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PROGRAM DESCRIPTION AND REQUIREMENTS

The interdisciplinary program of study in Human Movement Science is designed to provide students from various fields an opportunity to pursue doctoral studies in Human Movement Science. The Department of Allied Health Sciences grants the degree in the Curriculum in Human Movement Science.

Our mission is to prepare scholars to be exceptional interdisciplinary researchers, educators, and leaders in the field of human movement.

The goals of this program are to:

1. Prepare doctoral research scholars who will create and disseminate knowledge in Human Movement Science. Program graduates will excel as independent researchers and future leaders in addressing scientific problems related to human movement in a global, integrated manner for the benefit of society.
2. Employ interdisciplinary human movement research approaches focused on diverse healthy and impaired populations. Research conducted through our program will reflect the complexity and interdependence of the multiple systems underlying movement, and ultimately will promote health and physical well-being.

To meet these goals, our objectives are:

1. To prepare doctoral research scholars who will create and disseminate knowledge in Human Movement Science by:
   o Seeking excellent students and supporting them in all aspects of doctoral training.
   o Responding to the growing health care needs of the state and nation through innovative research, training, and outreach.
   o Fostering mentored professional development via publication, presentation, grantsmanship, networking, and teaching.
2. To conduct applied and translational research using interdisciplinary approaches focused on healthy and impaired human movement by:
   o Engaging the participation of innovative and productive faculty.
   o Providing excellent, state-of-the-art facilities.
   o Providing financial resources to support student research.

A unique focus of the program is on maintaining health, preventing disability, and improving movement ability in persons with movement problems. The program provides training through a rigorous research curriculum of didactic and research experiences, and an interdisciplinary emphasis provided by faculty, coursework, and students. The curriculum combines core requirements for all students in the program while allowing for considerable flexibility in designing programs of study to meet the needs of a specific area of concentration and the students’ interests. The program is committed to developing leading
researchers, teachers, and scholars in academe who will interweave the cutting edge of scientific knowledge with clinical practice for maintaining and improving human movement.

One key feature of this program is that it is mentor-driven. We believe creating a mentor and student learning environment will assure a successful research training experience. Students interested in applying to the program contact faculty members within the program who share their research interests to discuss the possibility of the faculty member mentoring the student. Each member of our faculty strives to provide optimal training, support, and time for each student accepted into our program.

Another key feature of the program is its interdisciplinary orientation, combining the efforts of several successful programs on the UNC-Chapel Hill campus. We believe that the advancement of the science of human movement can best be accomplished with methods and researchers across disciplines. Human movement is inherently complex and dynamic and is the product of biological, mechanical, behavioral, and environmental systems. The dynamic and complex nature of human movement provides an organizational perspective for the curriculum. Specific features of this organizing perspective include:

- Developing and testing theories of normal and dysfunctional human movement;
- Applying these and other theories of movement to maintaining and improving human movement;
- Recognizing the multifactorial nature of human movement;
- Using an interdisciplinary approach to solve problems of human movement;
- Studying movement at multiple levels of analysis; and
- Addressing the unique movement problems associated with injury, disease, development and aging.

A. Degree Areas of Interest

Students of varied academic disciplines are accepted into the program. Students in our program study several areas of interest in human movement, including:

- Biomechanics
- Brain injury / concussion
- Exercise physiology
- Injury prevention
- Neuromuscular control and motor learning
- Rehabilitation (musculoskeletal, neurological)

To develop one (or more) of these areas of interest, students may choose courses and research experiences from a wide variety of classes offered in various departments at The University of North Carolina at Chapel Hill, or at other universities.
B. Core Requirements (These are minimal requirements. The student and advisor will plan an individualized course of study that may require additional courses.)

The framework below illustrates the three pillars of the HMSC. The program has required courses and/or credits in all three areas.

HUMAN MOVEMENT SCIENCE (16 credit hours)
1. 6 credits of the Human Movement Science Core Sequence (HMSC 700, 701, 702)
   - 3 credits can be waived with permission of the instructor; however, those 3 credits must be made up by taking an additional 3 credits of Advanced Movement Science content.
   - If one of the core courses is not available, the student may get approval to complete an independent study or other course in that content area.

2. 6 credits of Advanced Human Movement Science Content
   - Examples include but are not limited to: EXSS 705, Applied Statistics and Research Methods Laboratory; BMME 701, Biomedical Instrumentation; BMME 621, Digital Signal Processing; HMSC 790, Advanced Biomechanics and Kinesiology; HMSC 791 Analysis of Human Motion; HMSC 743, Topics in Motor Control and Motor Learning; HMSC 795, Kinetics; EXSS 874, Advanced Topics in Exercise Phys; HMSC 710, EMG; EPID 706, Clinical Research Skills; ***HMSC 877, Independent Study
   *** Only 3 credit hours of HMSC 877 will count towards the Advanced Human Movement Science Content requirement.

3. 4 credits of Doctoral Seminar in Human Movement Science (IHMS 870)
   - The purpose of this seminar is to provide a scholarly format for students and faculty to share scientific knowledge and ideas in an interdisciplinary milieu. In the seminar, students and faculty present and discuss research, research ideas, and professional issues related to Human Movement Science and academic career development. Participation by faculty and students helps to ensure the interdisciplinary thrust of the program. Each student is required to register for 4 credits of Doctoral Seminar over the course of their time in the program.
   Participation in all seminars over the course of the student’s entire program is encouraged.
Exemplar Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Core Sequence</th>
<th>Advanced Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>700 &amp; 702</td>
<td>Advanced #1, Advanced #2</td>
</tr>
<tr>
<td>Waiver Option</td>
<td>700 w/ 702 waived*</td>
<td>Advanced #1, Advanced #2, Advanced #3</td>
</tr>
</tbody>
</table>

A waived core course meets the content requirement but not the credit hour requirement. The credit hours from a waived course must be used to take an additional Advanced HMSC content course.

If a course is not available, the student may get approval to take an independent study or other course in the same content area.

RESEARCH & INQUIRY

4. A research design course or course sequence
   - **Recommended Courses and Course Sequences**:
     - AHSC 902 & 904
     - HMSC 886 Research Design
   - Other research design courses (minimum of 2 credit hours) are acceptable.

5. Two graduate level statistics courses
   - Must be in addition to pre-requisite statistics courses required for admission.

6. A grant writing course
   - **Recommended Courses**
     - AHSC 909
     - UNCG: KIN 798 (Co-Requisite is an independent study course)
   - Other grant writing courses are acceptable.

7. Research Ethics Training
   - Complete the required CITI training in addition to the CITI modules on the Responsible Conduct of Research and Good Clinical Practice. This should be completed by the First Year Review.

Other Recommended Courses: AHSC 914 Academic Writing

PRACTICAL EXPERIENCE

8. **Research Experiences** (2 structured experiences; 1 can be completed in the mentor’s lab)
   - Each student is required to complete two structured research experiences. These will vary in length, typically lasting one semester or less (6-12 weeks), depending on the project and the faculty offering the experience. The research experiences are meant to add depth as well as breadth to student learning. To ensure interdisciplinary training, only one research experience should be conducted in the mentor’s lab. Faculty offering research opportunities are responsible for developing a learning experience for each student. These assignments should be feasible for completing
within the period of the rotation. We expect that requirements and expectations will vary across projects. Students are expected to learn methods and assist with data collection and analysis. For example, students may assist in data collection or analysis with an ongoing project with a mentor, learn a method of data reduction or analysis, conduct secondary analyses, develop a pilot project, or write a grant. Depending on the experience, students may conduct a well-defined study that culminates in an abstract submitted to a scientific meeting or a paper for publication.

- The faculty mentor and student should meet and develop a written contract that identifies the project goals, expectations of the student, and the requirements for completing the research experience. *The student is responsible* for providing a signed copy of this contract to the program registrar (the form is included in *The Record of Progress* in this manual and is also available as a separate form on the HMSC website). Students should discuss with and gain approval from their major advisor for all structured research experiences. We encourage students to complete the research experiences by the end of the second year.

9. **Teaching Experiences** (2 structured experiences; 1 experience can be waived, at the discretion of the mentor, if adequate previous teaching experience is demonstrated [e.g. lead instructor of a course]. Decision regarding granting of the waiver will be made at or after the First Year Review.) The following general principles will guide teaching experiences:

- Enrolled students serving as teaching assistants must have an assigned faculty preceptor.

- We recommend that doctoral students take the Graduate School series for teaching assistants or EDUC 757 College Teaching prior to the teaching experience.

  - To identify teaching experiences, students should contact the faculty instructor for a course about the potential for a TA experience a least one semester prior. This will give the instructor and the student time to plan.

  - Students must have adequate knowledge of the content area and work under the direction of the course instructor.

  - Doctoral students may satisfy teaching requirements by teaching in 2 different courses, teaching the same course twice, or teaching sections of courses. All teaching experiences must be approved a priori by the student’s advisor.

  - Faculty preceptors (course instructors) should design learning objectives for the teaching assistant and progress expectations in a learning contract. We expect students will have a gradual increase in teaching/learning responsibility across teaching experiences. Faculty preceptors are responsible for monitoring the quality of teaching/learning and providing feedback to the TA.

- Students engaged in a teaching experience may enroll for course credit (2-3 units per course). Course credit enrollment is not required, but an equivalent level of expectation should be considered for the teaching assistant’s learning contract.
• Each student will develop a contract with the course instructor that clearly identifies the teaching responsibilities, method of evaluation, and any other expectations. This contract should be signed by the student, course instructor (preceptor), and the student’s advisor. The student is responsible for providing a signed copy of this contract to the program registrar (the form is included in The Record of Progress in this manual and is also available as a separate form on the HMSC website).

• Teaching activities and responsibilities should be consistent with the student’s level of responsibility and prior teaching experience.

• Students may not receive financial compensation for a teaching experience if they are receiving course credit.

• Paid teaching positions are negotiated with the department offering the course.

• Stipends for teaching assistant activities will be based on the relative workload units assigned (e.g., grading exams only versus teaching a substantial portion of the course).

10. Doctoral Examination (Comprehensive Exam)
   The purpose of these examinations is to ensure that students have achieved a satisfactory level of knowledge in Human Movement Science. Successful completion of this exam is required for the student to continue in the program. This exam should be completed after required class work is completed.

11. Dissertation Prospectus Presentation and Approval
   • Recommended that preliminary approval of the dissertation topic be obtained from the committee. The student and dissertation advisor together develop a dissertation committee. As the topic develops, the student should receive advice and consultation from the advisor and the committee members. The student may arrange a meeting with the doctoral dissertation committee either as a group or individually, to present the project for feedback and approval. If the student chooses to present the dissertation topic at a meeting of the dissertation committee, he/she should prepare a brief description of the project to include the aims/questions and methods in 2-3 pages. This description should be distributed to the committee at least 1 week prior to the meeting. The student should prepare a brief presentation (10 minutes) of the overall project, timeline and feasibility. The committee members may provide feedback for revisions, suggestions to narrow, advice about study feasibility, etc. Once the committee approves the plan, the student may begin writing the dissertation prospectus.

   • Recommended that directed research providing preliminary data for the dissertation topic be completed.

   • Required that the student prepare, with guidance and assistance from the dissertation advisor and dissertation committee, a formal proposal. The format of the proposal should be decided upon by the student and his or her advisor and committee. The proposal should be presented at a formal meeting of the dissertation committee. The student must have passed the doctoral examination and submitted a
first-author manuscript to a peer-reviewed scientific journal prior to presenting the dissertation proposal.

