

DEPARTMENT OF COMMUNITY HEALTH AND HEALTH BEHAVIOR

Ph.D. Student Handbook

Requirements for the Ph.D. in Community Health and Health Behavior

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PROGRAM OBJECTIVES

The core focus for the Ph.D. program in Community Health and Health Behavior is understanding factors that influence individuals' health behavior choices, the role of the community in the onset and solutions to public health problems and developing ways to use principles of community health and health behavior to improve the public's health. The program requirements provide training in three key areas: a) principles of community health and health behavior from multiple and interacting disciplinary perspectives; b) cutting-edge, rigorous research tools and techniques for advancing inquiry into questions about community health and health behavior; and c) consideration of the interface of such principles with other areas of public health and public policy. Graduates from the Ph.D. program in Community Health and Health Behavior will be prepared for careers in areas including, but not limited to, three broad categories: 1) academic institutions, 2) government agencies, and 3) private/non-governmental organizations.

The PhD training program in community health and health behavior is designed to enable students to do the following:

PROGRAM OVERVIEW

The Ph.D. course of studies in Community Health and Health Behavior totals 72 credits and takes approximately 4 years to complete. There are a small number of required core courses to provide students with an introduction to core knowledge and key research techniques relevant to community health and health behavior. Beyond the core curriculum, students design, in consultation with their advisor and supervisory committee, a program of studies drawing on courses both from Community Health & Health Behavior and other disciplines. Beyond formal coursework, the program is based on a mentor-mentee, apprenticeship model in which students are involved in a faculty member's research program throughout their time in the program. Students may have a have a research mentor/dissertation chair who is not CHHB core graduate faculty, but who is affiliated with the Department, but in these cases students will also be assigned an academic advisor who is CHHB core graduate faculty. The program provides students with both a breadth of knowledge concerning the interdisciplinary field of Community Health and Health Behavior and a depth of knowledge of an individualized research focus area.

The 72 credit hours are broken down as follows:

Core Courses: 15 Credit Hours

Public Health Core Courses: 9-10 Credit Hours

Statistics and Research Methods Core Courses: 13-15 Credit Hours

Individualized Course of Studies: 9 Credit Hours

Research Credits: 10-12 Credit Hours (recommended)

Dissertation Credits: 12 Credit Hours (recommended)

COURSEWORK

A total of 72 credit hours of coursework is required for the Ph.D. in Community Health and

Health Behavior. Three types of course credits make up this 72 credit hour total: didactic courses, directed research, and dissertation credits. Students must maintain an overall GPA of 3.0 and must earn a minimum grade of B in all coursework for the coursework to count towards the Ph.D. degree (note that a grade of B- will not meet this minimum B requirement).

Didactic Courses

Core curriculum: These required core courses provide students with an introduction to core knowledge and key research techniques relevant to community health and health behavior. These core course requirements are as follows

Community Health and Health Behavior Core Courses (15 Credit Hours)

These three courses provide an overview of core principles and research methods in Community Health and Health Behavior.

- CHB 601: Principles of Community Health and Health Behavior I (3 credits)
- CHB 602: Principles of Community Health and Health Behavior II (3 credits)
- CHB 605: Basic Research Methods for Community Health and Health Behavior (3 credits)
- CHB 610: Seminar in Community Health and Health Behavior (1 credit per semester; 6 semesters = 6 credits)

Public Health Core Courses (9-10 Credit Hours)

These courses provide students with knowledge of the broader field of public health and an understanding of how community health and health behavior issues are situated in a broader public health context.

- EEH 501: Epidemiology Principles (4 credits) OR EEH 500: Introduction to Epidemiology for Health Professions (3 credits)
- CHB 550: Public Health and Population Well Being (3 credits)
- One additional public health course selected from CHB 500- and 600- level courses. The course selected cannot also be used to meet other program requirement

Statistics and Research Methods Core Courses (13-15 Credit Hours)

A core knowledge of statistical principles and techniques and of research methodology is a foundation for research work in community health and health behavior. In addition to the Basic Research Methods course (CHB 605, see Community Health and Health Behavior Core Courses above), students will take the following: Four graduate-level statistics/research methods courses (e.g., structural equation modeling, questionnaire design), chosen in consultation with their research advisor (typically 3-4 credits each, for a total of 13-15 credits). At least one course must be a qualitative methods course and at

least one course must be a quantitative methods course.

