Health Promotion and Education Program
Graduate Student Handbook
2018-2019

School of Human Services
College of Education, Criminal Justice & Human Services
University of Cincinnati
# Table of Contents

Welcome and Note from Health Promotion Faculty 3

Keys to Graduate Success 4
Health Promotion and Education Faculty .5
The University and Community .7
Academic Calendar 8
Grading Information 8
Graduation Information 10
Graduate Program Advisory Committee 10
Program Communication 10

Master of Science Degree Information 11
MS in Health Promotion & Education with a Concentration in Community Health Education 11
MS in Health Promotion & Education with a Concentration in Exercise Management 12
Culminating Experiences for Master Level Students..... 14
Internship Guidelines ... 14
Thesis Guideline 14
Academic Advising for MS Student 16
Graduate Student Responsibilities 16
Advisor Responsibilities 17

Doctoral Degree in Health Education Information 17
Program Overview 17
Grading Practices 18
Standards for Graduate Study 19
Residency for Doctoral Students 19
Time-to-Degree Requirements .19
Graduation 19
Academic Advising for PhD Students 19
Continuous Progress Monitoring and Selective Retention 20
Comprehensive Exams .20
Dissertation Guidelines 21

Graduate Program Dismissal Policy ... 21
Remediation Action Plan........ 23
Step-by-Step Instructions for Registering on the Web 23
New Graduate Student To-Do List 24
Frequently Asked Questions 25
Certified Health Education Specialist (CHES) Exam .27
Campus Resource 27
Admissions Information 29
Application Deadlines . 30
Full-Time Course Plan for MS in Community Health Education 31
Full-Time Course Plan for MS in Community Health Education 32
Checklist for PhD in Health Education . 33
Welcome to the Graduate Health Promotion and Education program at UC!

Dear Graduate Student:

Welcome to the Graduate Health Promotion and Education (HPE) program at the University of Cincinnati. We are delighted to have you join our graduate program. According to the US Census Bureau (2012), only 8.05% of US Citizens over 25 have attained a Master degree and only 3.07% have earned a Doctorate degree compared to 30.94% who have earned a Bachelor’s degree, so you are in an elite group. As such, we have high expectations of you and would hope that you also place high expectations on yourself.

The HPE program at UC is an excellent program that we believe is one of the very best in the nation. Your admission to the Program is indicative of your record of past academic success, your interest in health promotion and education, and your interest in furthering your career through a graduate degree program. We look forward to working closely with you as part of the program as you grow professionally and personally.

We have designed a training program of the highest quality to prepare you to be a highly competent and successful health professional. Students are expected to be familiar with contents of the Program Handbook, the University Graduate Handbook, and all University policies, including the Student Code of Conduct and research ethics. Links to university requirements are listed in this Handbook and included on the Program website.

Sincerely,

The Health Promotion & Education Program Faculty
Keys to Graduate Student Success:

Success in the program is dependent on your ability to get the most out of your time here. Success in the job market and your career is dependent on your ability to shine brighter than all of the other stars out there. Our faculty and staff have found that graduate students who are most successful in the program and in the job market possess three key characteristics:

1. Successful students are professional at all times, both with faculty and with their fellow students. This means:
   - Using professional language in emails and verbal communication as well as in more formal written assignments
   - Participating meaningfully in classes (e.g. getting to class on time, attending all classes unless a professional commitment keeps you away, making concise and relevant comments in class discussions, preparing thoroughly for presentations, etc)
   - Being respectful of your professors and peers

2. Successful students are proactive. This means:
   - Seeking out professional development and networking opportunities both on and off campus
   - Taking initiative to become involved in research and service activities
   - Managing their time so that they can proactively balance their educational development, family responsibilities, and job responsibilities, all while realizing that sometimes this means giving up some social activities
   - Actively seeking out information, rather than asking the program director first

3. Successful students strive to get the most out of their educational experience. This means:
   - Taking responsibility for their educational coursework and doing their best at all times
   - Being accountable to university and course deadlines
   - Reviewing the syllabus and course materials thoroughly, taking advantage of every resource professors provide (e.g. lectures, readings, websites, etc.)

Of course the HPE Program faculty and staff are here to help guide your professional development, but your success starts with you!
Program Faculty

The strength of any program is its faculty. Twelve full-time faculty members are responsible for the HPE program. Faculty are actively involved in teaching, research, professional practice, consultation, training, and collaboration with various health agencies, schools and other organizations. Faculty are heavily involved in research and community activities and have received numerous state and federal grants consistent with these efforts.

Faculty are productive and regularly publish in such journals as Health Education & Behavior, the American Journal of Health Education, the Journal of School Health and various others. Collectively, program faculty have published greater than 400 professional articles in peer-reviewed journals and delivered over 600 professional presentations. Faculty members have delivered a wide array of professional presentations and technical workshops for numerous organizations, agencies and professional groups throughout the US. Program faculty hold many honors, including the Horizon Award (Society of Public Health Education), AAHB Research Scholars (American Academy of Health Behavior) and the Cohen Award (UC Teaching Professor of the Year Award) and many others. Faculty have also been successful in securing internal and external funding for health education research and program activities.

A primary focus area of faculty research is on preventing risky health behaviors among children, adolescents and young adults. Current research topics include: substance abuse prevention, reducing health disparities, mental health promotion, STI prevention, violence and suicide prevention, social determinants towards health, and women’s health.

The faculty is also heavily involved in campus and community connections aimed towards health promotion. Some of our community partners include the Ohio Department of Health, Ohio Department of Mental Health and Addiction Services, Ohio Department of Education, Hamilton County Health District, Northern Kentucky Independent Health District, Cincinnati Health Department, Cincinnati Children’s Hospital, Greater Cincinnati School districts, American Cancer Society, American Red Cross, United Way, and many others.

Additionally, individual faculty members have leadership roles in various state and national organizations including the American Public Health Association, American Academy of Health Behavior, American School Health Association, Society for Public Health Education, Eta Sigma Gamma, etc., which enables tremendous networking opportunities for students.

Program Faculty

Dr. Keith King: Keith.King@uc.edu
Professor and Doctoral Program Coordinator
Dr. King received his PhD from the University of Toledo. He specializes in positive youth development, substance abuse prevention, mental and emotional health promotion, violence and suicide prevention, sexual health, survey research and program evaluation.
Dr. Amy Bernard: Amy.Bernard@uc.edu
Associate Professor
Dr. Bernard received her PhD from The Ohio State University. She specializes in health program planning, implementation, and evaluation, prevention of cardiovascular disease, and women's health issues.

Dr. Julia Buchanan: Julia.Buchanan@uc.edu
Assistant Professor Educator and Co-Coordinator
Dr. Buchanan received her PhD from the University of Kentucky. She specializes in physical activity and health, physical fitness, and exercise physiology.

Regan Johnson: Regan.Johnson@uc.edu
Assistant Professor Educator and Co-Coordinator
Ms. Johnson received her MS from the University of Cincinnati. She specializes in sexual health, women’s health, program planning, and campus health promotion.

Amanda Lynch: Amanda.Lynch@uc.edu
Assistant Professor Educator
Ms. Lynch received her MS from the University of Cincinnati. She specializes in substance abuse prevention, sexual health, women’s health and reproductive rights, and body acceptance.

Dr. Ashley Merianos: Ashley.Merianos@uc.edu
Assistant Professor
Dr. Merianos received her PhD from the University of Cincinnati. She specializes in substance abuse prevention, mental health promotion, school health education, vulnerable populations, and epidemiology.

Dr. Laura Nabors: Laura.Nabors@uc.edu
Associate Professor
Dr. Nabors received her PhD from the University of Memphis. She specializes in childre health, mental health issues in community settings, and health attitudes.

Dr. Liliana Rojas Guyler: Liliana.Guyler@uc.edu
Associate Professor
Dr. Guyler received her PhD from Indiana University. She specializes in culture and ethnicity, immigrant communities and health, health education for individuals with disabilities and chronic illness.
Dr. Brittany Rosen:  Brittany.Rosen@uc.edu
Assistant Professor
Dr. Rosen received her PhD from Texas A&M University. She specializes in decreasing HPV-related disease, developing theory-based strategies and engaging in advocacy activities to increase HPV vaccination rates among adolescents and young adults.

Dr. Rebecca Vidourek:  Rebecca.Vidourek@uc.edu
Associate Professor and Graduate Program Coordinator
Dr. Vidourek received her PhD from the University of Cincinnati. She specializes in child and adolescent health including risky behaviors such as substance use, suicide, violence, and risky sexual behaviors, along with positive parenting, peer influences, and social connections.

Dr. Bradley Wilson:  Bradley.Wilson@uc.edu
Professor
Dr. Wilson received his PhD from Michigan State University. He specializes in exercise and human performance, and exercise in the media.