12. Written Dissertation in thesis or manuscript format
- After acceptance of the proposal, the student completes the project and writes a doctoral dissertation for presentation to the committee for approval. The dissertation may be written in one of three formats (traditional thesis, alternative, or manuscript format), and must follow the guidelines for dissertations prescribed by the Graduate School. The decision for format should be discussed and approved at the time of the proposal presentation. If the manuscript format is selected, the student and dissertation advisor should agree on a journal style that the student will follow in writing the final document. The dissertation document may be a series of manuscripts prepared for submission, submitted, and/or published. Our goal is to prepare students as scholars, and preparing grants and submitting manuscripts for publication are critical scholarship skills. Two to three manuscripts are expected from the dissertation project. See Guidelines for Dissertation Completion in this manual for additional details.

C. Program Structure
1. Academic Advisement
A faculty mentor is identified by each student during the application process. Each student develops an individual study plan with guidance and approval from his or her mentor and academic committee. The mentor meets with the student regularly and guides his or her academic and scholarly progress through the program.

2. Ph.D. Record of Progress
All students are required to maintain a Record of Progress (contained within the HMSC Documents and Forms section of this manual) and to complete and submit the forms associated with each part of the Record. This is your doctoral plan and progress, and should be updated at the end of each semester.

3. Admissions and Educational Review Committees
There are two committees that play a significant role in governance of education within HMSC. The Admissions Committee is responsible for the admissions process, including nominations for Graduate School awards and fellowships. During the application process, the Admissions Committee identifies content deficiencies and determines the need for completing any prerequisite coursework. The Educational Review Committee reviews the progress of each student yearly, with formal review and a meeting between the student, mentor, and committee occurring at the end of the first year (see section 5 below).

4. Individual Study Plan
After acceptance into the program and prior to the beginning of classes, the student meets with the mentor to develop a plan of study. By the end of the student’s first semester, the plan should be completed to include all coursework, research and educational experiences for the doctoral program, and a timetable for completion. The Educational Review Committee reviews all study plans for compliance with requirements for graduation during the First Year Review. The plan should be
reviewed annually by the student and mentor and revised as needed. The student is responsible for submitting forms documenting each milestone toward fulfillment of degree requirements (see HMSC Annual Forms Checklist). These forms should be submitted by the end of the semester in which the work is completed.

5. First Year Review and Annual Review of Progress
The purpose of the First Year Review is to evaluate the student’s progress as a doctoral student and provide feedback and recommendations. Each student’s progress will be reviewed at the end of her/his first year in the program and no later than midterm of the second fall semester. This review will include the student’s academic and research experiences. The Educational Review Committee will be responsible for conducting the review. The committee will review the documents, meet with the student, and make recommendations to the student.

The student will prepare the following materials and present them to the committee two weeks before the meeting:

   1. Educational and Professional Objectives
   2. Program Plan that includes:
      • Record of Progress
         i. Completed and proposed coursework
         ii. Research experiences - completed and proposed (including objectives and mentor’s comments)
         iii. Teaching experiences - completed and proposed (including description and feedback/evaluation)
   3. Certificate verifying completion of required CITI training
   4. Example of written work such as a course paper or publication
   5. Overview of other activities and responsibilities such as presentations or other education experiences
   6. Curriculum Vitae
   7. Questions for the Committee

Within a week after the review, the student must prepare a summary statement of the committee’s evaluation and recommendations. The student must provide a copy of the summary statement to the Chair of the Educational Review Committee for review and approval. That committee approves the summary and submits a copy to the HMSC Director/ Associate Director for inclusion in the student’s record.

6. Dissertation Committee
The student’s Dissertation Committee will be responsible for guiding the student in the dissertation process, approving the dissertation project (preliminary oral dissertation exam), and administering the final oral exam (defense of the Dissertation).
Each student identifies a faculty member in the Human Movement Science Curriculum who is willing to guide his/her dissertation studies. That faculty member will serve as dissertation advisor and Chair the Dissertation Committee. The student and dissertation advisor together formulate a Dissertation Committee of at least five members. The committee must be comprised of faculty from at least two different departments to reflect and assure the interdisciplinary nature of the academic and research experience. Current Graduate School requirements are that the Dissertation Committee will be made up of a majority of regular members of the Graduate School Faculty in the student’s academic program (HMSC). Committee members from other institutions must have an appointment as fixed-term members of the Graduate School Faculty. The student is expected to consult with HMSC leadership about graduate faculty status of potential committee members and to communicate regularly with his/her advisor throughout the dissertation process. See Guidelines for Dissertation Completion in this manual for more information.

7. Length of Study
Anticipated time to completion is three to five years, depending on background education and experience of the student. In compliance with Graduate School requirements, all work must be completed within eight calendar years from the date of first registration in the doctoral program.
GUIDELINES FOR MENTORING
Source: University of Washington Graduate School Guidelines

Graduate education depends primarily on the establishment of an intellectual relationship between a graduate student and mentoring faculty members. Mentors most frequently serve as wise and trusted advisors, supporters, tutors, visionaries, challengers, guides, advocates, and models.

In this context, the student’s role is to:
• devote an appropriate amount of time and energy toward achieving academic excellence and earning an advanced degree in a timely fashion
• recognize the constraints and other demands imposed on faculty members and program staff
• take the initiative to communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate program

In this context the faculty member’s role is to:
• provide clear direction for the requirements each student must meet, including coursework, languages, research tools, examinations, and thesis or dissertation, delineating the amount of time expected to complete each step
• evaluate student progress and performance in regular and informative ways consistent with the practice of the field; offer fair opportunities for students to correct deficiencies in their work
• offer adequate time to meet with students
• attend committee meetings and examinations, and participate with full attention in these activities
• help students develop writing, oral communication, and quantitative skills
• assist students to develop grant writing skills
• take reasonable measures to ensure that each student initiates a dissertation in a timely fashion
• provide oral or written comments and evaluation of students’ work in a timely manner
• encourage students to participate in professional meetings
• prepare students for employment, which includes providing current information about the field and the market, making use of professional contacts for the benefit of students, and supporting students’ employment goals without being prescriptive
• create an ethos of collegiality so that learning takes place within a community of scholars
• continue to be an advisor and colleague after the student graduates

Professionalism and Ethics
High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students share complementary responsibilities in the maintenance of academic standards and the development of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.
To this end, it is essential that graduate students:
• conduct themselves in a mature, professional, and civil manner
• work with diverse faculty and peers regardless of their race, gender, religion, sexual orientation, or national origin
• exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
• take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
• recognize that, in many disciplines, the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support
• manage time effectively for maximum professional development as well as personal health and well-being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse, a caregiver, etc.
• respect faculty members’ need to allocate their time and other resources in ways that are academically and personally productive
• recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student’s research, so that careful, well-conceived research will reflect favorably on the student, the faculty advisor, and the University
• acknowledge the contributions of the faculty advisor and other members of the research team to the student’s work in all publications and conference presentations
• maintain the confidentiality of the faculty advisor’s and fellow students’ professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline
• participate at an appropriate level in discipline-based activities, such as seminars and conferences, as a component of professional development
• participate at an appropriate level in university, departmental, or program governance as a component of professional development
• uphold the public service mission of the university at an appropriate level

It is essential that faculty:
• act in a manner that best serves the education and professional development of students
• interact with students in a professional, civil, and collegial manner in accordance with University policies and relevant laws
• impartially evaluate student performance regardless of the student’s religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation
• promise a reasonable degree of confidentiality in communication with students, taking care not to discuss a student’s performance, research results, or behavior with other students
• serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate
• prevent personal rivalries with colleagues from interfering with duties as graduate advisor, committee member, or colleague
• excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest
• discuss laboratory, studio, or departmental authorship policy with graduate students in advance of entering into collaborative projects
• acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents
• ensure that a student’s experience as a teaching, research, or staff assistant contributes to
his/her professional development and does not impede the student's progress toward the degree
• create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently
• respect the academic freedom for students to express opinions that may differ from those of faculty
• attain with graduate students a clear understanding of their specific research responsibilities, including time lines for completion of research and the thesis or dissertation
• refrain from requesting students to do tasks not closely related to their academic or professional development for the personal advantage of a faculty member.
• familiarize themselves with policies that affect their graduate students
• provide opportunities within the graduate program for students to seek assistance for their grievances without threat of retaliation
• respect students’ need to allocate their time among competing demands

Teaching
Experience in teaching will be useful for presentations, evaluation and assessment, leading discussions, and the like. Teaching includes interactions with students about instructional issues, such as holding office hours, reviewing tests or paper scores/evaluations with students, answering questions in special teaching centers in the discipline, tutoring, conducting labs, leading discussions, assisting students to solve problem sets, commenting on studio work, or lecturing. Graduate students and faculty should work together to enhance student learning and achieve professional development for the graduate teaching assistant.

In this context, the graduate student’s role is to:
• work cooperatively with supervising faculty and other teaching assistants to accomplish the tasks set out by the TA assignment
• give adequate attention to the teaching role by conscientious efforts in planning, preparation, and implementation of TA assignments
• achieve an appropriate balance between teaching responsibilities and other essential activities
• take advantage of whatever orientation and training opportunities are offered as professional development; use the library and other services of the Center for Instructional Development and Research for more information on teaching and learning
• proactively seek varied teaching opportunities
• engage in reflective analysis of teaching activities

In this context, the faculty member’s role is to:
• provide adequate training for teaching assistants appropriate for the responsibilities they will assume; in some cases training will be provided by departmental training programs
• provide appropriate communication with and mentorship for teaching assistants to enhance their professional development and to ensure the quality of student learning
• develop a clear understanding with graduate students about their specific TA responsibilities, including division of authority and labor, expectations for performance, and the like
• observe the student’s teaching in order to provide feedback on, and assistance for, current activities and recommendations for the student’s future employment
• identify appropriate departmental and campus resources to assist graduate students in their professional development as teaching scholars
• respect the boundary of part-time appointments when assigning duties
• foster opportunities for students to attain teaching competence
GUIDELINES FOR DOCTORAL COMPREHENSIVE EXAMINATION

The purpose of this examination is to ensure that students have achieved a satisfactory level of knowledge in Human Movement Science. Successful completion of this exam is required for the student to continue in the program. The student will not be allowed to schedule a preliminary oral exam for the dissertation project until satisfactorily completing the exam.

The following describes the components of the process:
- Part I: area-specific questions
- Part II: oral examination (may be omitted in exceptional circumstances – see below)

The following describes the order of events for this process:

1. The student formally establishes a Comprehensive Examination Committee.
   - This committee should be established at least three months prior to beginning the Doctoral Examination process.

2. The student schedules on-site written (Part I) and oral (Part II) doctoral examination dates. These dates should be after all required course work is completed or during the semester in which this course work will be completed. Part II should be scheduled to occur no later than three (3) weeks from the scheduled Part I. Students are advised to start the planning process early.

3. Part I: Area-specific questions
   a. Part I will consist of at least two questions that test the student’s knowledge in his/her field of study. This examination will be completed on-campus while under the supervision of a proctor. No reference materials will be available to the student while taking Part I.
   b. The purpose of Part I is to probe the student’s general problem-solving ability as well as establish the breadth and depth of his/her area-specific knowledge base drawn from coursework and research experiences.
   c. The advisor, with input from the Comprehensive Examination committee and the student, will generate a GENERAL list of topic areas or a body of literature that will serve as a study guide for Part I of the process. Students will not be provided with specific, potential exam questions as part of the study guide.