Individualized Program of Studies (Minimum 9 Credit Hours)

Beyond the core curriculum, students design, in consultation with an advisor and supervisory committee, a program of studies drawing on courses both from Community Health and Health Behavior and other disciplines. Students will take at least 3 additional graduate-level courses (total of at least 9 credit hours) chosen in consultation with their advisor and (if applicable) supervisory committee, providing a depth of knowledge in the student's substantive area of interest.

Directed Research

Beyond formal coursework, the Ph.D. program in Community Health and Health Behavior is explicitly based on a mentor-mentee, apprenticeship model in which students are involved in a faculty member's research throughout their time in the program. During this directed research experience, students also will complete training in journal article and grant writing and in research ethics, including completion of the CITI training modules for behavioral and biomedical sciences and other required research ethics training. While completing didactic coursework, students register for directed research credits (CHB 695: Independent Research, 1-6 Credits/semester) or community-based experience credits (CHB 696: Community Field Experience, 1-6 Credits/semester) to reflect the instruction and learning emerging from this mentored research experience. Students are recommended to take 10-12 credits of directed research/community-based experience credits (depending on other course selection options, students may take more than 12).

Thesis Supervision Credits

Students register for dissertation supervision credits (CHB 698: Dissertation Guidance, 1-6 credits/semester) after passing the comprehensive exam and while working on the dissertation. Students typically earn 12 dissertation credits during the process of working on the dissertation.

FORMS

Certification of full-time status form

Students are eligible to reduce their credit hours below 9 (fulltime for students with a graduate assistantship) as early as when they are working on their comprehensive exam. Students should consider doing this as soon as they no longer need to take 9 credits per semester for their remaining semesters in order to earn the 72 credits needed to graduate. The form must be submitted to the graduate school at least one week prior to the start of classes for the relevant semester. Please give form to Academic and business services coordinator and he/she will send

to the Graduate School. The form is available here:

<http://grad.buffalo.edu/content/dam/grad/study/cert-fts.pdf>

When submitting this full-time status form the ATC form and CITI training documentation must also be attached.

Application to Candidacy form

No ATC is submitted for the MS degree. The PhD ATC form should be completed along with the certification of fulltime status or after completion of the comprehensive exam, whichever is earlier. A transcript indicating which course(s) will be counted toward the degree should be submitted along with the ATC form. Proof of CITI training must also be submitted for the PhD ATC.

M-form

Is to be completed as soon as requirements are met for the PhD degree (e.g., at dissertation defense or after making revisions)

Dissertation funding application

All students completing their dissertation research are eligible for \$1000 in dissertation funding. The funding only covers research expenses and should be approved by your committee. Your committee chair signs the form indicating their approval. The form must be submitted prior to making any expenditures and expenditures must be processed for reimbursement prior to graduation. You may want to discuss your funding request at your dissertation proposal meeting. An electronic version of the form is available from the academic and business services coordinator. It is submitted to the DGS.

Directed research form

Every semester you are required to take directed research credits (not dissertation credits) you need to complete this form. The first part is completed at the beginning and second part at the end of the semester. It should be given to the academic and business services coordinator within the first week of classes and within one week of exam week.

Individual Development Form (IDP)

Every student completes this every year. The first part of the form is completed by the student with input from their advisor and involves setting development goals for the year. The first part of the form is completed during the first week of the Fall semester. The second half of the form is completed during the last week of the Spring semester. The major advisor evaluates the student's progress toward the student and meets with the student to review their evaluation. The completed form should be submitted to the academic and business services coordinator by May 15.

All forms should be completed and signed by student, DGS and other relevant faculty and forwarded to the academic and business services coordinator.