For more information about faculty, including research areas, please see faculty research charts on the HPE Program Blackboard/Canopy page.

The University and Community

The University consists of 14 Colleges and Schools that provide a wide range of graduate and professional programs. Over the years, the University has achieved an outstanding national and international reputation in many areas. The Carnegie Commission has designated it a Research University with Very High Research Activity. The National Science Foundation ranks the University's sponsored research as 47th in the nation (top 2%) among all universities and 27th among public universities. U.S. News and World Report ranks the University among the best national universities in the top 100 public institutions and 15th among Up-and-Coming national universities. The Chronicle of Higher Education has identified UC as a Research Heavyweight.

Approximately 42,000 students (approximately 10,000 graduate and professional) attend the University of Cincinnati. The campus includes excellent facilities for a variety of recreational activities including a new Student Center for swimming, basketball, running, tennis, racquetball, weight training and other activities. There is wide access to computer labs and wireless networks. The University has undergone extensive renovation to modernize and enhance student facilities. Forbes magazine names UC one of the world’s most beautiful campuses. Also, Princeton Review named UC a green university. It also sponsors movies, concerts, theater, athletic, and musical events. The Health Promotion and Education Program holds various social gatherings, meet-and-greets, and lunch-and-learn series for students.

The Health Promotion and Education program is housed administratively in the School of Human Services, one of five Schools in the College of Education, Criminal Justice, and Human Services (CECH). The other academic programs in the School of Human Services
are Behavior Analysis, Counseling, Substance Abuse Counseling, School Psychology, Sport Administration, and Athletic Training.

There is much in the city of Cincinnati that will add a broader dimension to students' academic careers. Cincinnati has been rated as being one of the most attractive and livable cities in the United States. It is noted for its cultural heritage, with its nationally known symphony orchestra, ballet, museums, zoo, and public theater. There are numerous other activities to enjoy including the Cincinnati Reds baseball team, the Cincinnati Bengals football team, many beautiful parks and rivers, and a nearby ski area. Within the region are many opportunities for outdoor recreation, including camping, hiking, rock climbing, and boating/canoeing. The cost of living is moderate, as is the climate. Greater Cincinnati captures the unique characteristics of 3 states (Ohio, Kentucky, and Indiana) within a single metropolitan area. Its hills and valleys surround the Ohio River, providing a setting for one of America's most beautiful inland cities.

The Cincinnati metropolitan area of 2 million people has 8 colleges and universities in addition to the University of Cincinnati. The city is located conveniently along major interstates as well as airline, train, and bus routes. It is within a 2 hour drive of Columbus, Indianapolis, Louisville, and Lexington, and within 5 to 6 hours of Pittsburgh, Cleveland, St. Louis, Knoxville, Detroit, and Chicago.

**Academic Calendar**
Graduate students must register for at least one graduate credit each academic year to maintain graduate student status. This graduate credit must be offered by UC and must contribute to degree requirements as determined by the student's graduate program. In addition, please read the university Graduate Student Handbook closely. The University of Cincinnati establishes several additional criteria for graduate students.

To view the current academic calendar, please visit the Registrar’s Office webpage.

To view the Graduate School Dates and Deadlines, including last day to withdrawal and deadlines to apply for graduation, please visit the Graduate School webpage. All Graduate School procedures and deadlines will be followed by the Health Promotion and Education program. No exceptions can be made by the program if a student misses a deadline established by the Graduate School.

*Important notice regarding withdrawals and financial aid: Students who completely withdraw from classes (through successive dropping of courses until they are no longer registered or in a complete withdrawal from all courses at once) are subject to the Return of Title IV refund calculation as dictated by federal regulations. Prior to withdrawing from one or more classes, review the Office of Student Financial Aid's Return of Federal (Title IV) Financial Aid information page.

**Grading Information**
Final Exams are held the last week of the semester after classes have ended. For each term’s full final examination schedule, consult the calendars page of the Registrar's website. Grade reports are available online via OneStop following the submission of final grades by the
instructor. Grade reports include total graduate hours and hours for the current semester. Credits carried and earned and quality points are computed each semester. In addition to appearing on student grade reports, those hourly totals are posted on the permanent academic record. Credits carried include all credit hours with grades other than P, U, T, I, W, UW, SP, UP and N/NG (no grade reported). Credit earned includes all credit hours for which grades of A, A-, B+, B, B-, C+ or C are reported. Credits carried may differ from credits earned as carried hours reflect F, UW and I/F grades. For a complete graduate grading scale and definition of all grades, see the Registrar’s website.

All coursework in the Health Promotion & Education graduate programs must be completed with a C grade or better. If a student fails to complete a course with a C grade or better, the course must be repeated. However, it is important to note that the Graduate School requires a final grade point average of 3.0 (B average), in order to graduate. Therefore, it is strongly recommended that students complete all courses with at least a B grade or higher. It is also highly encouraged for all students to meet with their academic advisor at least once a semester to ensure proper academic progression.

*The incomplete or “I” grade* is awarded as a final course grade (without grade point assignment) at the end of a term when a significant portion of course work has been satisfactorily completed, but not all of the course work has been completed. The incomplete grade is appropriate only when the completed course work is of passing quality and the student has had such hardship that completion of the remaining course work within the term timeline would present an additional hardship. Completion of the remaining course work does not include attending course sessions in a subsequent term.

The instructor who assigns the incomplete grade may set a specific date (up to one year) by which the student must complete the remaining course work. The student must work with the instructor to develop an agreement that indicates the date by which the remaining course work is to be completed and submitted to the instructor. The instructor is not obligated to provide the student with a full year to complete the remaining course work. If the remaining course work is completed within the time period agreed upon by the instructor and the student, and that completion occurs within the one year, then the instructor will submit, to the Registrar’s Office, a change of grade based on the quality of the remaining work. If no specific time for completion is set by the instructor, the student has one year (from the end of the term in which the incomplete was assigned) to complete the remaining course work. If the course work is not completed within the one-year period (i.e., one year from the end of the term in which an I grade was assigned), the I grade automatically converted to an I/F grade. The incomplete grade incurs no grade quality points (none) in the term following the assignment of the incomplete grade and is not calculated into the grade point average (GPA). Thereafter, zero (0.0000) grade quality points are assigned, and zero quality points are calculated into the GPA. After one year, if the incomplete grade has not been resolve I grade is converted to an I/F grade which carries zero (0.00) quality points and affects the GPA the same as the grade of F.

*The withdrawal or “W” grade* is awarded as a final course grade when a student drops a course after the 15th day of the term. A withdrawal occurs after the 15th day of the term after the period of no academic entry, but still within the term. A withdrawal will result in a grade of a W or
an F on your transcript. Students should see specific dates for summer modules and terms. Students may withdraw after the 15th day up through the 58th day of the term. A W grade does not impact your GPA, however an F grade, given for non-participation, will award a student zero (0.0000) quality points and will negatively impact the GPA. More detailed information about the withdrawal process can be found here. Students are not advised to withdraw from a course until they have spoken with an academic advisor about the academic and/or financial consequences of a withdrawal.

**Graduation Information**

A student must apply for graduation at the beginning of the semester they plan to graduate. If they do not apply for graduation by the indicated deadline on the Graduate School website, they will have to wait until the next semester to graduate. No exceptions can be made for students who miss the deadline to apply for graduation. For step by step instructions on how to apply for graduation, follow this link: [http://gradapps.uc.edu/Tutorials/ETDMasters/ETDMasters.htm](http://gradapps.uc.edu/Tutorials/ETDMasters/ETDMasters.htm)

All graduation deadlines can be found online.

**Graduate Program Advisory Committee**

Students in the Master’s program are assigned one program advisor. Students in the doctoral program are assigned a program advisor chair. In addition, the doctoral student will work with their assigned academic advisor chair to identify two other faculty members who will serve on their doctoral program advisory committee. Two of the committee members must be faculty members in the HPE program. The third committee member can be a faculty member in the HPE program or within another UC program. All committee members must have graduate status. The academic committee is an important vehicle for course input, future planning, collaboration for professional development, and in general, receiving feedback and input on program planning and direction.

**Program Communication**

Faculty and student communication is essential and is fostered through several means, including communication in program courses, meetings between faculty and each cohort, the HPE Blackboard Community, and other student meetings and social events. Student and alumni input are actively sought for curricular and program development.