   Suggested format:
   - 3 hour Morning session: 1-2 questions
   - 1 hour break
   - 3 hour Afternoon session: 1-2 questions

4. Feedback
   a. All Comprehensive Examination committee members will critique Part I prior to the oral examination date. The Comprehensive Examination Grading Form (included in the HMSC Documents and Forms section of this manual) will be used to grade the exam. Upon completion, please return it to the Chair of the student’s Comprehensive Examination Committee. If, at this point, all members of the committee agree that the student has passed all questions, and that there are no
clarifying questions for the student, then the committee may decide to omit the oral examination component (Part II).

b. Prior to the oral exam date, the student will be able to review all of his/her submissions for Part I, but will not see specific feedback or comments from committee members. The committee members, along with the advisor, will discuss and determine GENERAL feedback for the student, which the advisor will then relay to the student.

c. It is expected that a student should be able to identify weaknesses in his or her answers and be able to address those weaknesses during the oral examination; therefore, the feedback from the committee should be general but informative. For example:

Question 1: Not enough depth/breadth in…
Question 2: Needs clarification for…
Question 3: More integration needed
Question 4: Incomplete discussion of the theories

5. **Part II: Oral Examination**

   The purpose of the oral doctoral exam is:
   - To provide the student with a chance to clarify or explain any weaknesses within any of the written work.
   - To examine the student’s ability to directly answer specific questions orally.
   - To evaluate how well the student understands the topics by allowing her/him to expand on what she/he has written.

6. **Committee Decision**

   a. Comprehensive Examination Committee will meet privately to determine whether the student has passed or failed the doctoral examination process. If additional work is required, the committee identifies the specific requirements the student must complete to pass the doctoral exam process. Those requirements must be conveyed to the student at the conclusion of the oral examination. These requirements should be written and signed by the student and the majority of the Comprehensive Examination Committee to indicate agreement with and understanding of these requirements.

   b. Upon completion of the doctoral exam process, the Chair of the Comprehensive Examination committee (typically the advisor) will sign a document indicating approval or disapproval. At this point, the student’s Comprehensive Examination Committee is officially dissolved.
Procedures for Remote Administration of HMSC Comprehensive Exam Part I*

*This document (honor code and checklist) outlines procedures to be followed in the event that remote administration of the comprehensive exam becomes necessary because of reduction or suspension of UNC campus operations. Remote exam administration must be approved by the HMSC Director/Associate Director. Such approval typically will be granted only when severe adverse weather or an emergency event such as a disease pandemic makes on-campus exam administration unsafe for the student and/or faculty and/or staff.

Advisor and student, please review this document in preparation for the written comprehensive exam.

Student, on day of administration, please initial to the left of each action item as you complete. Sign your name for each specific honor code statement. Upon completion of the checklist, please sign and date the document, and email to your advisor. Images of your signature are acceptable.

At times, it may be beneficial for advisor and student to be on the phone in case there are any issues (e.g., delivering exam questions and sending exam responses). We defer to the advisor.

PRIOR TO EXAM DAY

_ Select the room where you will take the exam. (Please make sure it is quiet and distraction-free!)

PRIOR TO AM EXAM SESSION

About 5-10 minutes prior to 9AM (start of AM exam session):

_ OPTIONAL: Have scratch paper available to write notes.
_ Place all notes/study materials outside of the room in which you will take the exam (The only thing that should be within reach is your laptop, writing utensil, and scratch paper)
_ Your phone can be within the same room, but should be turned onto silent mode. It should be used only to call the advisor for questions related to exam questions.
_ The advisor emails a Word document with the AM session question(s) from their UNC email to student’s UNC email
_ Student opens the Word document that contains the AM session question(s) and emails advisor to confirm receipt of AM session question(s)
_ After sending email, student turns off internet access and closes all computer programs except for word processor

Honor code statement: *I certify that I have completed the above actions and will have no access to the internet or outside resources/help while completing the AM exam session.*

SIGNATURE:______________________________

AM EXAM SESSION (9AM-12PM)

_ Student writes AM session response(s) on the received Word document and saves document
_ By 12PM, student turns on internet access and emails Word document to advisor. (Do not delete the Word document until you ensure that your advisor has received the document). The email should explicitly include the following honor code pledge:

_ I certify that no unauthorized assistance has been received or given in the completion of this work. I will not discuss the exam questions or my responses with anyone other than my advisor and comprehensive exam committee members.

SIGNATURE:______________________________

LUNCH BREAK (12PM-1PM)
PRIOR TO PM EXAM SESSION

About 5-10 minutes prior to 1PM (start of PM exam session):

_ OPTIONAL: Have scratch paper available to write notes.
_ Place all notes/study materials outside of the room in which you will take the exam (The only thing that should be within reach is your laptop, writing utensil, and scratch paper)
_ Your phone can be within the same room, but should be turned onto silent mode. It should be used only to call the advisor for questions related to exam questions.
_ The advisor emails a Word document with the PM session question(s) from their UNC email to student’s UNC email
_ Student opens the Word document that contains the PM session question(s) and emails advisor to confirm receipt of PM session question(s)
_ After sending email, student turns off internet access and closes all computer programs except for word processor

Honor code statement: I certify that I have completed the above actions and will have no access to the internet or outside resources/help while completing the PM exam session.

SIGNATURE:______________________________

PM EXAM SESSION (1PM-4PM)

_ Student writes PM session response(s) on word document and saves document
_ By 4PM, student turns on internet access and emails Word document to advisor. (Do not delete the Word document until you ensure that your advisor has received the document). The email should explicitly include the following honor code pledge:

  I certify that no unauthorized assistance has been received or given in the completion of this work. I will not discuss the exam questions or my responses with anyone other than my advisor and comprehensive exam committee members.

SIGNATURE:______________________________

COMPLETION OF EXAM DAY

_ Student takes photos of all used scratch paper and emails the files to advisor. (Can be included with this completed form). Upon sending email, student throws away used scratch paper.
_ Student signs and dates below and emails this completed form to advisor. The email should explicitly include the following honor code pledge:

  I certify that no unauthorized assistance has been received or given in the completion of this work. I will not discuss the exam questions or my responses with anyone other than my advisor and comprehensive exam committee members.

STUDENT NAME: _________________________________________

Signature:_______________________ Date:_________________________
GUIDELINES FOR DISSERTATION COMPLETION

1. **Dissertation**

A dissertation is a research project independently designed and completed by a PhD candidate under the direction of a dissertation committee chair and the supervision of a dissertation committee. A dissertation should make significant and unique contributions to science and clinical practice. The research design of a dissertation should be scientific and hypothesis driven. The presentation of the results of a dissertation should be honest and objective. The conclusion of a dissertation should be unbiased with a comprehensive consideration of all results and limitations of the study. A replication of existing literature is not acceptable as a dissertation.

A dissertation can be written in one of three acceptable formats: (1) traditional five-chapter format, (2) manuscript format, and (3) alternative manuscript format. To facilitate publication in refereed journals, choice of a manuscript format rather than the traditional format is encouraged. The format should be determined by the student, chair, and committee during the prospectus. After a format is chosen, the student can use the following dissertation guidelines for reference.

**A dissertation in the traditional five-chapter format should contain**

1) a dissertation title page
2) a dissertation abstract
3) a list of contents
4) a list of tables
5) a list of figures
6) Chapter I, Introduction
   - Background and rationale of the dissertation
   - Statement of the problem
   - Hypotheses
   - Operation definitions
7) Chapter II, Review of Literature
   - Review of literature related to the background and rationale of the dissertation
   - Review of literature related to the hypotheses of the dissertation
   - Review of literature related to the methods used in the dissertation
8) Chapter III, Methods
   - Subjects
   - Research design
   - Equipment
   - Data collection
   - Data processing
   - Data reduction
   - Data analysis
9) Chapter IV, Results
   - List of all results
10) Chapter V, Discussion
    - Interpretation of results
    - Indication of major findings to the hypotheses of the dissertation
Comparison of results to literature
Limitations and the possible effects of limitations on the interpretation of results
Future studies
Conclusions

11) a list of references
All references cited in the dissertation

12) a list of appendices
Pilot studies and results
Details in methods that may not be directly related to data collection, and directly affect the understanding of Chapter III.

A dissertation in the manuscript format should contain

1) a dissertation title page
2) a dissertation abstract
3) a list of contents
4) a list of tables
5) a list of figures
6) Chapter I, Introduction
   Background and rationale of the dissertation
   Statement of the problem
   Hypotheses
   Operational definitions
7) Chapter II, Review of Literature
   Review of literature related to the background and rationale of the dissertation
   Review of literature related to the hypotheses of the dissertation
   Review of literature related to the methods used in the dissertation
8) Chapter III, Methods
   Subjects
   Research design
   Equipment
   Data collection
   Data processing
   Data reduction
   Data analysis
9) Chapter IV, Summary of Results (Synthesis)
   A brief summary of major findings related to the hypotheses of the dissertation
   A discussion of limitations of the research design
   An outline of future studies
   Conclusions
10) At least two manuscripts approved by the dissertation committee in the proposal and written in the formats required by the journals to which the manuscripts will be submitted. Each manuscript should have detailed discussion of the results included, and its own list of references cited in the manuscript.
11) a list of references
   A list of all references cited in the dissertation
12) a list of appendices
Pilot studies with detailed research designs and results
Details in methods that may not be directly related to data collection, and
directly affect the understanding of Chapter III.

A dissertation in the alternative manuscript format should contain

(1) a dissertation title page
(2) a dissertation abstract
(3) a list of contents
(4) a list of tables
(5) a list of figures
(6) Chapter I, Introduction
    Background and rationale of the dissertation project
(7) Chapter II, Manuscripts
    At least two manuscripts approved by the dissertation committee in the
    proposal, and written in the quality, length, and format expected for
    publication in a peer-reviewed journal.
(8) Chapter III, Synthesis
    Overview of major findings of all manuscripts.
    Discussion of significance, the ways in which the project contributes to the
    field; that is, how it confirms previous work or breaks new ground, or the
    context in which the research should be placed, and the applications to
    practice the work suggests.
    Discussion of major strengths and weakness (limitations) of the work;
    directions for future research.
    The synthesis should reflect the entire research agenda reflected in the
    dissertation; that is, it should synthesize across the individual manuscripts.
(9) a list of references
    A list of references cited in the introduction and synthesis
    Each manuscript should contain its own list of references.
(10) a list of appendices
    Literature review
    As needed, additional details of methods or results that may not have been
    included in the manuscripts

2. Dissertation Committee

A dissertation committee is a group of faculty who will direct and supervise a candidate to
propose a research project for a dissertation, conduct the research project, and write the
completed dissertation. A dissertation committee should be formed before a dissertation
proposal is written. The minimum number of faculty in a dissertation committee is five
and the maximum number is six.

The dissertation committee chair and advisor may or may not be the same individual. It is
also possible for the committee to be co-chaired by two faculty members. A dissertation
committee chair and advisor should be experts in the major interest areas of the
dissertation.

Dissertation committee members should be experts in the major interest area of the
dissertation or supporting areas related to the dissertation. A majority of the committee
members (3 of 5 or 4 of 6) must be from the Human Movement Science Curriculum. Committee members from outside of the university are permissible with approval from the HMSC Director and the Graduate School. Please contact the HMSC Director to seek the necessary approvals.

3. **Pre-proposal Meeting**

A pre-proposal meeting between a candidate and dissertation committee is recommended. The candidate should clearly present the general idea for a dissertation including (1) topic, (2) scope, and (3) methods. The committee should decide if the general topic, scope, and methods are sufficient and realistic for a dissertation.