OVERVIEW OF MILESTONES AND DEADLINES

Milestones for full-time students

	Recommended Deadline	Required Deadline
Form dissertation committee	End of first semester of second year	End of second semester of second year
Complete Comprehensive Exam	End of summer after second year	End of first semester of third year
Complete PhD ATC	After completion of comprehensive exam	
Propose Dissertation	End of second semester of third year	Summer after third year
Defend Dissertation	End of second semester of fourth year	End of second semester of fourth year

GUIDELINES AND PROCESS FOR COMPLETION OF A Ph.D. (IN ADDITION TO COURSEWORK REQUIREMENTS)

IDENTIFY A PRIMARY ADVISOR

Because the Ph.D. program in Community Health and Health Behavior centers around a mentor/mentee model, students are paired with a primary research/academic advisor during their first semester in the Ph.D. program. In many cases, this advisor selection and pairing will happen naturally during the admissions process and will thus be in place prior to the student formally beginning the program. In the event that an advising relationship is not in place at the beginning of the first semester, the student will work with the department's Director of graduate studies to identify research interests and appropriate advisor matching. In all cases, a formal advising relationship will be established no later than the end of the student's first semester in the Ph.D. program. In the event that the student's interests change over the course of the program or for some other reason a change of advising relationship is sought, the student will work with the Director of graduate studies to identify a new advisor.

ESTABLISH A DOCTORAL SUPERVISORY COMMITTEE

Each student will establish an individualized Doctoral Supervisory Committee. Typically, this will take place during a student's 2nd year in the program. The committee should be established at least 6 months before the student's desired date for taking the written comprehensive exam. This committee will advise the student on the remainder of the individualized course of studies,

supervise and evaluate completion of the comprehensive exam requirements, and supervise and evaluate completion of the dissertation. To form a committee, students will work with their primary advisor and the DGS to identify four faculty members to serve on the student's committee. Three must be full members of the UB graduate faculty (you can check here: <http://www.buffalo.edu/grad/succeed/current-students/grad-faculty.html>). In most circumstances, the primary advisor will be one of the four members and will serve as Chair of the Supervisory Committee. At least one of the remaining three members must be from another department. One of the remaining three may be from another institution. It is also possible to include a fifth member from another institution and you may choose to only involve this person in the dissertation (not the comprehensive exam). In almost all cases, the same committee will supervise and evaluate both the comprehensive examination and the dissertation, although this is not required.

COMPREHENSIVE EXAM

The purpose of the comprehensive exam is to assess whether, upon completion of the coursework for the Ph.D. degree, the student has sufficient knowledge of the principles of community health and health behavior and is ready to move forward and to undertake the independent research required for the dissertation. The comprehensive exam has two components: the written examination and the oral examination. Evaluation of the exam requirement takes place in two phases: evaluation of the written examination and evaluation of the oral examination. The oral examination always takes place after the written exam has been successfully completed.

The written examination typically will be arranged at the end of the 2nd year of coursework (4th semester in the program) and will be taken during Fall semester of the 3rd year in the program; taking the exam later than the end of the 3rd year in the program must be approved by the Supervisory Committee and the Director of graduate studies. This examination will be based on the courses the student has taken and on an agreed upon reading list. In consultation with the advisor and supervisory committee, each student will identify particular areas of research interest within the domain of community health and health behavior. The committee will then work with the student to develop a recommended reading list for the student to review in preparation for the exam, based on the identified areas of interest. The student prepares a first draft of the proposed reading list. This draft is then circulated to the advisor and the committee for input and additions. The final reading list will be approved by the committee and provided to the student at least 60 days before the exam is held. In addition, there is a department-wide reading list covering breadth of knowledge in community health and health behavior; the current version of the department-wide list will be provided to the student at least 60 days before the exam is held. For the individualized portion of the exam, each committee member will write two examination questions for the student (total of 8 questions; in the event that a committee contains more than 4 members, the committee chair will make a final determination of which 8 questions will constitute the individualized examination). The student will answer a total of 4 of the 8 individualized questions; the student will select one of the two questions asked by each committee member. The student will also complete a breadth of knowledge question (or set of