Students are expected to stay in close communication with faculty teaching courses and their advisors/committee chairs and members. The program communicates with students initially via the Program Orientation and the Handbook (as a primary source of official requirements) and also through communication in required courses, e-mail, the program Blackboard community, and semester cohort meetings with students/faculty. Students are reminded that University rules require that faculty and students communicate via e-mail using only the UC account, not other accounts, so students must check UC e-mail frequently and correspond with faculty only with these accounts. It is the responsibility of students to use these methods to stay apprised of program and University expectations and to bring any questions or concerns to the program faculty for discussion and resolution.
Master of Science Degree Information

The Health Education Program offers Masters of Science (MS) degrees with a concentration in either Community Health Education or Exercise Management.

The Master of Science (MS) in Health Promotion and Education with a concentration in Community Health Education is an ideal program for individuals interested in helping people and communities to adopt healthy behaviors and healthy lifestyles. This nationally recognized program has been especially designed for those who want to work in helping others in community health settings, health departments, nonprofit agencies, wellness centers, hospitals, corporate wellness programs, and health organizations. The program offers courses in all the major areas of health promotion and health education. Successful completion of the degree prepares students to be Certified Health Education Specialist (CHES) and sit for the national CHES exam.

Graduates of this program have obtained positions throughout the US in a wide array of health promotion and health education settings. This degree can also be beneficial for individuals who wish to pursue doctoral level training. Students are prepared through a program grounded in current research and evidence-based practices in the field of health promotion and health education to become community health educators.

The Health Education faculty are student-oriented and possess a broad range of experience, skills and knowledge in the field of health promotion and health education. Faculty members provide much research expertise in such health areas as: substance abuse prevention, violence and suicide prevention, minority health, mental health promotion, women's health issues, children’s health and mental health, obesity prevention, nutrition, physical activity, sexual health, health program planning, implementation, and evaluation, stress management, international health, and various other health issues.

Students in the program can attend classes both in the traditional face-to-face delivery method, as well as experience classes delivered online via Blackboard - UC's advanced course development and delivery software. Graduates of the program have applauded the program's commitment to excellence in teaching and research opportunities.

Success Factors

Individuals who are interested and committed toward helping others in the community are excellent candidates for this program. This program is ideal for students who wish to assist individuals, groups and communities to adopt healthy behaviors and healthy lifestyles. Students who excel in the program tend to be people-oriented, have strong interpersonal skills, and work well with others. In addition, possessing strong written and verbal skills will assist students in becoming successful community health educators in the field.

Career Possibilities

One of the major strengths of the MS Community Health Education Program is the vast and diverse array of career possibilities. Health encompasses many aspects and dimensions and therefore presents many opportunities for employment. Graduates of our program have obtained
numerous positions throughout the US. Just a few of the many career opportunities include working as a health educator in community health settings, health departments, colleges and universities, wellness centers, nonprofit agencies such as the American Cancer Society and American Red Cross, hospitals, schools, corporate and worksite wellness programs, fitness facilities, mental health agencies, health organizations and research sites. Community Health Educators are aimed at helping individuals, groups and communities to become healthy in all aspects of their lives. A holistic approach to health is emphasized. Additional career options are listed on the Career Development Center’s Web site.

### Curriculum

The Master of Science (MS) in Health Promotion and Education Program with a concentration in Community Health Education is 40 semester hours in length. Students can complete this program in one calendar year (fall, spring and summer semesters) by taking at least 15 credit hours in the fall semester, 15 credit hours in the spring semester and 10 credit hours in the summer semester.

**Fall Semester Courses include:**
- HPE 7011 Foundations of Health Promotion & Education (3 credit hours)
- HPE 7012 Health Promotion & Education Program Planning (3 credit hours)
- HPE 7071 Research Methods in Health Promotion & Education (3 credit hours)
- HPE 7072 Health Sciences Statistics (3 credit hours)
- HPE xxxx Health Promotion & Education Elective

**Spring Semester Courses include:**
- HPE 7013 Health Promotion & Education Measurement & Evaluation (3 credit hours)
- HPE 7014 Grant Writing & Resource Development (3 credit hours)
- HPE 7015 Community Organization & Program Management (3 credit hours)
- HPE 7021 Epidemiology in Health Promotion & Education (3 credit hours)
- HPE 7040 Social & Behavioral Foundations of Public Health (3 credit hours)

**Summer Semester Courses include:**
- HPE 7090 Internship (4 credit hours)
- One of the following:
  - HPE 7098 Thesis (6 credit hours)
  - HPE 7090 Extended Internship (6 credit hours)

### The Master of Science (MS) in Health Promotion and Education with a concentration in Exercise Management

is an ideal program for individuals interested in helping people and communities to become regularly involved in physical activity. This nationally recognized program has been especially designed for those who want to work as health educators in fitness-related settings such as corporate or commercial health/fitness centers, YMCAs, recreation departments, etc. Exercise Management students have their choice of several culminating experiences including thesis, project, comprehensive exams, or extended internship with portfolio. Successful completion of the degree prepares students to receive the Certified Health Education Specialist (CHES) credential after passing the national exam. Students
completing this program could also complete exercise specific certifications offered by the American College of Sports Medicine (ACSM), National Strength and Conditioning Association (NSCA), American Council on Exercise (ACE), National Academy of Sports Medicine (NASM), as well as various other fitness certifications.

Graduates of this program have obtained positions throughout the US in a wide array of health promotion and health education settings. This degree can also be beneficial for individuals who wish to pursue doctoral level training. Individuals completing the program may also, with faculty approval, transition directly into the doctoral program without further application. Students are prepared through a program grounded in current research and evidence-based practices in the field of health promotion and health education to become community health educators.

The Health Education faculty are extremely student-oriented and possess a broad range of experience, skills and knowledge in the field of health promotion and health education. Faculty members provide much practical and research expertise in various exercise and physical activity areas such as: exercise physiology, exercise prescription, program planning and program development. Graduates of the program have applauded the program’s commitment to excellence in teaching and research.

Success Factors
Individuals who are interested and committed toward helping others in the community are excellent candidates for this program. This program is ideal for students who wish to assist individuals, groups and communities to begin and maintain engaging in regularly physical activity. Students who excel in the program tend to be people-oriented, have strong interpersonal skills, and work well with others. In addition, possessing strong written and verbal skills will assist students in becoming successful health educators in the field.

Career Possibilities
One of the major strengths of the MS Exercise Management Program is the vast and diverse array of career possibilities. Physical activity encompasses many aspects and dimensions and therefore presents many opportunities for employment. Graduates of our program have obtained numerous positions throughout the US. Just a few of the many career opportunities include working as a health educator in community health settings, health departments, colleges and universities, wellness centers, nonprofit agencies such as the American Cancer Society and American Red Cross, hospitals, schools, corporate and worksite wellness programs, fitness facilities, cardiac rehabilitation units, and health organizations. Health Educators in Exercise Management are aimed at helping individuals, groups and communities to become healthy in not only physical activity but also all aspects of their lives. A holistic approach to health is emphasized. Additional career options are listed on the Career Development Center web site.

Curriculum
The Master of Science (MS) in Health Promotion and Education Program with a concentration in Exercise Management is 40 semester hours in length. Students can complete this program in one calendar year (fall, spring and summer semesters) by taking 15 credit hours in the fall semester, 15 credit hours in the spring semester and 10 credit hours in the summer semester.
Fall Semester Courses include:
HPE 7011 Foundations of Health Promotion & Education (3 credit hours)
HPE 7012 Health Promotion & Education Program Planning (3 credit hours)
HPE 7071 Research Methods in Health Promotion & Education (3 credit hours)
HPE 7072 Health Sciences Statistics (3 credit hours)
HPE 7031 Physiology of Exercise (3 credit hours)

Spring Semester Courses include:
HPE 7015 Community Organization & Program Management (3 credit hours)
HPE 7021 Epidemiology in Health Promotion & Education (3 credit hours)
HPE 7032 Exercise Prescription and Program Design (3 credit hours)
HPE 7040 Social & Behavioral Foundations of Public Health (3 credit hours)
HPE xxxx Health Promotion & Education Elective (3 credit hours)

Summer Semester Courses include:
HPE 7090 Internship (4 credit hours)
One of the following:
- HPE 7098 Thesis (6 credit hours)
- HPE 7090 Extended Internship (6 credit hours)

**Culminating Experiences for Master Level Students**
All students in the Master program must complete a 4 credit hour internship (HPE 7090). In addition, Master students must select to either complete an extended internship for 6 additional credit hours (HPE 7091) or complete a thesis for 6 additional credit hours (HPE 7098).

**Internship Guidelines**
The 4 credit hour basic internship requires 180 contact hours at a Health Promotion site of the choosing. A sample list of sites can be found on the Health Promotion & Education Blackboard site. Internship sites should be confirmed and approved by the internship faculty representative in the semester prior to completing the internship. If a student elects to continue on with the extended internship, he or she must complete a total of 360 contact hours. At the end of the internship, students will be required to complete a portfolio which includes examples of work completed during the internship. More information on the internship, including a list of FAQ can be found on the Health Promotion and Education Blackboard site under the internships tab.