4. **Dissertation Proposal**

A dissertation proposal is a contract between a PhD candidate and dissertation committee on what the candidate will do and how the candidate will do what he or she is planning to do. A dissertation proposal for a dissertation that will be written in a traditional five chapter format should contain

1) a proposal title page
2) a proposal abstract
3) a list of contents
4) a list of tables
5) a list of figures
6) Chapter I, Introduction
7) Chapter II, Review of Literature
8) Chapter III, Methods
9) a list of references, and
10) a list of appendices

4. **Dissertation Proposal Defense**

A dissertation proposal defense is an oral examination of a PhD candidate's comprehensive understanding of the basic knowledge related to the proposed research project, and preparation of the proposed research project. A PhD dissertation proposal defense may not take place until after the student has done both of the following:

- passed the comprehensive exam
- submitted a first-author manuscript for publication in a peer-reviewed journal, with the manuscript reflecting work completed in HMSC

The dissertation proposal defense may be open to the public with approval of the candidate.

A copy of the dissertation proposal should be submitted to each committee member at least two (2) weeks before a scheduled dissertation proposal defense.

Meetings between the candidate and individual committee members may be arranged to help the dissertation committee members understand the background, purpose, measurement, and research design of the proposal after a dissertation proposal has been submitted to the committee. No subsequent changes should be made in the written document after the proposal is submitted to the committee and before the proposal
defense is completed. The dissertation committee has the right to request rescheduling of a dissertation proposal defense if the candidate makes a significant change in the dissertation proposal before the defense. A significant change is defined as a change that affects a committee member’s understanding of the proposal.

A dissertation proposal defense should have five sections: (1) candidate’s presentation of background, purpose, and research design, (2) limited questions and comments from audience, (3) questions and comments from the committee, (4) a closed-door committee meeting to evaluate and grade the defense, make decisions for re-defense if necessary, and have an agreement on required revisions, and (5) a meeting between the candidate and the committee chair for the committee chair to inform candidate of the committee’s decisions. The entire dissertation proposal defense should not be longer than three hours.

The committee chair should summarize all the required revisions from all committee members, inform all committee members, and get all committee members’ agreement on the required revisions before informing the candidate of required revisions to the proposal. The revised proposal should be submitted to the committee for final approval. The candidate should not start collecting data before the final approval of the proposal revision.

Any changes in the methods of the approved proposal should be communicated to the committee and approved by the committee. Any changes in the proposal without the committee’s approval may result in a re-defense of the proposal upon the request of the committee.

A re-defense of a dissertation proposal should take place if (1) the research project is not well justified, (2) the research design has one or more major flaws, (3) the candidate fails to show appropriate depth of understanding in the scientific areas associated with the dissertation proposal, (4) the candidate fails to show that the proposed dissertation research project is feasible, or (5) the candidate fails to clearly describe the proposed research project.

5. Dissertation Defense

A dissertation defense is an oral examination of a PhD candidate’s comprehensive understanding of the contents of his or her dissertation. The examination nature of a dissertation defense should be emphasized and reflected in the preparation of a dissertation defense. A dissertation defense should be open and advertised to the public.

A copy of a dissertation should be submitted to each dissertation committee member at least three (3) weeks before the scheduled dissertation defense.

Meetings between the candidate and individual committee members can be arranged to help the dissertation committee members understand the results, discussion, and conclusion of the dissertation after a dissertation has been submitted to the committee. No changes should be made in the dissertation document after it is submitted to the committee and before the dissertation defense is completed. The committee has the right to request rescheduling of a dissertation defense if the candidate makes a significant change in the dissertation before the defense. A significant change is defined
as a change that affects a committee member’s understanding of results, discussion of the results, and conclusion, or raises major concerns about the content of the dissertation.

A dissertation defense should have five sections: (1) candidate’s presentation of the rationale, hypotheses, methods, and major results of the dissertation, (2) limited time for questions and comments from audience, (3) questions and comments from the committee, (4) a closed-door committee meeting to evaluate and grade the defense, make decisions for re-defense if necessary, and reach agreement on required revisions, and (5) a meeting between the candidate and the committee chair for the committee chair to inform the candidate of the committee’s decisions.

A re-defense of a dissertation may be requested if (1) results are questionable due to errors in data collection, reduction, and/or analyses, (2) results are inconclusive because of inadequate sample size, (3) results are not appropriately reported, (4) methods are not consistent with the approved methods in the proposal, (5) the candidate fails to appropriately interpret results, (6) the conclusions are not supported by the results, or (7) the candidate fails to show appropriate depth of understanding in the scientific areas associated with the dissertation.

6. Dissertation Revision

Committee members should submit their required revisions to the committee chair during the closed-door committee meeting. An agreement on required revisions should be made during this meeting. The committee chair should summarize all the required revisions from all committee members, inform all committee members, and obtain all committee members’ final approval on the required revisions before informing the candidate of the required revisions.

The revised dissertation with clearly marked revisions should be submitted to all committee members or, if the committee is in agreement, to the committee chair only. The candidate should justify any disagreement with required revisions in writing for the committee to review. Committee members have one (1) week to review the revised dissertation and respond. The committee has the right to request further revision if the completed revisions do not meet the committee’s requirements.
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
HUMAN MOVEMENT SCIENCE CURRICULUM

Professional Behavior Policy

Professional behavior is required for individuals pursuing careers in academia and research. Human Movement Science Curriculum (“HMSC”) students must be able to function collaboratively as professional team members. This requires abiding by all applicable University policies (e.g., Policy on Ethics in Research, available through the Graduate School website at: http://gradschool.unc.edu/academics/resources/ethics.html#violations; the Instrument of Student Judicial Governance), exercising good judgment, maintaining high standards of ethical behavior, and relating to instructors, colleagues, and research participants with courtesy and respect. HMSC students must exhibit attitudinal, behavioral, interpersonal, and emotional functioning that satisfies acceptable standards as described below. Specific requirements of all HMSC students, modified from those of the Interprofessional Professionalism Collaborative, include:

EMOTIONAL HEALTH
- Utilizes fully his/her intellectual ability and exercises good judgment.
- Seeks to maximize his/her own mental, emotional, and physical health.
- Relates to fellow students, faculty and staff members, research team members, research participants, and health care providers with maturity, safety, and respect for dignity.

COMMUNICATION
- Demonstrates active listening, including being open to feedback from academic instructors, research advisors, and other members of the research team.
- Communicates respectfully.
- Communicates with fellow students, faculty and staff members, research team members, research participants, and health care providers in a way they can understand.
- Responds to questions posed by fellow students, faculty and staff members, research team members, research participants, and health care providers in a manner that meets the needs of the requester.

ALTRUISM AND CARING
- Demonstrates empathy for fellow students, faculty and staff members, research team members, research participants, and health care providers.
- Places the needs of research participants and/or patients above own needs and those of other researchers.

RESPECT
- Is open to examining personal attitudes, perceptions, and stereotypes which may negatively affect interactions with research participants and/or professional relationships.
- Demonstrates confidence, without arrogance, while working with members of other professions.
- Recognizes that other professions may have their distinct cultures and values, and shows respect for these.
- Respects the contributions and expertise of members of other professions.

1 HMSC professional behavior policies and procedures adapted from various DAHS Division policies/procedures.
ETHICS

- Interacts with fellow students, faculty and staff members, research team members, research participants, and health care providers in an honest and trustworthy manner.
- Works collaboratively with members of other professions to resolve conflicts that arise in the context of conducting a research study.
- Discusses with members of the research team any ethical implications of study design or decisions.
- Reports or addresses unprofessional and unethical behaviors.

ACCOUNTABILITY

- Seeks clarification about unclear information.
- Completes academic and research responsibilities promptly.
- Accepts consequences for his or her actions without redirecting blame.
- Works with fellow students, faculty and staff members, research team members, research participants, and health care providers (as appropriate) to identify and address errors and potential errors in the conduct of a research study.

Failure to meet expectations for professional behavior may result in the revocation of an offer of admission or in disciplinary action, up to and including dismissal of an enrolled student.

Addressing Violations of Professional Behavior

Each student will receive feedback about professional behavior from his/her advisor and/or the HMSC Educational Review Committee (e.g., at the First Year Review) at least annually. Advisors or other HMSC faculty may bring concerns about a student’s professional behavior to the attention of the Educational Review Committee. A student who, in the opinion of the HMSC Educational Review Committee, demonstrates professional behavior problems will be notified by the HMSC Director and, depending upon the nature and severity of the issue, may be placed on probation. The student may be given a professional improvement plan and will be re-evaluated.

If the student still does not meet the expectations for professional behavior, the HMSC core faculty will meet to consider dismissing the student from the program. The student may request a meeting with the faculty to present pertinent information.

If the HMSC core faculty decides that a student should be dismissed from the program based on deficiencies in professional behavior, the student will be notified in writing. If the student wishes to appeal the dismissal decision, he or she may appeal to the Chair of the Department of Allied Health Sciences. The student must initiate the appeal process within 20 calendar days of the date of receipt of the dismissal letter. The appeal must consist of a written, signed statement by the student, stating the specific grounds and all the supporting facts upon which he or she bases the appeal. The appeal must cite evidence that the dismissal was not in accordance with policies included in the HMSC Policies and Procedures manual.

The Chair of the Department of Allied Health Sciences will refer the appeal to the AHS Appeals Committee. The Appeals Committee will review the written appeal and may seek additional information as needed. The student may request a meeting with the Appeals Committee. The AHS Appeals Committee will make a recommendation to the AHS Chair. The AHS Chair will make the final decision and inform the student in writing. The decision of the AHS Chair will be final, and no further appeal is available.
Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the HMSC program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the HMSC program. Students who seek reasonable accommodations for disabilities must contact the University’s Office of Accessibility Resources and Service. The Office will determine a student’s eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, client/patients, other students, faculty and staff members, research participants, or health care providers.
HMSC DOCUMENTS AND FORMS
The checklist below shows the forms that should be completed and submitted as you progress through the HMSC program. Forms should be submitted by the end of the semester in which the work is completed. All forms (indicated by a checkmark below) must be submitted for clearance for graduation. The Record of Progress is a planning document for you and your mentor to use to track your progress.

<table>
<thead>
<tr>
<th>DOCUMENT</th>
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<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
<td><strong>YEAR 1</strong></td>
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<tr>
<td>First Year Review</td>
<td>SPRING</td>
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<tr>
<td>✓ Coursework in Fulfillment of Degree Requirements (planned coursework)</td>
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<td>✓ CITI Training</td>
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<td><strong>YEAR 1, 2, 3</strong></td>
<td><strong>YEAR 1, 2, 3</strong></td>
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<tr>
<td>Record of Progress</td>
<td>SPRING/FALL</td>
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<tr>
<td>✓ Research Experience (2)</td>
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<td>✓ Teaching Experience (2)</td>
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<td><strong>YEAR 2</strong></td>
<td><strong>YEAR 2</strong></td>
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<tr>
<td>✓ <strong>Doctoral Exam Report Parts I and II</strong> (comp exam)</td>
<td>SPRING/SUMMER</td>
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<td><strong>YEAR 3</strong></td>
<td><strong>YEAR 3</strong></td>
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<tr>
<td>✓ <strong>Report of Doctoral Committee Composition</strong> (Part I)</td>
<td>FALL/SPRING/SUMMER</td>
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<tr>
<td>✓ <strong>Report of Approved Dissertation Project</strong> (Part II)</td>
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<tr>
<td><strong>YEAR 4, 5</strong></td>
<td><strong>YEAR 4, 5</strong></td>
</tr>
<tr>
<td>✓ <strong>Doctoral Exam Report Parts III and IV</strong> (dissertation defense)</td>
<td>FALL/SPRING/SUMMER</td>
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<tr>
<td>✓ Coursework in Fulfillment of Degree Requirements (final)</td>
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** - indicates Graduate School form

Students should also check with the Graduate School for specific Graduation Deadlines
Ph.D. Record of Progress

Ph.D. Record of Progress
Human Movement Science Curriculum
University of North Carolina
Chapel Hill, NC

This record of progress is your doctoral plan that you will discuss with your mentor. You will submit parts of this record for your first year review. This record should be updated regularly, and the associated forms submitted as you progress through the doctoral program.