questions) that assesses knowledge of the department-wide reading list and PhD core coursework. This question will be graded by the committee Chair. The exam will be open-book. Responses to each question are typically 2 pages, single-spaced. The student will be presented the questions and will be given 72 hours to answer the questions. The exam responses will be circulated to committee members. Each committee member will provide the committee Chair with written feedback and a pass/no pass grade decision for his or her question. Committee members are encouraged to provide written feedback on all or any of the responses, including the response to the breadth of knowledge question. Except under exceptional circumstances, committee members will complete their feedback/grading within three weeks of the end of the exam period. Even in the case of a grade of “pass”, during the oral exam committee members may (and often will) identify follow-up questions about the written exam answers. Passing the exam shall be defined as having no more than one “no pass” grade from the committee. In the event that the student elects to re-take a failed exam, the second examination must take place within six months of the date of the original examination. Failure to pass the exam on the second attempt will result in the student’s dismissal from the Ph.D. program.

The oral examination will consist of a 2-3 hour meeting between the student and the members of the Ph.D. supervisory committee and, if desired by the committee for reasons of expertise or additional perspective, other members of the Community Health and Health Behavior faculty. Except under exceptional circumstances, the oral examination will take place no more than 6 weeks after the end of the written examination period. During the oral examination the committee and any additional faculty will question the student about the written examination, the student’s specialty area(s) of interest, and breadth of knowledge about the substantive areas of health behavior covered in the core curriculum and the student’s individualized program of studies. The relative balance of these types of questions will be at the committee’s discretion based on the student’s performance on the written exam and in prior coursework, but typically will be relatively evenly divided among broad questions about the examination and core curriculum and specific questions about the student’s focus area.

Following the oral examination, the student will leave the room and the committee will determine whether the student has passed the oral examination. Passing the exam shall be defined as having no more than one dissenting vote from the committee members. Should additional faculty be present at the oral exam they will be asked to provide feedback and an opinion about passing, but will not formally vote. In the event that the student does not pass the comprehensive exam, they will have the option of taking a second examination. The scope of that second examination (e.g., whether both the written and the oral components must be re-done) will be determined by the supervisory committee. In the event that the student elects to re- take a failed exam, the second examination must take place within six months of the date of the original oral examination. Failure to pass the exam on the second attempt will lead to the student’s dismissal from the Ph.D. program.

Upon completion of the comps exam process, the student submits the ATC form for the PhD degree.

DISSERTATION

The goal of a doctoral dissertation is threefold: 1) demonstrate that the student can successfully synthesize empirical evidence in a specialty area in community health and health behavior; 2) that the student can apply a core set of methodological skills (qualitative and/or quantitative) relevant to the dissertation research and conceptualize, design, execute, and analyze an independent research study or studies that demonstrate ethical research principals in community health and health behavior; and 3) can make an original contribution to the field of study. Ultimately, the judgment of whether these two goals have been met is the responsibility of the student's dissertation committee.

The Ph.D. program in Community Health and Health Behavior provides two options for content and formatting of the dissertation. Neither of these content/formatting options changes the depth or quality of work required to achieve the goals outlined above. Under either option, the student in consultation with the advisor and supervisory committee will select a topic area of substantive interest and will complete a dissertation involving empirical research designed to answer an original research question related to the topic area.

Dissertation Structure and Content Options

Option 1: Traditional Book Format

The traditional book format dissertation is made up of a series of chapters. In the most typical presentation, the first 1-2 chapters present an in-depth introduction and overview of the topic of study (in greater depth than would be presented in a typical journal article). In a single study dissertation, there is then a methods chapter and a results chapter. In a multiple study dissertation, there may either be a separate methods and results chapter for each presented study or the methods and results may be integrated (this decision is at the discretion of the student and advisor). The traditional book dissertation ends with 1-2 discussion/conclusions chapters, followed by references and any appendix materials (e.g., copies of questionnaires for studies, additional results tables/figures, technical materials).