**Thesis Guidelines**
A Master’s thesis is one option for a student’s culminating experience. The second option is an extended internship. Preparation and completion of a thesis demonstrates the ability to effectively conduct and analyze research. Information about preparing an electronic thesis is available online. Students need to enroll in 6 credit hours of thesis, have all coursework completed and have completed their internship in order to be eligible to complete the thesis.
Thesis Committee
Each master’s degree student is to formulate a thesis committee which will serve to assist the student in conducting and developing the thesis as well as to evaluate the final product. The thesis committee consists of at least two faculty members from the Health Promotion and Education program. A minimum of two HPE faculty members is required for the thesis committee. Neither an emeritus nor a faculty member from another program or institution may serve as chair of the committee. To begin the process of forming the committee, the student is encouraged to select a faculty member to serve as Chair and discuss ideas for the thesis. This Chair then will assist the student in selecting another faculty member to serve on the committee.

Thesis Format
The thesis in the Health Promotion and Education Program is to be developed in manuscript format. The sequence of the thesis is as follows:

- Signed UC Cover Page (signed by committee members and student at the defense)
- Title Page
- Abstract
- Table of Contents
- List of Tables
- Introduction (with Research Questions at the end of this section)
- Methods (including Participants, Instrumentation, Procedures, Data Analysis)
- Results
- Discussion
- Conclusions and Recommendations
- Limitations
- References (APA style)
- Tables

The thesis is written in APA style, 12-point Times New Roman font and should have a running head with page numbers (excluding the first page).

Thesis Proposal
The student works closely with the Chair to determine the thesis topic and overall study/document outline. After the student has completed the Introduction and Methods sections and has gained approval from the Chair, then the student will distribute the Introduction and Methods sections to the committee members for their review and a subsequent proposal will be scheduled. The thesis committee and student will attend the proposal. At this proposal the student will present and discuss the thesis introduction, research questions and methods and then answer any questions posed by the committee. Upon successfully completing the proposal, the student will then submit the study to the Institutional Review Board (IRB) for approval. Once IRB approval is attained, the study will be conducted.

Oral Defense of Thesis
Upon completion of the thesis and after the student has gained approval from the Chair, then the student will distribute the completed thesis to the committee members for their review. A subsequent oral defense will in turn be scheduled. During the oral defense, students will present and discuss their overall thesis (introduction, research questions, methods, results, discussion,
and conclusions) and then answer questions from committee members. Students are expected to enter details of their thesis defense, such as time, date, and location, online at www.grad.uc.edu/graduation.aspx. Upon successfully defending the thesis and with the approval of the committee and chair, the student will then submit the thesis document to the graduate school. Typically, there are revisions stated by the committee that need to first be made before the student is permitted to submit the thesis to the graduate school.

**Submission of Thesis**
Once a thesis has been completed and approved by his/her committee, the candidate for the master's degree must submit an electronic thesis by following the most current detailed instructions online at http://grad.uc.edu/student-life/graduation.html.

**Academic Advising for MS Students**
Academic Advising is a shared responsibility between the graduate student and faculty advisor. Master and doctoral level students are assigned an academic advisor. Master students are encouraged to meet with their advisor at the beginning of the fall semester (via phone, email or in person). Doctoral students need to meet with their academic advisor at least once each semester (via phone, email or in person).

**Graduate Student Responsibilities:**
- Carefully read through the contents of your program handbook and the UC Graduate Student Handbook.
- Know the academic calendar and attend to all deadlines. Know when to register and add or drop courses. This information can be found on the One Stop website. **Deadlines set by the University are inflexible.**
- Use your official UC email address when corresponding with university faculty and staff members because of federal regulations [Family Educational Rights and Privacy Act of 1974, referred to as FERPA]. Faculty are unable to respond to outside email addresses due to these regulations.
- **Attend to all email messages in a professional and timely manner.** Emails from your advisor and/or Director of Graduate Studies may contain critically important information such as deadlines, registration information, etc. **You are responsible for all information sent to your UC email account.**
- Familiarize yourself with the One Stop and Graduate School websites.
- Keep documentation of your academic plan, grade reports, petitions and all other information regarding your academic progress. If there are deviations from your academic plan, the changes should be documented in writing. Phone conversations with your advisor should be documented with a follow up email message outlining the key points or outcomes in the event that clarifications are required. Doctoral students should keep copies of their annual signed academic progress letter from their advisors.
- **Initiate a yearly meeting with your advisor** (in person, via phone, or email correspondence) and prepare a list of questions beforehand. The Graduate School requires all graduate programs to monitor student progress annually. Action plans are developed for students whose progress is unsatisfactory.
- Ask questions! If you do not understand a policy or procedure, ask questions until you understand and take notes of important information.
• **Work with your advisor at least one semester in advance of your intended graduation term** to make sure that you are on track for program completion. Make special arrangements with your advisor if you intend to graduate during the summer, as not all faculty are available during this time. Find an appropriate faculty substitute if your advisor will not be available.

**Advisor Responsibilities:**

• Impart knowledge regarding the academic program and help students understand the requirements, policies, and university resources available.
• Work with students to develop a plan of study and provide yearly review of academic progress in the chosen graduate program.
• Be accessible to students in person during posted office hours and respond to email messages within 48 hours (week days, during regular academic year when in session). Email responses may take the form of an acknowledgment of the message, as long as a reasonable timeframe is provided for a more detailed response.
• Support students should the need arise to switch advisors (in order to achieve a better match of student-faculty interests).
• Refer students to additional faculty members as necessary (to enroll in courses, participate in committees, etc.).

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**Doctoral Degree in Health Education**

**Program Overview**

The **Doctoral (PhD) Degree in Health Education** is an ideal program for individuals interested in helping people and communities to adopt healthy behaviors and healthy lifestyles. This nationally recognized program has been especially designed for those who want to work as faculty members/professors in academic settings, researchers in health or governmental agencies, or professionals interested in helping individuals in community health settings, health departments, nonprofit agencies, wellness centers, hospitals, corporate wellness programs, and health organizations. The program offers courses in all the major areas of health promotion and health education.

Graduates of this program have primarily obtained faculty and academic positions throughout the US in health promotion and health education. This degree can also be beneficial for individuals who want to attain a PhD and build a vita of quality teaching and research. Students are prepared through a program grounded in current research and evidence-based practices in the field of health promotion and health education to become certified health educators.

The Health Education faculty are extremely student-oriented and possess a broad range of experience, skills and knowledge in the field of health promotion and health education. Faculty members provide much research expertise in such health areas as: substance abuse prevention, violence and suicide prevention, minority health, mental health promotion, women’s health issues, obesity prevention, nutrition, physical activity, sexual health, health program planning,
implementation, and evaluation, stress management, international health, and various other health issues.

Students in the program can attend classes both in the traditional face-to-face delivery method, as well as experience classes delivered online via Blackboard advanced course development and delivery software. Graduates of the program have applauded the program's commitment to excellence in teaching and research.

Prior to this PhD program, most students first complete a Master’s graduate program in Community Health Education. Masters level students from other disciplines may apply directly to the PhD program, but may need to complete coursework in the MS in Health Education Program and then PhD requirements. In some cases it may be preferable to complete the MS as a second master’s degree in route to the PhD. All decisions concerning transfer of credit and remedial work will be decided by the student’s program committee upon admission to the program. Up to 30 semester hours from a Master’s program may be transferred into the PhD program from previous graduate work, contingent upon faculty and program approval.

Success Factors
Individuals who are interested and committed toward helping others in the community are excellent candidates for this program. This program is ideal for students who wish to assist individuals, groups and communities to adopt healthy behaviors and healthy lifestyles. Students who excel in the program tend to be people-oriented, have strong interpersonal skills, and work well with others. In addition, possessing strong written and verbal skills will assist students in becoming successful health educators and quality academics in the field.

Career Possibilities
One of the major strengths of the PhD in Health Education Program is its commitment to excellence in teaching and research. There are various opportunities for students to become involved in research studies and projects. In addition, students are encouraged to begin conducting research studies early on in the program and subsequently publishing articles in peer-reviewed journals and presenting papers/workshops at professional conferences. Health encompasses many aspects and dimensions and therefore presents many opportunities for employment. Graduates of this program have primarily obtained faculty, academic and research positions throughout the US. A holistic approach to health is emphasized. Additional career options are listed on the Career Development Center website. Additional career options are listed on the Center for Exploratory Studies website.

Majoring in Health Education
Students can complete the PhD in Health Education Program in a minimum of three calendar years (fall, spring and summer semesters) by going full-time, taking at least 15 credit hours each term. A minimum of 90 credit hours is required to complete the doctoral program.