Demographic Information

NAME:
________________________

PID#:
________________________

PHONE#:
________________________

EMAIL:
________________________

PERM. MAILING ADDRESS:
________________________
________________________
________________________

SPECIALIZATION AREA: ________________________________

DOCTORAL MENTOR: ________________________________
The First Year Review is a listing of academic coursework that the doctoral student will take as part of their doctoral program. This should be completed by the doctoral student and the academic advisor and then approved by the Educational Review Committee. Ideally, an initial draft of the program of study (including all academic coursework to be taken during the doctoral program) will be completed by the end of the first semester. Changes made to the student’s program of study should be updated in the Record of Progress.

Educational Review Committee Approval of the Program of Study:

Educational Review Committee Chair (printed): ____________________________

________________________________________________________

Educational Review Committee Chair Signature Date

Annual Follow-Up Reviews

Academic Year: __________________________

Comments:

________________________________________________________

Educational Review Committee Chair Signature Date

Academic Year: __________________________

Comments:

________________________________________________________

Educational Review Committee Chair Signature Date
ACADEMIC YEAR: _________________________

COMMENTS:

________________________________________________________

EDUCATIONAL REVIEW COMMITTEE CHAIR SIGNATURE   DATE

ACADEMIC YEAR: _________________________

COMMENTS:

________________________________________________________

EDUCATIONAL REVIEW COMMITTEE CHAIR SIGNATURE   DATE

ACADEMIC YEAR: _________________________

COMMENTS:

________________________________________________________

EDUCATIONAL REVIEW COMMITTEE CHAIR SIGNATURE   DATE
Ph.D. Record of Progress

COURSE OF STUDY OUTLINE

Student: _________________________  Mentor: _________________________

Latest Revision Date: _________________________

Specialization Area: _________________________

This document shows the courses, teaching experiences, lab rotations, etc. you plan to take by year/semester. If you plan to take one or more independent study (HMSC 877) courses, be certain to include the area of study and the instructor’s name for each course. Note that you must complete an Independent Study tracking form (see pp. 55-57 of this manual) for each HMSC 877 course.

YEAR 1

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YEAR 2

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### YEAR 5

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Ph.D. Record of Progress

HUMAN MOVEMENT SCIENCE CURRICULUM
COURSEWORK IN FULFILLMENT OF DEGREE REQUIREMENTS

Student: 
Mentor: 

YEAR OF ENTRY TO PROGRAM:

CHECK HERE ☐ IF YOU ENTERED PROGRAM PRIOR TO 2016, BUT ARE ELECTING TO FOLLOW DEGREE REQUIREMENTS ADOPTED IN FALL 2016.

If you were **admitted in Fall Semester 2016 or later**, list the courses you have taken to meet the degree requirements (adopted in fall 2016). Minimum requirements are listed in parentheses. **Fill in the body of the tables only - do not check any of the boxes indicating that requirements have been met.**

### Human Movement Science Core Sequence (*6 credits required; check here ☐ if met)

<table>
<thead>
<tr>
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*For a waived course, fill in course information in the table above and enter “waived” under grade.

### Advanced Human Movement Science Content (6 credits required; check here ☐ if met)

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<th>Semester</th>
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### Doctoral Seminar (4 credits required; check here ☐ if met)

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<th>Semester</th>
<th>Year</th>
<th>Course #</th>
<th>Title</th>
<th>Instructor</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IHMS 870</td>
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<td>Doctoral Seminar</td>
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### Research Design Course (one course or course sequence; check here ☐ if met)

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<th>Semester</th>
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### Graduate Level Statistics (two courses beyond prerequisite courses; check here ☐ if met)

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### Grant Writing Course (one course; check here ☐ if met)

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### CITI Training (including module on Responsible Conduct of Research; check here ☐ if met)

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Ph.D. Record of Progress

For administrative use only: This student has met all course requirements.

If you were admitted in Fall Semester 2015, list the courses you have taken to meet the degree requirements. Minimum requirements are listed in parentheses. Fill in the body of the tables only - do not check any of the boxes indicating that requirements have been met. You can omit this page if you are following degree requirements adopted in fall 2016.

Human Movement Science Core Sequence (9 credits; check here ☐ if met)

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
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<td>HMSC 701</td>
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<td>HMSC 702</td>
<td>Exercise Physiology</td>
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Graduate Seminar Courses (two courses in content areas related to area of concentration; check here ☐ if met)

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<th>Semester</th>
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Doctoral Seminar (4 credits; check here ☐ if met)

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Research Design Modules (5 credits; check here ☐ if met)

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<tr>
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<td></td>
<td>AHSC 902</td>
<td>Philosophical Foundations</td>
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<td></td>
<td>AHSC 903</td>
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<td>AHSC 904</td>
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Graduate Level Statistics (two courses beyond prerequisite courses; check here ☐ if met)

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Course in Scientific Inquiry (one course; check here ☐ if met)

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For administrative use only: This student has met all course requirements.
If you were admitted in Fall Semester 2014 or earlier, list the courses you have taken to meet the degree requirements. Minimum requirements are listed in parentheses. Fill in the body of the tables only - do not check any of the boxes indicating that requirements have been met. You can omit this page if you are following degree requirements adopted in fall 2015 or later.

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### Graduate Seminar Courses (two courses in content areas related to area of concentration; check here □ if met)

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### Research Methods (one course; check here □ if met)

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### Course in Scientific Inquiry (one course; check here □ if met)

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</table>

For administrative use only: This student has met all course requirements. □
Research Experiences (1 of 2)

1. Student: __________________________

2. Dates: ___________________________ to ___________________________
   (Include your best estimate of weeks/ semester/years)

   Experience Mentor:

   Topic/Subject/Course:

   Expected outcomes/goals (Research/Teaching):

   Student signature: __________________________
   Experience Mentor signature: __________________________
   Primary Mentor approval: __________________________

   Brief Description of the Experience: (Fill in after completion)

Based on expectations agreed upon by the student and mentor, what were the results?

- Student’s assessment:

- Faculty assessment of student performance/suggestions:

   Overall the student’s performance was: satisfactory  unsatisfactory

   Student signature: __________________________
   Mentor signature: __________________________
Research Experiences (2 of 2)

1. Student: ____________________

2. Dates: ____________________ to ____________________
   (Include your best estimate of weeks/ semester/years)

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<th>Experience Mentor:</th>
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<td>Topic/Subject/Course:</td>
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<tr>
<td>Expected outcomes/goals (Research/Teaching):</td>
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</table>

Student signature: ____________________
Experience Mentor signature: ____________________
Primary Mentor approval: ____________________

Brief Description of the Experience: (Fill in after completion)

Based on expectations agreed upon by the student and mentor, what were the results?
- Student’s assessment:
  - Faculty assessment of student performance/suggestions:

Overall the student’s performance was: satisfactory  unsatisfactory

Student signature: ____________________
Mentor signature: ____________________
Teaching Experiences (1 of 2)

1. Student: ____________________________

2. Dates: ____________________________ to ____________________________
(Include your best estimate of weeks/ semester/years)

Experience Mentor:

Topic/Subject/Course:

Expected outcomes/goals (Research/Teaching):


Student signature: ______________________
Experience Mentor signature: ______________________
Primary Mentor approval: ______________________

Brief Description of the Experience: (Fill in after completion)

Based on expectations agreed upon by the student and mentor, what were the results?

- Student’s assessment:
  - Faculty assessment of student performance/suggestions:

  Overall the student's performance was: satisfactory unsatisfactory

  Student signature: ______________________
  Mentor signature: ______________________
Teaching Experiences (2 of 2)

1. Student: __________________________

2. Dates: ___________________________ to ___________________________
   (Include your best estimate of weeks/semester/years)

Experience Mentor:

Topic/Subject/Course:

Expected outcomes/goals (Research/Teaching):

Student signature: __________________________
Experience Mentor signature: __________________________
Primary Mentor approval: __________________________

Brief Description of the Experience: (Fill in after completion)

Based on expectations agreed upon by the student and mentor, what were the results?

- Student’s assessment:

- Faculty assessment of student performance/suggestions:

Overall the student’s performance was: satisfactory   unsatisfactory

Student signature: __________________________
Mentor signature: __________________________
**Comprehensive Exam Committee**

A comprehensive exam committee will be created when the student is ready to begin their comprehensive exams. The exam will be developed, administered, and evaluated by the exam committee. (No form required)

PRIMARY MENTOR ___________________ Date __________________

**Comprehensive Exams**

Doctoral students must pass a two part comprehensive examination. The exams consist of an onsite written examination (area specific) and an oral examination. [HTTP://GRADSCHOOL.UNC.EDU/FORMS.HTML](HTTP://GRADSCHOOL.UNC.EDU/FORMS.HTML) (Doctoral Exam Report, Parts I and II)

DATE PASSED: _______________

DATE RETAKEN (IF FAILED): _______________

**Dissertation Committee**

After the successful completion of your comprehensive exams you may form your dissertation committee. It is your responsibility to seek a minimum of five University of North Carolina at Chapel Hill faculty. The dissertation committee is separate from the comprehensive exam committee. The dissertation committee is responsible for overseeing and evaluating the student’s dissertation. [HTTP://GRADSCHOOL.UNC.EDU/FORMS.HTML](HTTP://GRADSCHOOL.UNC.EDU/FORMS.HTML) (Report of Doctoral Committee Composition – this form must be signed by the HMSC Director)

DATE SUBMITTED: _______________

**Approval of Dissertation topic (Recommended)**

A brief overview (2-3 pages) of the topic and plans of the dissertation will be submitted and presented to the dissertation committee for their approval.

DATE COMPLETED: _______________

**Dissertation Proposal Defense**

The dissertation should be presented orally to the dissertation committee for approval. The written proposal should be distributed to each committee member at least 14 days before the presentation. All previous requirements, including satisfactory performance on the comprehensive examination and submission of a first-author manuscript, must be completed prior to the dissertation proposal defense. [HTTP://GRADSCHOOL.UNC.EDU/FORMS.HTML](HTTP://GRADSCHOOL.UNC.EDU/FORMS.HTML) (Report of Approved Dissertation Project)

DATE OF COMMITTEE APPROVAL OF DISSERTATION PROPOSAL: _______________
Application for Graduation
All students must apply for graduation (during their last semester in the program) through their ConnectCarolina account.