Option 2: Programmatically Linked Manuscripts

As an alternative to the traditional book dissertation, students may elect to satisfy the dissertation requirement by presenting a series of **at least three** manuscripts that are published, in press, or of publishable quality. These manuscripts must satisfy several criteria to be acceptable for satisfying the dissertation requirement (judgment of acceptability is the responsibility of the supervisory committee): a) the student must be the first author (although not necessarily the sole author) of each manuscript; b) the student and the research mentor for each paper must state that the student was the major contributor and intellectual lead on the work described in each manuscript; c) the manuscripts must be programmatically linked to address a single overarching research topic; and d) at least one of the manuscripts must report results of original, empirical research.

A dissertation written under the programmatically linked manuscripts option includes the

following: 1) an introductory chapter which provides an overview of the program of research, introduces each of the manuscripts, and describes how they are integrated; 2) each of the three (or more) manuscripts; 3) a global discussion chapter which summarizes and integrates the findings and conclusions from each of the manuscripts; and 4) a references section for the introductory and concluding chapters (it is not necessary to include references from the three manuscripts, as each manuscript will have its own references section). As with the book length dissertation, appendix materials may be included.

Steps in Completing the Doctoral Dissertation

The student should have successfully completed the written and oral comprehensive exams before taking any of the formal steps outlined below. In some cases, the student can and should be working on elements of the dissertation proposal and, in the case of the manuscript dissertation option, on manuscripts that will be part of the dissertation prior to completing the comprehensive exam requirements.

The student will first prepare a dissertation proposal and have that proposal approved by the supervisory committee in a proposal defense meeting. The proposal must be approved by all members of the supervisory committee. In the event that the committee does not approve the original proposal, the student will have the opportunity to revise and resubmit. Failure to pass the proposal defense on the second round will be grounds for dismissal from the program.

The proposal will be reviewed by all members of the supervisory committee and then will be discussed and approved in writing at a formal meeting of the committee. At the formal meeting, the committee will ask questions about the proposal document and discuss any concerns about the proposed work. At the committee's discretion, the proposal meeting may also include an oral presentation by the student about the proposed work. Successfully completing the agreed upon project and successfully writing the dissertation document (both as evaluated by the committee) will constitute successful completion of the dissertation project. It is important to note that successful completion of the dissertation is based on the committee's evaluation of whether the work presented demonstrates doctoral-level research ability and not on the publication status of the work. For the programmatically-linked manuscript option, this evaluation will be made for each of the involved manuscripts; in addition, the committee will evaluate whether the manuscripts are conceptually programmatically-linked in a way that demonstrates the student's ability to conduct an integrated program of research. Students are encouraged to engage members of their committee in the process as early as possible; committee involvement at the stage of study conceptualization and research design not only benefits the student by providing multiple sources of consultation on the research, but also increases the likelihood that the research program will satisfy the requirements for the doctoral dissertation.

Proposal Content: Traditional Book Format Dissertation

For the traditional book format dissertation, this proposal will involve outlining existing research

relevant to the substantive area of interest. This should include outlining a rationale for the research question to be addressed by the dissertation work, and proposing the research study (or studies) to be conducted to address the substantive question. The proposal will be roughly equivalent to the introduction and methods sections for the final dissertation.

Proposal Content: Programmatically Linked Manuscripts Dissertation

For the programmatically linked manuscripts dissertation, the proposal content will differ from student to student depending on the status of each of the involved manuscripts at the time of the proposal. Every dissertation proposal will include an introductory section that outlines: a) the overarching scientific question(s) being addressed in the program of research; b) a brief background on the scientific questions. This background should be sufficient to establish the conceptual framework underlying the dissertation work, but does not need to be an exhaustive review of the relevant literature; c) for each of the three or more component manuscripts, a brief (1-3 paragraph) descriptive overview of the manuscript; and d) a discussion of how the manuscripts are integrated to address the overarching scientific question.

The remaining body of the proposal will consist of details about each of the component manuscripts. For manuscripts that are complete at the time of the proposal submission (i.e., published, in press, under review, or completely written but not in the publication process), the student should submit a full copy of the manuscript for the committee's review.