Grading Practices
The Program uses the grading practices specified in the Graduate Handbook and the Faculty Grading Policy Handbook.
Standards for Graduate Study
At least two-thirds of curriculum requirements must be met by courses, seminars, and other learning experiences offered only to graduate students (courses numbered at the 7000 level or higher). If remedial coursework is taken, it may not be credited toward degree requirements.

Residency for Doctoral Students
The Doctoral Program is designed as a full-time program and residency requirements are met through completing the Program. As required by University policy, students admitted for part-time study must be enrolled in at least 12 hours per semester for 3 out of 5 contiguous semesters (one of which must be Autumn semester) prior to advancement to candidacy.

Time-to-Degree Requirements
University policy specifies total time-to-degree limits. The time limit for the doctoral degree is 9 years, with a 4-year limit for completion of degree requirements following advancement to candidacy. Program policy is that students will successfully defend the dissertation proposal within 1 year of advancement to candidacy.

As a rule, Program policy is to not routinely recommend that students be granted extensions for completion of their dissertation research requirement beyond the University requirement of 4 years from advancement to candidacy. Any such request for an extension is reviewed by the Program Faculty for consideration of a recommendation to the Graduate School. Final decisions are made by the Graduate School.

Graduation
Each student who has successfully completed all requirements for the PhD in Health Education must apply on-line (www.grad.uc.edu) to the Graduate School for graduation. According to University policy, before a student can graduate, he/she must meet the following requirements (a) be registered for at least one graduate credit in their program in an academic year, after having met minimum degree course/candidacy requirements to be considered a graduate student throughout the academic year, (b) complete requirements for any grades of NG, N, I, UP, SP, and F before the Program can certify graduation, (c) receive satisfactory grades for the graduation semester, and (d) complete all Program requirements. The Program certifies that candidates meet all Program requirements, but it is the individual student’s responsibility to complete the on-line application and ensure that all requirements for graduation are fulfilled. The University strictly adheres to published deadlines. Graduation deadlines and policies are posted on the Graduate School web site (www.grad.uc.edu).

Academic Advising for PhD Students:
An academic advisor is assigned for each doctoral student. The doctoral student should meet with his/her academic advisor each semester to discuss courses, program planning and overall progress. The academic advisor will work with the student in identifying two additional faculty members to serve on the academic committee. This committee is comprised of three faculty members (two HPE faculty members and a third faculty member from HPE or the cognate area). Advising is a shared responsibility between the graduate student and faculty advisor. As aforementioned, doctoral students need to meet with their academic advisor
at least once each semester (via phone, email or in person). Please refer to the graduate student responsibilities and advisor responsibilities listed earlier in this document to become aware of specific student and advisor responsibilities.

**Continuous Progress Monitoring and Selective Retention**

*Program expectations and review processes.* In order to ensure the development of adequate professional competencies and to ensure satisfactory progress toward degree completion, the faculty continually monitors student performance. Students likewise are expected to engage in goal setting, self-monitoring of progress academically and professionally, and reflection on skills, progress, and areas for continuous improvement, particularly pertaining to goals for doctoral study, including leadership and research skills. This process of review, feedback, and continuous improvement is critical to any applied professional training program. Faculty advisors meet with each advisee each semester to plan the student's program and provide overall feedback on progress in the Program. Specific feedback related to coursework and applied work is provided by instructors. As needed, written action plans may be used to set specific targets and goals for improvement, delineate plans, and note review dates and expectations for good progress.

*Progress monitoring and selective retention criteria.* Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. Furthermore, because health promotion and education is an applied profession, all students must demonstrate not only knowledge but skill competency and personal characteristics (dispositions) appropriate to the requirements of the profession. Doctoral students must show strict adherence for research ethics based on Federal statutes, professional ethics, and University regulations through the Institutional Review Board. The following list of criteria describes Program expectations for professional behavior/dispositions. Students are expected to reflect on their own development on these behaviors and faculty also rate students on these behaviors to provide feedback. These criteria also can be the basis for action plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

**Comprehensive Exams**

In order to be eligible to take the comprehensive exams, doctoral students must have completed all of their coursework (excluding their dissertation). The comprehensive exam process involves three components: 1) Take-home exam; 2) In-house exam; 3) Oral defense.

**Take-home exam:** Once students have completed their coursework they then meet with their academic committee and receive one set of questions they will answer for the take-home portion of the exam. For the take-home portion of the exam, students answer the set of questions via one paper. This paper is to be written in manuscript format (literature review/commentary format), in APA format, Times New Roman, font 12, be 18-20 pages in length, and include a title page, abstract and reference section. The paper will ultimately be submitted for possible publication. Students are to complete the take-home paper in 4 weeks. After completing the take-home paper, the paper is submitted to the committee for review.

**In-house exam:** After completing the take-home paper, students will participate in a 4-hour in-house written exam. This in-house exam typically includes 4 sets of questions (2 applied
health promotion and health education sets of questions, 1 statistical/research analysis set of questions, and 1 cognate set of questions. Upon completion of the in-house exam, the answers will be submitted to the committee for review.

**Oral defense:** One week following the in-house exam, the student will participate in the oral defense portion of the comprehensive exam. During this defense, committee members will ask the student questions regarding the take-home and in-house exams as well as questions regarding the field in general. The defense offers the student the opportunity to expound upon answers that he/she provided on the take-home and in-house exams. This defense typically is 1 ½ to 2 hours in length.

**Admission to Doctoral Candidacy:** Upon successful completion of the take-home exam, in-house exam and oral defense, the student will move into doctoral candidacy. The committee will sign a doctoral candidacy form which will be turned into the program administrative staff and subsequently submitted to the graduate school. Upon attaining doctoral candidacy, the student is then eligible to begin working on their dissertation. The student then self-selects his/her dissertation committee chair. The student is encouraged to work with his/her dissertation chair to determine the committee members for his/her dissertation.

**DISSERTATION GUIDELINES**

A doctoral dissertation is a culminating experience for students completing their doctoral degree in Health Education. Preparation and completion of a dissertation demonstrates the ability to effectively conduct and analyze research. Information about preparing an electronic dissertation is available online. Students need to enroll in 15 credit hours of Dissertation, have all coursework completed and have successfully passed their comprehensive exams in order to be eligible to complete the dissertation. Students should refer to the Graduate School Policies and procedures (www.grad.uc.edu) for requirements and deadlines regarding completion and submission of the dissertation.

**Dissertation Committee**

Each doctoral student is to formulate a dissertation committee which will serve to assist the student in conducting and developing the dissertation as well as to evaluate the final product. The doctoral committee consists of at least three faculty members, two of which are from the Health Promotion and Education program. The third committee member may be from the Health Promotion and Education program, from another program, from another institution or from the community. The chair of the committee needs to be a faculty member from the Health Promotion and Education program. Neither an emeritus nor a faculty member from another program or institution may serve as chair of the committee. To begin the process of forming the committee, the student is encouraged to select a faculty member to serve as Chair and discuss ideas for the dissertation. This Chair then will assist the student in selecting another faculty member to serve on the committee.

**Dissertation Format**

The dissertation in the Health Promotion and Education Program is to be developed in *manuscript-format*. The dissertation comprises two manuscripts back-to-back with differing research questions in each manuscript. Data is typically collected from one sample and divided
into two studies based on different research questions. Thus, two studies are conducted. The sequence of the dissertation is as follows:

- Signed UC Cover Page (signed by committee members and student at the defense)
- Title Page (overall title of complete dissertation)
- Overall Abstract (this abstract briefly discusses Study 1 and Study 2)
- Table of Contents
- List of Tables
- Title Page Study 1
  - Introduction (with Research Questions at the end of this section)
  - Methods (including Participants, Instrumentation, Procedures, Data Analysis)
  - Results
  - Discussion
  - Conclusions and Recommendations
  - Limitations
  - References (APA style)
  - Tables
- Title Page Study 2
  - Introduction (with Research Questions at the end of this section)
  - Methods (including Participants, Instrumentation, Procedures, Data Analysis)
  - Results
  - Discussion
  - Conclusions and Recommendations
  - Limitations
  - References (APA style)
  - Tables

The dissertation is written in APA style, 12-point Times New Roman font and should have a running head with page numbers (excluding the first page).

**Dissertation Proposal**

After the student has completed the Introduction and Methods sections for Study 1 and Study 2 and has gained approval from the Chair, then the student will distribute the Introduction and Methods sections to the committee members for their review and a subsequent proposal will be scheduled. The committee and student will attend the proposal. At this proposal the student will present and discuss the introduction, research questions and methods and then answer any questions posed by the committee. Upon successfully completing the proposal, the student will then submit the study to the Institutional Review Board (IRB) for approval. Once IRB approval is attained, the study will be conducted.