To apply:
Complete the Graduation check-out page in ConnectCarolina's Self Service area: Log in to ConnectCarolina → In your Student Center, under the “Academic” tab, choose “Apply for Graduation” in the drop-down box, and then click the double arrows.
HTTPS://GRADSCCHOOL.UNC.EDU/ACADEMICS/RESOURCES/GRADDEADLINES.HTML

DATE SUBMITTED: __________________

ANTICIPATED DATE OF GRADUATION: __________________

Announcement of Dissertation Defense
THE DISSERTATION DEFENSE MUST BE ANNOUNCED TO THE HMSC ADMINISTRATION 14 DAYS AHEAD. HMSC ADMINISTRATION WILL FORWARD THIS ANNOUNCEMENT TO ALL FACULTY AND STUDENTS. THE ANNOUNCEMENT SHOULD USE THE APPROVED TEMPLATE, AND INCLUDE NAMES OF COMMITTEE MEMBERS, DATE, LOCATION, AND TIME. THE FINAL COPY OF THE DISSERTATION MUST BE DISTRIBUTED TO DISSERTATION COMMITTEE MEMBERS 21 DAYS BEFORE THE DEFENSE DATE. THE DISSERTATION DEFENSE IS OPEN TO ALL FACULTY AND STUDENTS. THIS DEFENSE SERVES AS THE FINAL EXAMINATION.

SUBMITTED TO HMSC: ___________________________ __________________

HMSC ADMINISTRATOR DATE

Dissertation Defense
ALL OTHER REQUIREMENTS MUST BE SATISFIED BEFORE THE DISSERTATION DEFENSE. ALL MEMBERS OF THE DISSERTATION COMMITTEE SHOULD BE PRESENT AT THE DEFENSE.
HTTP://GRADSCCHOOL.UNC.EDU/FORMS.HTML (DOCTORAL EXAM REPORT, PARTS III AND IV)

DATE PASSED ____________________________

DATE OF FINAL APPROVAL OF THE DISSERTATION DOCUMENT (REQUIRED REVISIONS COMPLETED )
INDEPENDENT STUDY/RESEARCH ELECTIVE TRACKING FORM

STUDENT NAME: ______________________ PID: ___________ EXPECTED GRAD YR: ______

COURSE INFORMATION:

Fall Spring SS1 SS2 Year: 20__ __

HMSC 877 INDEPENDENT STUDY

NUMBER OF CREDITS: _____

INSTRUCTOR: The instructor’s name and contact information should be listed here.

TARGET AUDIENCE: Advanced (at least second year) PhD students who seek to obtain more in-depth knowledge and/or experience in a particular content area. The independent study should focus on knowledge and skills that cannot be acquired through other course work or research/teaching experiences, and should reflect a match between the student’s objectives and the instructor’s area of expertise.

COURSE PREREQUISITES: Core course in the student’s specialty area (HMSC 700, 701, 702 or equivalent).

LEARNING PLAN

COURSE GOALS:
This should be a brief statement of the topical area to be studied and the rationale for undertaking an independent study.

SPECIFIC LEARNING OBJECTIVES:
This should be approximately 3-5 specific measurable learning objectives written by the student and addressing the specific areas the student wishes to study.

COURSE REQUIREMENTS:
Students are expected to:

- Develop a learning contract with objectives and planned learning activities, and submit it to the instructor for approval at least one week before the start of classes.
- Record the number of hours spent on independent study activities throughout the semester/summer session.
- Submit a final, signed learning contract, including actual time spent on each learning activity and completion of the “Final Status” component of the learning contract. The final learning contract should be submitted no later than the last day of classes for the term.
- Complete either a final “evaluation” (such as a practical examination demonstrating mastery of one or more specific laboratory skills) or a final “product” (such as a manuscript, prototype device, set of statistical analyses, computer model, instructional module, VoiceThread, grant application, etc.) that represents the knowledge/skills gained as a result of the independent study.
LEARNING ACTIVITIES:
Please list the specific learning activities in which the student will participate. The total hours should reflect how much time will be spent with each activity. Students should plan to spend a total of 45-60 hrs of time per credit hr or 135-180 hrs for a 3 credit hour class. Greater time may be warranted when the experience is highly focused on lab experiences as opposed to didactic experiences.

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>TOTAL PLANNED HOURS</th>
<th>COMPLETED HOURS MIDTERM</th>
<th>COMPLETED HOURS FINAL</th>
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EVALUATION METHODS:
This section should outline how the student’s learning and performance will be evaluated by the instructor. Evaluation methods should clearly assess the student’s accomplishments related to the learning objectives listed above. A self-assessment component is strongly encouraged.

MEETING SCHEDULE:
This area should provide a plan for when the student will meet with the independent study instructor.

Student Signature:_______________________________________________ Date:___________________

APPROVALS:
Instructor Name (printed): ________________________________

Instructor Signature: _________________________________________ Date:___________________

HMSC Director Signature: _____________________________________ Date:___________________
FINAL STATUS:
Date: ____________________

LEARNING ACTIVITIES:
Please identify on your Learning Plan how many hours have been completed for each activity. Please indicate any additions or subtractions from the activities identified in the Learning Plan.

OUTCOMES REPORT:
Please summarize the outcomes of your learning experience in relation to the learning objectives identified in your Learning Plan.

FEEDBACK FOR INSTRUCTOR:
Please provide constructive feedback for the instructor about the things in this experience that were helpful, and areas that could be improved for future students.

Student Signature: ___________________________________________ Date: ______________

APPROVALS:
☐ The student has completed all course requirements.
☐ The student has not completed all course requirements.

GRADE:
☐ High Pass
☐ Pass
☐ Low Pass
☐ Failure
☐ Incomplete
☐ No grade, assign at a later time

Instructor Name (printed): ________________________________

Instructor Signature: ________________________________ Date: ______________

HMSC Director Signature: ________________________________ Date: ______________
<table>
<thead>
<tr>
<th></th>
<th>Excellent (H)</th>
<th>Satisfactory (P)</th>
<th>Unsatisfactory (L or F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning contract</strong></td>
<td>Completess and submits initial and final versions of learning contract by due dates or negotiated dates. All components of learning contract completed correctly.</td>
<td>Completess and submits initial and final versions of learning contract by due dates or negotiated dates. Minor portions of learning contract may be completed incorrectly, but are revised promptly with feedback.</td>
<td>Fails to submit contract by due dates or negotiated dates. Does not communicate with advisor regarding need for extended time. Major portions of learning contract missing or completed incorrectly.</td>
</tr>
<tr>
<td>____ / 10</td>
<td></td>
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<tr>
<td><strong>Objectives (as described in learning contract)</strong></td>
<td>Clearly has met all objectives. Activities link to specific objectives and/or relate to each other to create a central focus.</td>
<td>Provides evidence of having met most objectives. Activities are related to independent study topic.</td>
<td>Activities not clearly related to objectives, or objectives revised without input and approval of advisor.</td>
</tr>
<tr>
<td>____ / 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Consistently communicates with advisor/ community partner(s)/ other team member(s) in a professional, respectful, and timely manner. Takes responsibility for initiating communication.</td>
<td>Minimal initiation of communication. Responds appropriately to communication initiated by others. Facilitates positive interactions.</td>
<td>Demonstrates unacceptable communication skills (e.g., is unprofessional or disrespectful, does not initiate communication, does not respond to emails)</td>
</tr>
<tr>
<td>____ / 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initiative/ independence</strong></td>
<td>Able to complete most of the project independently, but seeks guidance/ assistance when needed. Responds positively to feedback and makes revisions based on feedback received.</td>
<td>Needs considerable guidance, but able to complete parts of the project independently. Seeks guidance/ assistance when needed. Makes revisions based on feedback received.</td>
<td>Unable to work independently. Needs guidance for completing the majority of the project. Responds negatively to feedback or does not make revisions based on feedback.</td>
</tr>
<tr>
<td>____ / 15</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Completion of learning contract activities</strong></td>
<td>Completes all aspects of learning contract on time. Provides honest representation of hours spent on activities. Devises strategies to resolve logistical problems.</td>
<td>Completes all or most aspects of learning contract on time. Provides honest representation of hours spent on activities. Demonstrates flexibility when logistical problems arise; resolves issues with guidance from advisor/others.</td>
<td>Fails to fulfill most aspects of learning contract. Inflates estimates of hours spent on activities. Is inflexible; has difficulty dealing with logistical problems.</td>
</tr>
<tr>
<td>____ / 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Products/outcomes</strong></td>
<td>Quality of work exceeds expectations for doctoral level students. Products are likely to be useful to others over time. Uses appropriate references or supporting documents.</td>
<td>Quality of work meets expectations for doctoral level students. Uses appropriate references or supporting documents.</td>
<td>Work is clearly deficient. Does not use references or supporting documents. Plagiarizes.</td>
</tr>
<tr>
<td>____ / 35</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong> ____ / 100</td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question #</td>
<td>PASS (≥80%)</td>
<td>BORDERLINE (P-) (75% - 79.9%)</td>
<td>FAIL (&lt;75%)</td>
</tr>
<tr>
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<tr>
<td><strong>Content – knowledge (50 points)</strong></td>
<td>Clearly addresses all parts of the question, with no irrelevant information. Demonstrates adequate breadth and depth of knowledge on the topic. Facts are accurate.</td>
<td>Addresses most parts of the question. May include some irrelevant information. Demonstrates limited breadth or depth of knowledge, but facts are accurate.</td>
<td>Does not answer the question or clearly demonstrates limited understanding of the issue. Demonstrates inadequate breadth or depth of knowledge. Lacks accuracy.</td>
</tr>
<tr>
<td>/ 50</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Content – support for answer (30 points)</strong></td>
<td>Provides accurate presentation of the research literature (as appropriate for the question). Appropriately cites (may be with author’s name only or with name and date) major sources on the topic. Assesses quality of the research evidence available. Provides strong logical arguments and/or demonstrates problem solving.</td>
<td>Provides limited research evidence. May omit 1-2 important references on the topic. Demonstrates adequate use of logic and/or problem-solving, but arguments could be stronger.</td>
<td>Misunderstands major issues or misuses the literature. Uses incorrect citations. Provides weak logical arguments and/or demonstrates little or no problem solving.</td>
</tr>
<tr>
<td>/ 30</td>
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<td></td>
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</tr>
<tr>
<td><strong>Organization (20 points)</strong></td>
<td>Organizes answer in a way that is clear and easy to follow. Creates smooth transitions from one paragraph to the next. Any spelling or grammatical errors are minor and do not interfere with the reader’s understanding of the content. May provide brief introductory and concluding paragraphs (if appropriate for the question).</td>
<td>Organizes answer in a way that enables the reader to understand major points, but may be unclear on specifics or supporting arguments. Makes several spelling and/or grammatical errors which may be distracting to the reader.</td>
<td>Organizes answer in a way that is difficult to follow. Makes major spelling and/or grammatical errors that obscure meaning and could reflect misinterpretation of key concepts.</td>
</tr>
<tr>
<td>/ 20</td>
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<tr>
<td><strong>Comments</strong></td>
<td>Strengths:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weaknesses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>Pass ☐ (≥80%)</td>
<td>Borderline (P-) ☐ (75% - 79.9%)</td>
<td>Fail ☐ (&lt;75%)</td>
</tr>
</tbody>
</table>
FREQUENTLY ASKED QUESTIONS BY HMSC STUDENTS

What resources are available to navigate being a member of the graduate student community here at UNC?
The UNC Graduate School website has vast amounts of information regarding campus life and being a graduate student at UNC. The Graduate Student Center offers many resources and seminars to facilitate graduate student success. Please see the links below for a great list of resources for graduate students

- http://gradschool.unc.edu
- http://gradschool.unc.edu/studentlife/
- http://gradschool.unc.edu/studentlife/guide/

Additionally, the HMSC website has both student and faculty pages. Please feel free to reach out to anyone on those pages for assistance. We strive to make the transition to UNC a smooth and successful one.