For in-process manuscripts (e.g., data collection underway, data collection complete but manuscript not written, or manuscript writing in process but not complete), the student is encouraged to include as much detail as possible given the current state of the project. The closer the submitted material is to a full manuscript, the more effectively the committee will be able to evaluate whether the completed work will satisfy the requirements for the dissertation. At a minimum, if the manuscript is a report of an empirical study, the description of the in-process manuscript should include an annotated outline of the introduction section, a fully written method section, and a complete data analysis plan, including how the study data will be analyzed to address the scientific question(s) outlined in the overall introduction to the proposal document. If data analyses are underway or complete, the proposal should also include a report of the preliminary results. If the manuscript is non-empirical (e.g., a literature review or a theory development paper), the proposal should include an annotated outline of the introduction section and a brief overview of the goals of the paper (e.g., the theory being developed, the scope and purpose of the literature review, how the work will advance the field). If the review/synthesis is already underway, the proposal should also include a preliminary report of the synthesis topics and findings.

For manuscripts reporting empirical studies or conceptual work that is not yet underway, the proposal document should include the same information indicated above for in-process manuscripts, except that there will be no report of preliminary findings.

Guidance for students completing either format

The student will write the dissertation document (see two format options described earlier). It is highly recommended that the student regularly seek feedback from the dissertation advisor and other committee members throughout the writing process. At a minimum, the student's dissertation advisor must read and approve the dissertation document prior to its being formally sent to the remaining committee members for review and approval.

Dissertation defense

Once the final dissertation document has been written and has been approved by the major advisor, the document will be distributed to the supervisory committee and the final oral defense will be scheduled. The committee should be given the document at least three weeks prior to the final oral defense.

The oral defense will consist of a 1 hour public presentation, followed by a private meeting with the dissertation committee for questions and discussion from the committee members. In the public presentation, students must discuss all dissertation projects. The projects do not need to be discussed in equal depth; however, at a minimum, the student must summarize the research question, rationale, methods and results of each study. Following the oral defense the student will be excused and the committee will determine whether the student has successfully completed the dissertation and all academic requirements. Passing the oral defense shall be defined as no more than one vote of unacceptable from the committee.

After a successful defense, the student will follow the Graduate School guidelines for submission of paperwork, including the M-form and an electronic copy of the dissertation, related to the oral defense and graduation.

Scheduling the Defense

Students should arrange a day and time for the 1 hour public presentation and subsequent private meeting with their committee. It is best if the date and time can be arranged prior to the start of the semester when it will take place, the student should coordinate with the organizer of the CHHB Brown Bag seminar to schedule the public presentation as part of that series. Currently, students should contact Lorraine Collins to include their presentation as part of the research seminar. The student is responsible for submitting the title of the dissertation talk to the department coordinator (Jennifer Battisti Turkovich). The department coordinator is responsible for scheduling and publicizing the presentation. **The oral defense will be publicly announced at least two weeks in advance.**

As soon as the date of the presentation is selected and at least one month prior to the dissertation defense, the student should send an email requesting the department coordinator request rooms be scheduled for the two parts of the defense. Students should alert the academic and business services coordinator if their public presentation will be part of an already scheduled Brown Bag seminar. This email should include the student's name, dissertation title

and names of committee members for the text of the dissertation defense announcement. Students should carbon copy their committee chair/major advisor and the DGS on this email. They should also carbon copy the organizer of the Brown Bag seminar if the public presentation will be part of the series.

The department coordinator will publicize the dissertation defense, (student, title, committee members, time, and location) two weeks prior to the event via the SPHHP and department listserv, flyers, school calendar, and the lobby display. When sending out email notification via listserv, a calendar request should be included. A reminder should be sent out 2-3 days prior to the defense.

Submitting the Final Dissertation Document

Formatting and submission for the final dissertation document should be done per the guidelines of the UB Graduate School. Students should review the current guidelines on the Graduate School's website (www.grad.buffalo.edu/etc/index.php) before writing their dissertation and should check the guidelines again prior to submission to ensure that any guidelines updates are incorporated in the final document. Note that, given the Graduate School's guidelines for formatting, students using already published manuscripts as part of the programmatically linked manuscripts option will need to include a version of the manuscript text that conforms to the guidelines (students considering the linked manuscript options are strongly encouraged to save the final word processing version of their manuscript for this reason). Reprints of published papers may be included as appendices.