**Oral Defense**

Upon completion of the dissertation and after the student has gained approval from the Chair, then the student will distribute the completed dissertation to the committee members for their review. A subsequent oral defense will in turn be scheduled. During the oral defense, students will present and discuss their overall dissertation (introduction, research questions, methods, results, discussion, and conclusions) and then answer questions from committee members. Students are expected to enter details of their dissertation defense, such as time, date, and
location, online at www.grad.uc.edu/graduation.aspx. Upon successfully defending the dissertation, the student will then submit the study to the graduate school. Oftentimes, there are revisions stated by the committee that need to first be made before the student is permitted to submit the dissertation to the graduate school.

**Submission of Dissertation**

Once a dissertation has been completed and approved by his/her committee, the candidate for the doctoral degree must submit an electronic dissertation by following the most current detailed instructions online at http://grad.uc.edu/student-life/graduation.html.

**Dissertation Authorship**

HPE program policy requires all members of the dissertation committee are included on at least one dissertation publication. In addition to being a requirement, it is professional courtesy to include the committee on the publications. Students have six weeks to submit dissertations for publication as first author. At that point, the chair is able to submit for publication as first author.

**Additional Dissertation Guidelines**

Students should refer to the Graduate School Policies and procedures (www.grad.uc.edu) for requirements and deadlines regarding completion and submission of the dissertation.

**Health Promotion and Education Graduate Program Dismissal Policy:**

- If the student must design and agree upon a remediation action plan to increase grades to avoid program dismissal. Please note there is no grade replacement at the graduate course level and students who have below a 3.0 grade point average will not be eligible for graduation.

Dismissal from the program could result from any one of the following:

- Students will be automatically dismissed from the program if they accumulate three or more failing grades.
- Students have a grade point average of below 3.0 for more than one semester. Thus, a graduate point average below 3.0 disqualifies graduate students from taking courses. The student may petition directly to the program for a one-semester extension if the student indicates a high probability of returning to good academic standing with an additional semester.
- If students do not register for any credit hours over a three semester duration, including summer semester, and without maintaining ongoing communication with the Program Director about their student status, they will automatically be dismissed from the program.
  - As stated in the Graduate School Handbook, please note that under special circumstances, graduate students may apply for a leave of absence from full-time study at the university for a specific period up to one academic year. Information is included in the University Graduate School Handbook and all students submit the completed form with appropriate documentation to the Program Director. The Graduate School must approve all leave of absences.
• The Health Promotion and Education faculty members will meet and review the cases concerning dismissal. Dismissal from the HPE Program may result from a failed remediation plan or from a breach of university policies. A majority vote of the quorum reviewing the case is required for program dismissal.

Readmission to the graduate program:
• If dismissed from the program, the student must wait a minimum of two semesters and obtain approval from the Program Director before applying for readmission. Readmission is not guaranteed and prior academic performance in addition to conduct in the program will be considered. The program reserves the right to place specific conditions and contingencies on any offer of readmission.
**REMEDIATION ACTION PLAN DIRECTIONS:**

The remediation action plan is designed to improve student professional development. The plan sets goals to improve student performance such that the student achieves an adequate level of performance of goals for professional development as exemplified in the program and graduate school handbooks and as defined by faculty and the program director of the Health Promotion and Education Program. Students should understand areas for improvement, plans to meet benchmarks or behaviors that indicate remediation or improvement, and there should be a timeline and methods to ensure that remediation goals are achieved and reviewed in a follow-up meeting. A copy of the remediation plan is placed in the graduate student's file and the student and his or her advisor, if appropriate, should receive a copy. The student is responsible for scheduling a follow-up meeting a week to two weeks after deadlines for goal attainment to review the plan with faculty involved in the plan. The disposition of the remediation action plan describing the outcome should be placed in the student's graduate file and the student should receive a copy of this form. A failed remediation plan or a violation of university policy is possible grounds for consideration of dismissal from the program (please refer to program dismissal policy).

Faculty Members please fill out the following information before the remediation action plan meeting with the student.

**Description of the professional problem(s):**

**Date(s) the problem(s) was brought to the student’s attention and by whom:**

**Steps already taken by the student to rectify the problem(s) (if applicable):**

**Steps already taken by the supervisor(s)/faculty to address the problem(s) (if applicable):**

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**REMEDIATION ACTION PLAN**

**Date:**

**In Attendance:**
<table>
<thead>
<tr>
<th>Professional Problem/Behavior</th>
<th>Expectations for Acceptable Performance</th>
<th>Student’s Responsibilities/Actions</th>
<th>Supervisors’/Faculty Responsibilities/Actions</th>
<th>Assessment Methods</th>
<th>Dates of Evaluation</th>
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(PLEASE NOTE: If student’s disagrees with the outcomes and next steps, comments, including a detailed description of the student’s rationale for disagreement, are REQUIRED).

I, ____________________________, have reviewed the above competency remediation plan with my primary advisor(s), any additional faculty, and the graduate program coordinator. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). It will be my responsibility to schedule a meeting with the remediation team by the ____________________(month/year).

All faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

________________________________________  __________________________  __________________________  __________________________
Student Date Primary Advisor Date Additional Faculty (if applicable) Date

DISPOSITION OF REMEDIATION ACTION PLAN

Date: __________________________
In Attendance: ________________________________________________
<table>
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<tr>
<th>Professional Problem/Behavior</th>
<th>Expectations for Acceptable Performance (Yes or No) Note: If “Yes” fill out additional remediation plan</th>
<th>Has the student resolved the professional problem/behavior? (Yes or No)</th>
<th>Does the student’s case need evaluation by faculty regarding possible program dismissal? (Yes or No)</th>
<th>Further Information/Notes</th>
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(PLEASE NOTE: If student’s disagrees with the outcomes and next steps, comments, including a detailed description of the student’s rationale for disagreement, are REQUIRED).

The student is able to return to good standing the graduate program (please circle one):  YES  NO
Note: If “No”, fill out additional remediation plan.

I, __________________________, have reviewed the above disposition remediation plan with my primary advisor(s), any additional faculty, and the graduate program coordinator. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one).

<table>
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<tr>
<th>Student</th>
<th>Date</th>
<th>Primary Advisor</th>
<th>Date</th>
<th>Additional Faculty (if applicable)</th>
<th>Date</th>
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**Step-By-Step Instructions for Registering on the Web**

1. Go to www.onestop.uc.edu
2. Click on **Registration Information**, and then **Register for Classes**.
3. Enter your **Username**. If you do not know your username, click on **Get My Username** and follow instructions.
4. Enter your **Password**. If this is your first time logging on to the UC system, your password will be Uc!mmddyyy (your birthdate). For example, if you were born Nov. 3, 1990, you would put in Uc!11031990. After this first log in, you will be prompted to change your password. Be sure to make it something that will be easy for you to remember.
5. **Select the Term** for which you will be registering.
6. Proceed through the various verification and informational screens.
7. Select **Schedule of Classes**.
8. Be sure the correct term and session are selected. From here you can search for a class, most often by selecting a **Discipline**. You can use the **Campus Location** option to narrow your search to Uptown West Campus if desired.
9. To **Add** your classes, enter the **6-digit call number** (located in bold type next to the course you selected to take) in the first block under call number, enter the credit hours, and enter G for graduate credit level. Click **Submit**. It is suggested that students add one class at a time. After you click Submit, a message will pop up in the Message Block:
   - Green messages indicate you were successful in adding or modifying your classes.
   - Red messages indicate there is a problem with completing your request. Some common problems are scheduling conflicts, closed courses, or a missing credit level. If you receive a red message, go back and correct the mistake, and then click **Submit** again.
10. To Drop a class, simply check the Drop/Withdraw Class checkbox on the left side of the line corresponding to that class, then click Submit.
11. Once you have registered for all of your classes, click View schedule. Then print a copy of your schedule.
12. After you have completed registration, click Logoff. Failure to logoff will enable others to view your UCID as well as your registration information.

New Student To Do List

Check financial aid status
- Go to www.onestop.uc.edu.
- Click on Financial Aid, then Check My Aid.

Required health insurance coverage
- All students registered for 6 (six) or more credit hours are required to have health insurance coverage. If you have equal or better coverage, the University health coverage and associated fee may be waived by selecting waive my health insurance under the Billing section at www.onestop.uc.edu.
- Make sure you WAIVE IT ON TIME and provide the requisite information. Failure to do so will result in your enrollment coverage and you will be billed accordingly. Once you have been billed, there is no reimbursement!