As a student in HMSC, how should I keep track of my progress in the program?
Each student within HMSC should keep his/her Record of Progress up-to-date, and should submit the accompanying forms as indicated on the Annual Forms Checklist. At the end of each semester, you should record any milestones you have completed during that semester (e.g., coursework, research/teaching experiences, First Year Review, comprehensive exam, proposal presentation, etc.), obtain any necessary signatures and approvals, and submit electronically. It is vital that this information be maintained so that HMSC administration and leadership can review student progress within the program, and eventually certify that the student has met all requirements for degree clearance (for graduation).

I am new to college teaching. Are their resources that are available to those with teaching assistantship responsibilities?
Both HMSC faculty and students have found the seminars, resources, and services offered by the Center for Faculty Excellence to be very helpful. The primary purpose is to prepare course instructors on how to succeed in the classroom. If you choose to utilize this service, encourage your faculty mentor to attend as well. We can all benefit from the services provided. More information can be obtained at: http://cfe.unc.edu

As a teaching assistant, how do I access the necessary course administrative information (class rosters, grade rosters, etc.) on Connect Carolina?
In order to assess class rosters, grade rosters, submit final grades, etc. for your course, you go to the Connect Carolina entry site (https://connectcarolina.unc.edu). On the home screen, please choose “Login to Connect Carolina (Faculty, Staff, Alumni). Your onyen and password will be needed. Upon entering Connect Carolina as faculty, choose the “student administrative” tab on the left. All necessary information regarding course administration will be available to you.

As a teaching assistant, how do I handle potential Honor Code violations by a student in a course that I teach?
Teaching assistants who are assigned instructional responsibilities here at UNC may identify a potential honor code violation in a course that they instruct. If this situation arises in your
When applying for some graduate school awards, it is important to let the HMSC Director know at least a month prior to the deadline. Many of the opportunities allow only 2-3 nominations by HMSC. Thus, HMSC has a selection process (led by the Educational Review Committee) to determine those nominations and accompanying rank order. Additionally, HMSC students have had success obtaining both grants and scholarships from:

- UNC Department of Allied Health Sciences - Student Research Ambassador Award [https://www.med.unc.edu/ahs/research/grant-and-award-applications/]
- NATA Research and Education Foundation [http://natafoundation.org]
- American College of Sports Medicine – Doctoral Student Research Grant
  https://www.acsm.org/home
- American College of Sports Medicine Biomechanics Interest Group – Student Research Award
  https://www.acsm.org/join-acsm/interest-groups
- American Physical Therapy Association
  http://www.apta.org/currentstudents/scholarshipsawards
- Foundation for Physical Therapy Research
  https://foundation4pt.org/
- National Strength and Conditioning Association Doctoral Graduate Research Grant
  http://www.nsca.com/
- LSVT Global Student Small Grants
  https://www.lsvtglobal.com/Students_Faculty#studentResearch
- North Carolina Translational and Clinical Sciences Institute (NC TraCS)
  http://tracs.unc.edu/index.php/services/pilot-program

**How do I register for my classes?**

Connect Carolina now allows and encourages course registration to be completed by the student. However, the HMSC Administrative Staff can assist with this process. Registration schedules and deadlines are typically provided by the University and from the HMSC Administrative staff each semester. When registering, it is VITAL that you always register for at least 9 credits (or, if in dissertation phase, for a minimum of 3 dissertation credits), even if you plan to make changes to your schedule. Any changes can be made via Add/Drop, thus allowing for at least 9 credits (or 3 dissertation credits) to be present on your record. Students who receive funding must maintain full time status (at least 9 credits or 3 dissertation credits), so it is very important that these credits show up on your registration. Please refer to the current course calendar on Connect Carolina for the most up-to-date listing of courses that are available for registration.

**For students who receive funding that includes health insurance, how do I set up my health insurance?**

In late summer, the graduate school and HMSC administration will send out an email announcement regarding the proper procedures for enrolling in the health insurance plan associated with being a Teaching/Research Assistant, and opting out of the state-wide student plan that all students are provided (but not needed given the insurance that HMSC students are provided). It is imperative that HMSC students are diligent about reading the informational emails and acting accordingly. More information regarding student insurance can be obtained at: https://gradschool.unc.edu/policies/student/insurance/

**As a new student in HMSC and at UNC, what do I need to set up or take care of prior to starting my first semester in the program?**

We recognize that starting a new program at a new university always presents challenges. Our goal as doctoral mentors and HMSC leadership is to assist you with this transition. Below are some of the key items that should be addressed either prior to or immediately following admission to HMSC. Please seek assistance from your mentor.

- Obtain a UNC One Card – The UNC One Card is your primary identification card while here at UNC. A UNC One Card can be obtained in the bottom floor of the UNC Student Union (across from Fetzer Hall).
Obtain necessary building and laboratory access. This differs from student to student depending on the home program (PT or EXSS) of your faculty mentor. Please ask your faculty mentor to assist with this set up.

Parking my car at UNC – As at any university, parking is a challenge for students and faculty at UNC. Parking permits are available via a lottery system. Prospective and current students typically register for the lottery in early July. The deadlines for applying for parking are fluid and change from year to year. Additional information can be obtained at: http://move.unc.edu/parking/student-parking/. Additionally, public transportation is also available for students and faculty. Information regarding local transit can be obtained at:
  o (for Chapel Hill) https://www.townofchapelhill.org/government/departments-services/transit/routes-schedules
  o (for Durham) http://www.gotriangle.org/

Is there computer support available? – Yes, both PT and EXSS have technology support to assist students and faculty. Please work with your mentor to identify your appropriate technology support staff member. Students typically utilize their own laptops as their primary computer. The support staff can assist with securing, connecting, and networking your computer to the necessary data networks, shared drives, and printers.

How do I obtain the necessary permission and access to utilize the photocopier? – Doctoral students have access to photocopying in their respective administrative offices (PT vs. EXSS). Please ask for assistance from your mentor in obtaining a copying access code for the photocopier associated with your mentor’s home department. Copying should be limited to course teaching materials and research documentation associated with the research line you are currently assigned to as part of your assistantship.

As a new student at UNC, what should I know regarding payroll for my assistantship?

  • Students are on a 9 month pay cycle, paid monthly over 10 months (last business day of the month in August – May). 8 full month pay periods include September through April, while the 9th month is split between the August and May pay periods.
  • Setting up Direct Deposit for your monthly pay – Both PT (Allied Health Sciences) and EXSS have designated payroll officers. Please see your designated payroll officer (based on the primary department of your mentor). Your mentor can assist with identifying and facilitating a meeting with your designated payroll officer. Additional information can also be obtained at: http://finance.unc.edu/controller/payroll-services/employee-direct-deposit/

The Grading System at UNC appears to be unique compared to my previous institution(s). How does this affect GPA?

You are correct. Rather than the traditional ABC grading scale, UNC utilizes an H (high pass), P (pass), L (low pass), and F (fail) scale. Because of this unique scale, there is no GPA associated with graduate studies at UNC. Additional information can be obtained at: http://handbook.unc.edu/grading.html
What is “HMSC Research Day” and how can I get involved?
For over a decade, the students within HMSC have organized and hosted the HMSC Annual Research Symposium in the early spring. This is a student-run conference where students from across HMSC, the UNC system, and other regional universities can present their research. HMSC students can be involved on a number of levels including: 1) submitting an abstract to present at the conference, or 2) being part of the organizing group that plans and hosts this great event.
Administration—Administrative Structure of the Curriculum

The HMSC program is administered through the cooperation of the Division of Physical Therapy and the Department of Exercise and Sport Science. The administration of the program is conducted by the Director, Associate Director, Advisory Committee, Admissions Committee, Educational Review Committee, and other committees and officers necessary to conduct the functions of the program.

A. Director

The HMSC Director is appointed by the Director of the Division of Physical Therapy and the Chair of Exercise and Sport Science. The Director assumes overall responsibilities for the conduct of the curriculum and reports directly to the Director of the Division of Physical Therapy and the Chair of Exercise and Sport Science. He/she serves as the key representative and executive officer of the program, and holds administrative authority over program affairs. The Program Director exercises leadership in the formulation of program policies and procedures and in activities directed toward fulfilling the program’s mission. Responsibilities of the Director include: serving as administrative officer between the program and other administrative organizations of the University; consulting with the Advisory Committee; attending meetings of and providing input to the Admissions Committee and the Educational Review Committee as requested; making recommendations to the HMSC faculty for major changes in program policies or procedures; planning regular meetings of the full HMSC faculty (once per semester); and publicizing the program and assisting with recruitment of qualified HMSC faculty and students. The term of the Director will be five years, and may be subject to renewal. During the 4th year of the Director’s term, the Director of the Division of Physical Therapy and the Chair of the Department of Exercise and Sport Science will appoint a Search Committee, which will recommend a new Director or, alternatively, recommend that the incumbent be reappointed for the next five-year term. The Search Committee will be comprised of 5 members of the HMSC faculty, with at least one member from the Division of Physical Therapy and at least one member from the Department of Exercise and Sport Science. Procedures for selection of a Director are described in the “Procedures for Director Nominations” document. If the Program Director cannot or does not complete a term, the Director of Physical Therapy and the Chair of Exercise and Sport Science will appoint an interim Director for 1 year of service while an appointed Search Committee determines the recommendation for a new Director.

Administrative support for the HMSC program will be provided by the Division of Physical Therapy and the Department of Exercise and Sport Science. Type and amount of administrative support contributed by each unit may vary. Policies related to the Program Director position are listed below.

1. The Program Director shall maintain communication with the faculty on all matters of concern to the faculty and the program as a whole.
2. The Program Director shall be apprised of all recommendations of ad hoc and standing committees or appointed representatives, and shall have an opportunity to respond to these recommendations prior to any vote by HMSC faculty.

3. The Program Director serves at the discretion of the Director of the Division of Physical Therapy and the Chair of Exercise and Sport Science. Upon recommendation by a majority of HMSC faculty, the Program Director may be removed from his/her position by the Director of the Division of Physical Therapy and the Chair of Exercise and Sport Science.

B. Associate Director
The Associate Director is appointed by the Program Director, with approval from the Director of the Division of Physical Therapy and the Chair of the Department of Exercise and Sport Science. The Associate Director may not be from the same home Department/Division as the Program Director. The Associate Director provides assistance to the Director as needed, with primary responsibility for oversight of the activities of the Admissions and Educational Review Committees. The Associate Director will attend meetings of these committees as requested, and will provide input to the Program Director as a member of the Advisory Committee.

The term of the Associate Director will be 5 years. If the Associate Director cannot or does not complete his/her term, then the Program Director will appoint an Associate Director for the remainder of the original term.

C. Advisory Committee
1. Responsibilities
   The Advisory Committee is responsible for maintaining the high quality of academic and research activities of the HMSC Program. The responsibilities of the committee include making recommendations to the Director concerning policies, faculty appointments, and creation of additional committees, task forces, or other administrative units required to conduct program business. The Advisory Committee also will a) review matters related to academic standards, courses, and curricula to assure quality and consistently high standards, and b) serve as a review board to assist in resolution of any problems/conflicts that arise among students or faculty within the program.