Students including previously published work in their dissertation should confirm with the publisher (or other copyright holder) that the student has permission to include the published manuscript in the dissertation. If a case arises where a publisher refuses permission, the student may instead include a detailed description (1-3 pages) of the paper's content and a citation to the published paper.

Authorship on Manuscripts Arising from the Dissertation

The standards for determining both inclusion as an author and order of authorship for works arising from a dissertation are the same as those for any other professional context. Service on a dissertation committee does not automatically lead to authorship on papers arising from that dissertation, and it should be assumed that contributions leading to authorship are above and beyond simply reading the dissertation proposal and final dissertation document and providing comments in meetings of the dissertation committee. Guidelines for determining authorship have been developed by several professional organizations and should be consulted as needed (for an example, see <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>). Under the three manuscript model, authorship decisions should be made on a manuscript by manuscript basis; thus, a given committee member might be an author on one manuscript arising out of the student's dissertation but not on others.

In situations where questions about authorship arise, questions should be directed to the

student's mentor/dissertation committee chair. In these cases the mentor/dissertation committee chair will consult with the student, mentor the student in using relevant authorship guidelines, and achieve a final decision about authorship. The mentor/dissertation committee chair will be responsible for communicating that decision to relevant members of the committee.

DEPARTMENTAL DISSERTATION FUNDING

All PhD students in CHHB will have access to up to \$1,000 for funding dissertation research activities such as paying participants or buying unique supplies and/or services. Travel to conferences and other costs related to disseminating research findings, and payment to study personnel are not eligible for funding. To apply for the dissertation funding, the student must secure approval of the funding request from his or her dissertation committee and the Department Chair. They must submit the dissertation funding form to CHHB's Director of graduate studies. Requests for funding can must be submitted prior to making any expenditures and will be reviewed on an ongoing basis. Dissertation research funds are expected to be expended within 1 year, but no-cost extensions are possible, depending on the progress of the research project. Students must keep records (e.g., signed receipts) to document the use of the funds, for auditing and other purposes.

Gift card purchasing:

- 1) US Bank gift card are the preferred method for paying participants. Students will need to follow the instructions on [this website](#) and make sure they have all necessary documentation, including IRB approval. CHHB can support this using non-sponsored funds, and can supply this non-sponsored account information when purchasing gift cards.

Earning an MS during the PhD program

Some students enrolled in the PhD program earn an MS on their way to the PhD. Typically, students who share credits from a previously earned masters degree with their PhD do not earn enough credits to earn the additional MS. Students interested in earning the MS should contact the DGS after they have passed their comprehensive exam.

PROCEDURES FOR ONGOING MONITORING/EVALUATION OF STUDENT PROGRESS

Because the Ph.D. program in Community Health and Health Behavior is explicitly based on a mentor-mentee, apprenticeship model, each student's primary research advisor has key responsibility for advising and supervision. Once a student forms a supervisory committee (before the Spring of the second year, see page 5), the supervisory committee has joint responsibility with the advisor for ongoing advising and supervision. The Director of graduate studies monitors the progress of and training plans for all graduate students in the program and is available to provide additional advising and supervision as needed.

There are three types of evaluations for students in the program – evaluations each semester to monitor ongoing progress, preliminary examination evaluation to assess knowledge and ability in the discipline of community health and health behavior, and evaluation of the dissertation process to ascertain knowledge and ability in the specialty area. The preliminary and dissertation evaluation procedures are described in detail in the Ph.D. program of studies description. PhD students are evaluated on an ongoing basis with an individual development plan (IDP). The student collaborates with their advisor to complete the IDP goals and evaluation criteria at the beginning of each academic year. At the end of the Spring semester the advisor evaluates the student on their progress toward these goals. As necessary, the faculty advisor will work with the student to develop an action plan to address the feedback.