Pay your fees
- Online: www.onestop.uc.edu. Click on Billing, then click on view/pay my bill and follow the instructions provided.
- For further information or payment options visit http://www.uc.edu/af/bursar.html

Open your required e-mail account
- Go to https://mail.uc.edu
- If you do not know your Bearcat online (BOL) account information, click on the designated link and follow instructions.
- You can then return to https://mail.uc.edu and enter your name and password to access your account.

Obtain your student identification card (UCID)
- Parking Services, Four Edwards Center. For a campus map go to: http://www.uc.edu/visitors.html

Obtain your parking permit, if needed
- Parking services website http://www.uc.edu/parking.html
- Located at Four Edwards Center

Log on to Canopy/Blackboard
- Blackboard is software that allows instructors to easily place course materials online, but also contains multiple communication tools that allow instructors and students to collaborate in new and exciting ways, and acts as a portal to other web services at the University of Cincinnati. Course syllabi and announcements are available on Blackboard. It can be used to deliver homework and ask questions about the class. Some online classes are conducted solely through Blackboard.
- Log on by following the link to Blackboard from the UC website under UC tools. https://canopy.uc.edu/
- Enter your username and password the same one that you would use to register.
**Bearcat Card**
- The Bearcat Card is the same as your UC ID
- Money can be deposited onto your Bearcat Card. Hundreds of restaurants on and around campus accept Bearcat Card
- You can link your Bearcat Card to a PNC bank account
- You can save money when you do laundry, make copies; or take advantage of recurring specials
- Find more information at [www.uc.edu/bearcatcard.html](http://www.uc.edu/bearcatcard.html)

**Frequently Asked Questions**

1. What types of jobs can I get with this degree?

   Graduates of our program have earned jobs in a variety of different arenas, including but not limited to: fitness centers, health departments, hospitals, non-profit organizations, state government offices, universities, and collegiate athletics.

2. Do I have to start the program in the fall?

   Yes. All graduate students will start the program in the fall; there will no longer be spring admissions.

3. What is the deadline to apply for the graduate program?

   International Applicants (PhD and MS): December 1st
   PhD Program (including those interested in assistantships): February 1st
   MS applicants interested in assistantships: February 1st
   All other MS applicants: May 1st

4. When will I be notified of acceptance into the program?

   Applications for Fall semester admission are reviewed throughout the spring semester. Only complete applications are reviewed; this includes transcripts and recommendation letters. Applicants will be notified of acceptance in late spring.

5. How much is tuition?

   Tuition rates can be found here: [http://admissions.uc.edu/costs.html](http://admissions.uc.edu/costs.html)

6. Is funding available to graduate students?

   The Health Promotion and Education program offers a limited number of highly competitive graduate assistantships that cover tuition for Fall and Spring semesters and provide a living stipend. Summer semester tuition is not covered by a graduate assistantship.
If a student would like to be considered for an assistantship, they should indicate on their application that they are interested in a graduate assistantship with the program. Other organizations at the university may offer scholarships or other funding opportunities that students are encouraged to apply for. More info on funding opportunities can be found here: [http://grad.uc.edu/admissions/Funding.html](http://grad.uc.edu/admissions/Funding.html)

7. When are classes offered?

Graduate classes are offered online or in person. In-person HPE graduate level courses are offered in the evenings (typically beginning at 4:00pm) to accommodate working students.

8. How long does it take to complete the degree?

The MS degree can be completed in 1 full year (3 semesters) if the student takes classes full-time (15 credit hours in the fall, 15 credit hours in the spring, 10 credit hours in the summer). The PhD can be completed in 3 years if the student goes full-time. Students have up to 5 years to complete the master's degree and 9 years to complete the PhD if they choose to go part-time. Graduate school policy states that in order to maintain current student status, all students must enroll in at least one credit hour per academic year.

9. How many credit hours are required to complete the degree?

The MS degree requires 40 semester credit hours. The PhD requires 90 semester credit hours, at least 60 hours beyond the master's degree and up to 30 hours can be transferred in from related graduate coursework completed in a previous degree.

10. What is the difference between the MS and the MPH?

The Master of Science in Health Promotion & Education and the Master of Public Health in Health Promotion/Health Education are two separate degree programs. The Master of Science is designed for those interested in working with individuals, families, and communities. The particular program has a large emphasis on individual behavioral change and providing people with the knowledge, tools, and motivation to make positive health decisions. The Master of Public Health degree is designed for those interested in working in population-based health at the macro-level, or creating efforts that will impact the entire public's health. There is a much larger emphasis on policy, system level changes within public health, and interventions/initiatives leading towards legislative/policy-related changes. The MS program is 1 full year if a student goes full time, and the MPH program is 2 school years if the student goes full time. Both are quality programs.

11. Are there different tracks available within the program?

The MS program offers an Exercise & Fitness track and a Community Health Education track. There are no tracks for the PhD program, but students choose a cognate or focus area that is specific and unique to their interest area.
12. Do I have to write a thesis or dissertation?

While all masters level students have the option of completing a thesis, they are not required to complete a thesis. If a student chooses not to do a thesis, they will be required to complete an extended internship. All PhD students are required to complete a dissertation.

13. Am I required to complete an internship?

All MS students are required to complete a 4 credit hour internship. If the student chooses not to do a thesis, they will also be required to take 6 additional internship credit hours. PhD students are not required to complete an internship.

14. Are there opportunities for me to be involved with research or service?

A variety of different involvement opportunities are available throughout the school year. Students are encouraged to stay up to date with upcoming opportunities by reading the HPE Newsletter, checking the HPE Blackboard page, following the HPE program on social media, and simply asking faculty members how they can get involved.

Certified Health Education Specialist (CHES) Exam

Upon successful completion of a degree in health promotion and education, students from the University of Cincinnati have the opportunity to take the Certified Health Education Specialist (CHES) examination. This is a widely known credential in the field of health education, and employers frequently look for this credential in potential candidates for a health educator position. The University of Cincinnati supports undergraduate and graduate students in preparing for the CHES exam by offering study groups in the months leading up to the exam. For more information about the CHES exam, including registration and testing dates, fees, and applying for the exam, please visit www.nchec.org.

Campus Resources

- **Career Development and Placement Center**: assists students in obtaining part-time employment; assistance is also available for the spouses of students (www.uc.edu/career)

- **Computer Facilities and E-Mail**: students have wide access to computers, printers, and technical assistance in computer labs in Teachers College and throughout the campus, as well as wireless access. All students must sign up for a UC email account which provides access to internet, e-mail, and various campus resources. **This University-assigned e-mail is the official means for university and Program communications, so students are responsible for checking their e-mail regularly. E-mail from the program and faculty can only be sent to the student’s UC e-mail account.**

- **Counseling & Psychological Services (CAPS)** - Counseling & Psychological Services (CAPS) provides brief individual, group and couples counseling services. Services are
provided by licensed mental health professionals (psychologists and professional clinical counselors) and supervised graduate student trainees. Students currently receiving counseling at CAPS may also receive psychiatric services (medication evaluation and management) from a CAPS attending psychiatrist or supervised psychiatric resident if deemed appropriate. CAPS also provides consultation and outreach services to the larger UC community. For a complete list of student services, visit the CAPS website. A comprehensive variety of confidential counseling services are available (http://www.uc.edu/counseling.html; 513.556.0648)

- **Disability Services**: provides supports and services for students with disabilities (http://www.uc.edu/aess.html 513.556.6823)

- **Ethnic Programs and Services**: provides specific supports and services for ethnic minority students (www.uc.edu/eps/ 513.556.6008)

- **Financial Aid**: see Financial Aid section and http://financialaid.uc.edu/ for more information

- **University Health Services** - University Health Services is the home of two campus health clinics, an on campus pharmacy, Employee Disability Services, Student Health Insurance, and Environmental Health and Safety. Health Services provides various wellness and health services (www.uc.edu/uhs.html).

- **Housing**: special graduate student housing is available in the residence halls and in campus apartment complexes; married student housing is also available (www.uc.edu/housing) Current students can be very helpful in securing off-campus housing.

- **Institutional Review Board Help Desk**: provides consultation on preparation of proposals for IRB review (www.researchcompliance.uc.edu/irb)

- **Learning Assistance Center (LAC)** provides students with free peer tutoring, writing assistance, academic coaching, test preparation as well as helping students identify their own learning styles and study habits. For more information, visit the LAC website.

- **LGBTQ Center** – The LGBTQ Center supports the mission of the University of Cincinnati through a commitment to diversity, equity, leadership development, and intellectual inquiry with particular respect to sexual orientation and gender identity. The Center is an inclusive campus community that welcomes people of all sexual orientations and gender identities and provides support, resources and advocacy. The Center facilitates LGBTQ visibility by promoting and enhancing understanding, acceptance, and awareness regarding LGBTQ issues.

