaching, and service. Topics include: ethical issues in public health program implementation, research with vulnerable populations, data falsification & fabrication, plagiarism among students, ethics of working with students, publishing ethics, human subjects research, and working with the community. (*Fall*)

HLTH 8602. Communicating and Disseminating Research. (3)

Pre/Co-requisites: none. This course focuses on research dissemination planning, writing for publication, grantsmanship, presenting at professional conferences, presenting to the community, writing technical reports for funders, writing abstracts, working with the media, and an introduction to the field of health communication. Students work on a variety of assignments to gain skills relating to disseminating research in different venues. (*Yearly*)

HLTH 8603. Teaching Portfolio. (3)

Pre/Co-requisites: none. This course exposes students to teaching strategies that focus on the major aspects of university teaching. Topics to be covered include: preparing a syllabus, creating assignments, evaluating student performance, and enhancing student learning through the use of various discussion and lecture techniques. Students will work with a faculty member to develop and deliver a lecture, and develop and grade an assignment to assess students' understanding based on the delivered lecture. (*Spring*)

HLTH 8260/HSRD 8003. Analytic Epidemiology. (3)

Pre/Co-requisite: a graduate introductory course in Epidemiology such as HLTH 6202, Community Epidemiology, or HADM 6104, Health and Disease. Principles and methods of studying advanced epidemiology, with emphasis on the analytic approach. Includes: advanced techniques in the establishment of disease causation in groups and communities. Such topics as risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology are covered. Emphasis is also placed on quality assurance and control and communicating results of epidemiological studies in professional publications and settings. (*Alternate Fall*)

HLTH 8272/HSRD 8103. Large Data Sets and Health Services Research. (3)

Pre/Co-requisite: HLTH 8271/STAT 8111/HSRD 8111, Applied Biostatistics: Multivariate Methods, and HSRD 8102, Advanced Design of Health Services Research. Health quality and outcomes issues addressed through secondary data analysis using large, public data sets will be examined. Issues related to secondary analysis and drawing items from multiple data sets will be discussed. Analytical techniques such as adjustments for missing data, transformations of data, and risk adjustment will be applied using public data sets. Open only to students admitted to the PhD in Health Services Research or the PhD in Public Health Sciences program or permission of the instructor. (*Spring*)

HLTH 8800. Independent Study in Public Health Sciences. (1-6)

Pre/Co-requisite: Full graduate standing in the PhD in Public Health Sciences program and permission of instructor. Offered on a pass/fail basis only. (*on demand*)

HLTH 8901. Dissertation Research. (1-9)

Pre/Co-requisite: Passing the comprehensive exam and approval of the dissertation Chair. Offered on a pass/fail basis only. (*Fall, Spring, Summer*)

HLTH 9999. Doctoral Degree Graduate Residency Credit. (1)

Pre/Co-requisite: Passing the dissertation defense. This course allows students who have successfully defended their dissertation but need to make some changes to their written product before handing it in to the Graduate School to complete that work. This course does not count toward the 63 credits required for graduation. (*Fall, Spring, Summer*)