Academic good standing and probation

In addition to following the Graduate School policies on good academic standing and probation (<http://grad.buffalo.edu/study/progress/policies.html>), the Department of Community Health and Health Behavior adheres to the following provisions.

All Graduate Students

Students who fail to earn a full “B” or better in a required course (note that a B- does not suffice) will be placed on academic probation. They will be required to retake the course. Students who earn a full B or better upon retaking the course will have met this particular requirement for regaining good academic standing. Students who do not earn a full B or better upon repeating the course will be dismissed from the program. Students who do not earn a full B or better in an elective course will be informed that they cannot count that course toward their degree program.

PhD Students Only

There are a variety of grounds upon which a PhD student may be put on academic probation, including but not limited to failing to make timely progress in their research and unprofessional conduct. Any member of the CHHB graduate faculty may request a meeting of these same faculty to propose putting a student on academic probation. The CHHB graduate faculty will discuss the case and vote on whether to put the student on academic probation. If a full-time student fails to complete their comprehensive exam by the end of the first semester of the third year this will automatically prompt a meeting of the CHHB graduate faculty who will review the student’s progress and vote on whether to put the student on academic probation. If the majority of the faculty votes for probationary status, the student will be placed on academic probation for the coming semester. If the majority of the faculty votes to retain good academic standing, the student will remain in good academic standing for the coming semester. The department procedures for determining and communicating the terms for regaining good academic standing are the same as those outlined in the Graduate School academic probation policy.

Academic Integrity

The Graduate School Academic Integrity policies can be found [here](#). Below are some common examples of academic dishonesty. Academic dishonesty is taken seriously by the Department and Graduate School. Academic dishonesty during one’s tenure as a PhD student can result in sanctions, including dismissal from the program. It can also result in long-term consequences. For example, plagiarism in a dissertation can be discovered years after it has been completed, resulting in reputational losses and career impediments.

Examples of Academic Dishonesty

- Submitting previously submitted work without express permission from an instructor
- Plagiarizing from any source without appropriately paraphrasing, quoting and citing
- Self-plagiarizing one’s own previously published work
- Utilizing generative AI in class assignments or published work without permission Falsifying or altering data
- Purchasing or selling academic assignments

SAMPLE PROGRAM OF STUDIES

First Year – Fall		First Year – Spring	
Course Title	Credits	Course Title	Credits
EEH501: Epidemiology Principles	4	CHB 602: Principles of Community Health and Health Behavior II if offered Individualized Program of Study course if not offered	3
STA 527	4	CHB 605: Basic Research Methods for Community Health and Health Behavior	3
CHB 601: Principles of Community Health and Health Behavior I if offered CHB 550 or Individualized Program of Study course if not offered	3	STA 528	4
CHB 610: Seminar	1	CHB 610: Seminar	1
		CHB 695: Independent Research	1
Total Credits	12	Total Credits	12

Second Year – Fall		Second Year – Spring	
Course Title	Credits	Course Title	Credits
Individual Program of Studies Course	3	Individualized program of studies course or CHB 602 if not taken	3
STA 529	4	Qualitative methods course	3
CHB 550: Public Health and Population Wellbeing of CHB 601 if not taken	3	CHB 610: Seminar	1
CHB 610: Seminar	1	Public health breadth course	3
CHB 695: Independent Research	1	CHB 695: Independent Research	2
Total Credits	12	Total Credits	12

Third Year – Fall		Third Year – Spring	
Course Title	Credits	Course Title	Credits
Individualized Program of Studies Course	3	CHB 695: Independent Research	2
CHB 500/600 Level Course (Public Health Breadth)	3	CHB 610: Seminar	1
CHB 610: Seminar	1		
CHB 695: Independent Research	2		
Total Credits	9	Total Credits	3

Fourth Year – Fall		Fourth Year – Spring	
Course Title	Credits	Course Title	Credits
CHB 698: Dissertation Guidance	6	CHB 698: Dissertation Guidance	6
Total Credits	6	Total Credits	6