- **Math & Science Support Center (MASS)** - The MASS Center includes tutor-supported study tables for many mathematics courses, in addition to several science courses that require strong mathematical competency. The MASS Center also offers educational
workshops, speakers, and new programming to support students, faculty, and staff interested in mathematics and science education.

- **Parking Services**: students may sign up for a permit for various student parking lots. Space is limited, but other options are available (www.uc.edu/parking/ 513.556.2283)

- **Technology Resources**: assistance with various aspects of technology are available through UC Information Technology (UCIT) (www.ucit.uc.edu, Help Desk 513.556.HELP)

- **The Graduate School** – The [graduate school website](https://www.uc.edu) provides a useful list of programs and resources on campus for graduate students as well as links to information related to graduate housing.

- **Student Wellness Center** – The [Student Wellness Center](https://www.uc.edu) (SWC) offers an extensive collection of resources and information about various health and wellness topics. Topics include but are not limited to alcohol, body image, financial wellness, general health and wellness, mental health, nutrition & fitness, sexual health, stress management, and tobacco & drugs. Students are encouraged to stop in during office hours for questions and to pick up a variety of free health products. Certified Peer Educators are available to present programs to university organizations. The SWC also provides health awareness events on campus throughout the year.

**Admissions Information**

Complete the [Online Graduate Application](https://www.uc.edu) and pay the Application Fee. The Online Graduate Application will request you to provide the following information:

Transcripts: Provide final and interim transcripts bearing official seals from all institutions attended, showing courses, grades, all degrees and dates of attendance. Applicants whose previous degrees were earned at the University of Cincinnati may request the program to download their transcripts. International students should submit official, translated transcripts.

Goal Statement: Provide a typed copy of your academic and professional goals, approximately one to two pages in length. Explain how the Health Promotion and Education program will help you to meet these goals. This writing sample will also be used as one of the criteria for evaluating the application.

Resume: Provide one typed copy of your resume containing academic and professional data. It should include name, address, email, phone, date of birth, citizenship, colleges attended with degrees, dates conferred and grade point average; employment history; professional experience; present employer; names of references who are writing letters for you.
Letters of Recommendation: Provide email addresses for two professionals who will write letters of recommendation. Recommenders will be contacted electronically by the graduate school to upload their letters electronically to UC.

All materials should be submitted electronically. The GRE is not required for admission to the program.

International students are subject to additional testing and proficiency scores. International student admission information can be found here: http://grad.uc.edu/admissions/Admission_Criteria/international-students.html

**Application Deadlines**

The Health Promotion and Education Program accepts applications for Fall Semester admissions only. Please note the specific application deadlines:

- International Student Applicants - December 1
- PhD Student Applicants (including those interested in assistantships) - February 1
- MS Student Applicants interested in being considered for assistantships - February 1
- MS Student Applicants (final due date) May 1
Full Time Course Plan
MS in Community Health Education

**Fall: 15 Credit Hours**

**HPE 7011:** Foundations of Health Promotion & Education  
**HPE 7012:** Health Promotion & Education Program Planning  
**HPE 7071:** Research Methods in Health Promotion & Education  
**Additional Required Course 1**  
**Additional Required Course 2**

**Spring: 15 Credit Hours**

**HPE 7013:** Health Promotion & Education Measurement & Evaluation  
**HPE 7014:** Grant Writing & Resource Development  
**HPE 7015:** Community Organization & Program Management  
**HPE 7021:** Epidemiology in Health Promotion & Education  
**Additional Required Course 3**

**Additional Required Courses**
The following courses are offered both fall and spring semesters:

**HPE 7040:** Social & Behavioral Foundations of Public Health  
**HPE 7072:** Health Science Statistics  
**HPE XXXX:** HPE Elective
Full Time Course Plan
MS in Exercise Management

Fall: 15 Credit Hours

HPE 7011: Foundations of Health Promotion & Education
HPE 7012: Health Promotion & Education Program Planning
HPE 7071: Research Methods in Health Promotion & Education
HPE 7031: Physiology of Exercise
Additional Required Course 1

Spring: 15 Credit Hours

HPE 7015: Community Organization & Program Management
HPE 7021: Epidemiology in Health Promotion & Education
HPE 7032: Exercise Prescription & Program Design
Additional Required Course 2
Additional Required Course 3

Additional Required Courses
The following courses are offered both fall and spring semesters:

HPE 7040: Social & Behavioral Foundations of Public Health
HPE 7072: Health Science Statistics
HPE XXXX: HPE Elective
## Checklist for PhD in Health Education

### Total Hours Required for PhD in Health Education
A minimum of 90 credit hours are required for the PhD degree with 60 credit hours of coursework being beyond the Master’s degree. A total of 30 graduate credit hours of related health education coursework can be transferred into the PhD program. For the PhD program, students are required to complete 15 hours of core health education, 15 hours of research methods and statistics, 15 hours of a student-selected cognate, 15 hours of dissertation, and 30 hours of electives (as mentioned above, 30 graduate credit hours can be transferred into the program).

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>M# ___________________</th>
<th>Semester/Year Program Begun _____________</th>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Course Title</th>
<th>Semester/Year Completed</th>
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<tbody>
<tr>
<td>Core Health Education (15hrs)</td>
<td></td>
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<tr>
<td>HPE 9011 (required)</td>
<td>3</td>
<td>Health Education in Academia (Spring)</td>
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<td>HPE 9013 (required)</td>
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<td>Health Communication (Fall)</td>
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<tr>
<td>HPE 9014 (required)</td>
<td>3</td>
<td>Emerging Health Issues (Fall)</td>
<td></td>
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<tr>
<td>HPE 9015 (required)</td>
<td>3</td>
<td>Reading and Analyzing Health Ed Research (Spring – every other year)</td>
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<tr>
<td>HPE 9072 (required)</td>
<td>3</td>
<td>Survey Research in Health Education (Spring – every other year)</td>
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</tr>
<tr>
<td>Research Methods and Statistics (15hrs)</td>
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<tr>
<td>HPE 7072 (suggested)</td>
<td>3</td>
<td>Health Science Statistics (Fall) (or Advanced Statistics 7000 level or higher)</td>
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<td></td>
<td>3</td>
<td>Multivariate Statistics (Fall)</td>
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<td></td>
<td>3</td>
<td>Qualitative Research Methods I (or Qualitative Research Class 6000 level or higher)</td>
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<tr>
<td></td>
<td>3</td>
<td>Research Methods or Statistics Elective (6000 level or higher)</td>
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<td>3</td>
<td>Research Methods or Statistics Elective (6000 level or higher)</td>
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<td>Cognate (15hrs)</td>
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</table>

**Electives (30hrs)** (electives are above 6000 level – see directed electives list below)
Dissertation Research (15hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 9098 (required)</td>
<td>1-15</td>
<td>Dissertation Research in Health Education</td>
</tr>
</tbody>
</table>

Total Hours

(minimum of 90 hours)

Academic Committee Approval

Academic Advisor: 

Program Committee Member:

Program Committee Member:

Date:
**Directed Electives (30hrs)** (electives are above 6000 level – see directed electives list below)

(If student does not have a Master’s Degree in Health Education, then he/she is required to complete the courses with asterisks below). If student has a Master’s Degree in Health Education, up to 30 graduate credit hours can be transferred into the program. Listed below are directed electives. Electives not displayed on this list may also be selected, contingent upon the approval by the academic committee.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HPE 7000</td>
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<td>Human Sexuality</td>
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<td>HPE 7001</td>
<td>3</td>
<td>Drugs and Society</td>
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<tr>
<td>HPE 7002</td>
<td>3</td>
<td>Minority and Vulnerable Population Health</td>
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<td>HPE 7003</td>
<td>3</td>
<td>International Health</td>
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<td>HPE 7004</td>
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<td>Women’s Health Issues</td>
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<td>HPE 7005</td>
<td>3</td>
<td>Using Technology in HP&amp;E</td>
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<tr>
<td>HPE 7006</td>
<td>3</td>
<td>Health Aspects of Aging in Older Adults</td>
</tr>
<tr>
<td>HPE 7011*</td>
<td>3</td>
<td>Foundations of Health Promotion and Education</td>
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<tr>
<td>HPE 7012*</td>
<td>3</td>
<td>Health Promotion and Education Program Planning</td>
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</tr>
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<td>Course Code</td>
<td>Credits</td>
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<tr>
<td>HPE 7040*</td>
<td>3</td>
<td>Social and Behavioral Foundations of Public Health</td>
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<td>HPE 7071</td>
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<td>Research Methods in Health Promotion and Education</td>
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<tr>
<td>HPE 7081</td>
<td>1-3</td>
<td>Individualized Study</td>
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<td>HPE 7082</td>
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<td>Readings in Health Education</td>
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