2. Composition
   The composition of the committee reflects the interdisciplinary focus of the program. The Advisory Committee is composed of five to six members: at least one faculty member from the Division of Physical Therapy, the Department of Exercise and Sport Science, and the Department of Biomedical Engineering when possible, who will serve renewable 1-year terms; the Associate Director; the Admissions Committee Chair; and the Educational Review Committee Chair. Members of the Advisory Committee will be appointed by agreement of the Director and Associate Director, with consent of a majority of the faculty.
D. Admissions Committee
1. Responsibilities
Chair of the Admissions Committee is appointed by agreement of the Director and Associate Director. The committee shall do the following:

a. Respond to requests for information from potential program applicants that cannot be handled by HMSC administrative staff.
b. Participate in applicant interviews, and solicit feedback from other faculty members involved in interviews.
c. Identify candidates for Merit Awards or other recruitment scholarships, and complete the nomination process.
d. Process and review all applications to the program and make recommendations for admission to the HMSC Director and Associate Director. A Director or Associate Director serving as an applicant’s identified mentor will not be involved in the final admissions decision for his or her candidate.
e. Complete or coordinate any other admissions paperwork (justifications, etc.) required by the Graduate School.

2. Composition
The committee is composed of three members of the faculty, not including the Chair. Members serve staggered 3-year terms. A new member rotates on to the Committee each year (and another member rotates off) to help ensure continuity in program administration. In the event of an unusually large number of applications or other increases in workload, additional ad hoc committee members may be added as needed for a term no longer than 1 year. The committee represents the interdisciplinary focus of the program, with no more than two members serving from the same home Department/Division. The Director and the Associate Director will appoint the Admissions Committee Chair, who will serve for a renewable two-year term. If a new Chair is appointed from among the existing Admissions Committee members, an HMSC faculty member will be appointed to fill the vacated committee position in order to maintain the interdisciplinary nature of the committee composition.

E. Educational Review Committee
1. Responsibilities
Chair of the Educational Review Committee is appointed by agreement of the Director and Associate Director. The committee shall do the following:

a. Conduct formal first year reviews.
b. Review the progress of all students yearly, in consultation with the student’s advisor, and schedule face-to-face meetings with the student and/or advisor as needed.
c. Make decisions about program nominations for Graduate School awards or scholarships for enrolled students.
d. Provide a brief report of student progress each year to the Associate Director and Director.
e. Review student evaluations of the program and provide a report to the Director.

2. Composition
The committee is composed of two to three members of the faculty. Members serve three years in a staggered rotation so that a new member rotates on to the Committee each year (and another member rotates off) to help ensure continuity in program administration. In the event of an unusually large number of first year reviews or other increases in workload, additional committee members may be added as needed. The committee represents the interdisciplinary focus of the program, with no more than two members serving from the same home Department/Division.

F. Faculty

The Faculty of the HMSC Program includes both Core and Affiliate Faculty members. HMSC Faculty membership status will be reviewed every 5 years.

1. Core Faculty

Core Faculty, as a body and through designated committees, has responsibility for fulfilling the program’s mission. Core Faculty members have voting privileges, which are exercised in the event of proposed leadership changes or changes to other major program components (e.g., organizational structure, curricular requirements), or whenever the Advisory Committee makes a recommendation for a Faculty vote. Voting typically will take place at regularly scheduled (biannual) HMSC Faculty meetings. Any issues that may require a vote will be included on the agenda distributed in advance of the meeting.

Core Faculty will have expertise related to human movement science, and will hold a full-time appointment and Regular Graduate Faculty status at The University of North Carolina at Chapel Hill. Any new faculty member who is interested in becoming a part of the HMSC Core Faculty should submit a written request (using the Request for HMSC Core Faculty Membership form at the end of this section of this manual and also posted on the HMSC website) and a copy of his/her CV to the Director. Such requests will be brought up for consideration at the next HMSC Faculty meeting, with membership granted by consensus or, in the event of lack of consensus, by a majority vote of the Core Faculty. A faculty member may be granted temporary Core Faculty membership by agreement of the Director and Associate Director, with such membership valid only until the matter can be decided at the next HMSC faculty meeting.

Core Faculty members will:

A. Attend regularly scheduled HMSC Faculty meetings, or provide input in writing about issues to be addressed at the meeting, AND

B. Perform at least 2 of the following functions:
   - Teach or co-teach courses in the HMSC curriculum
   - Mentor HMSC student research experiences
   - Serve on HMSC program committees (Admissions Committee, Educational Review Committee, Advisory Committee, or other ad hoc committees and task forces)
   - Serve on HMSC student comprehensive examination and/or dissertation committees
   - Serve as mentor/primary advisor for HMSC students
2. **Affiliate Faculty**

Affiliate Faculty will have expertise related to human movement science, and will request designation as a part of the HMSC Faculty. Affiliate Faculty members do not meet the criteria for designation as Core Faculty and do not have voting privileges, but are encouraged to attend HMSC Faculty meetings and contribute to the HMSC Program. With approval of the Advisory Committee, Affiliate Faculty may serve as mentors/primary advisors for HMSC students.
REQUEST FOR HMSC CORE FACULTY MEMBERSHIP
Curriculum in Human Movement Science
University of North Carolina at Chapel Hill

In accordance with HMSC Policies and Procedures, full-time faculty members who have expertise related to human movement science and hold Regular Graduate Faculty status at The University of North Carolina at Chapel Hill may request consideration for appointment as HMSC Core Faculty. Core Faculty, as a body and through designated committees, has responsibility for fulfilling the program’s mission.

Core Faculty members will:
C. Attend regularly scheduled HMSC Faculty meetings, or provide input in writing about issues to be addressed at the meeting, AND
D. Perform at least 2 of the following functions:
   • Teach or co-teach courses in the HMSC curriculum
   • Mentor HMSC student research experiences
   • Serve on HMSC program committees (Admissions Committee, Educational Review Committee, Advisory Committee, or other ad hoc committees and task forces)
   • Serve on HMSC student comprehensive examination and/or dissertation committees
   • Serve as mentor/primary advisor for HMSC students

I, ________________________ (print name), have read and understand the requirements for and responsibilities of HMSC Core Faculty membership. I request appointment as a member of the HMSC Core Faculty. If so appointed, I intend to fulfill the responsibilities described above.

________________________________         ________________________
(Signed)                                      (Date)
Program Director: Vicki Mercer
Program Administrative Staff: Jennifer Canders, Rachel Ear, Ashley McCullen, Perry Studevent

Associate Director: Erik Wikstrom

HMSC Advisory Committee
- Erik Wikstrom (Chair)
- Johna Register-Mihalik
- Zachary Kerr
- Jessica Cassidy
- Mike Lewek

HMSC Admissions Committee
- Johna Register-Mihalik (Chair)
- Karen McCulloch
- Louise Thoma
- J.D. DeFreese

Educational Review Committee
- Zachary Kerr (Chair)
- Mike Lewek
- Lee Stoner
- Bing Yu
ADMISSIONS POLICIES AND PROCEDURES

1. General Policy on Admission
This program is a mentor-driven program. Therefore, students who meet minimum academic requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths. Students should complete their written applications and the interview process by the posted Graduate School deadline (typically early- to mid-December) to be considered for graduate school funding. Admission application forms are available online: https://applynow.unc.edu/account/register?r=https%3a%2f%2fapplynow.unc.edu%2fapply%2f
All applications are completed online.

2. Specific Requirements for Consideration for HMSC Admission
Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements:

- At least one core HMSC faculty member has agreed that he/she may serve as the applicant’s mentor if the applicant is admitted to the program. This is not a guarantee of admission, but an indication that the faculty member has endorsed the application. If a potential applicant is having difficulty finding a willing mentor, it is recommended that the applicant contact the Admissions Committee Chair for assistance with this process.
- A master’s degree or a professional doctorate (i.e. DPT) in a field related to human movement is preferred. Under rare circumstances, qualified candidates with a bachelor’s degree will be considered for admission.
- A grade point average of 3.0 or better in the most recent degree program.
- GRE scores.
  - All applicants to the UNC HMSC doctoral program will submit GRE scores that are within five years of the April 30 application deadline for that specific year.
  - Typically, students who are accepted to the program score above the 50th percentile on both the verbal and quantitative portions of the GRE. The designated mentor will provide the Admissions Committee with the documentation necessary to justify admission to the Graduate School for any candidate who does not meet these minimum requirements.
  - Only official scores submitted from ETS will be accepted. UNC Institution code #5816.
- Prerequisites include (all courses should be at the undergraduate or graduate level):
  - Statistics
  - Human Anatomy
  - Human Physiology
- **AND** at least one of the following courses:
  - Physics or Biomechanics
  - Chemistry
  - Psychology
  - Exercise Physiology (Recommended)
  - Motor Learning, Motor Control, and/or Neuromuscular Control (Recommended)
  - Neuroanatomy (Recommended)
3. Admissions Application Processing
The admission process is completed as follows:

1. If an interested applicant relays a general interest in HMSC to the Director, Associate Director, Admissions Committee Chair, or any other faculty member, the student should be directed to http://hmsc.unc.edu/ and **should contact a prospective mentor prior to applying to the program.**

2. When an application is submitted, the HMSC Administrative Assistant will forward the application to the Admissions Committee Chair, who will verify that the specific admission requirements are met.

3. The Admissions Committee Chair will forward the application package to the faculty mentor(s) identified on the application. The Admissions Committee Chair will ask the faculty mentor(s) to confirm their interest in considering the applicant as a mentee.

4. If the identified faculty mentor(s) is/are interested in the applicant:
   a. The applicant’s materials shall be distributed to the Admissions Committee at this time for review.
   b. The faculty mentor shall schedule interviews they feel are necessary to vet the prospective candidate. **Interviews with these faculty members are highly recommended: Director/ Associate Director and at least two members of the Admissions Committee.** These may be in person, or over an appropriate video teleconference platform (e.g. Skype, GoToMeeting, etc.).
   c. The Admissions Committee member(s) who meet with the applicant will provide feedback directly to faculty mentors, copying the Director, Associate Director, and Admissions Committee members on this correspondence.
   d. Faculty mentor(s) will inform the Admissions Committee of their decision to mentor the applicant.
      i. If the faculty member agrees to mentor the applicant, all other members of the Admissions Committee will review the applicant’s materials and make a recommendation.
      ii. If the faculty mentor is unable or unwilling to admit an applicant after the interview process is completed, the Admissions Committee Chair reserves the right to send the application to other potential mentors. If no mentor agrees to support the application, a decision to reject will be made.

5. If no faculty members express interest in a particular applicant, the Admissions Committee will not complete a formal review of the materials, and a decision to reject will be made.

6. Applications are processed as they are completed. The Admissions Committee will submit all recommendations for admission to the Graduate School, and will notify the HMSC Director and Associate Director of the admissions decisions.

4. Important Admissions-Related Dates
   - September → Online applications portal opens
   - Late September, early October → The Admissions Committee Chair will contact all core HMSC faculty in early fall, and identify all core faculty members interested in recruiting applicant(s) into the curriculum.
   - Early- to mid-December → Applications and interviews must be completed by the Graduate School deadline to be considered for merit award scholarships. The HMSC core faculty will be reminded of this deadline earlier in the fall semester. Interested HMSC
core faculty members will submit to the Admissions Committee Chair a written statement describing why his or her potential candidate would be a viable merit nominee.

- **January** → Admissions Committee evaluates applicants who have completed the entire application process (submitted materials, completed interviews, and faculty mentor has made a decision on candidacy). The Admissions Committee will meet to rank the eligible applicants for the purpose of Graduate School merit awards. Factors influencing the ranking decisions will include the following: 1) A recommendation to admit is supported by a faculty mentor; 2) the applicant’s academic standing; 3) the applicant’s diversity; and 4) a strong indication that the applicant will accept an offer of admission.

- **3rd Monday in January** → Faculty mentors notified of Admissions Committee decision for merit award scholarships.

- **May** → All applications must be complete in order for applicant to be admitted to the program. Exceptions can be made for special circumstances.

- **Early June** → All admission decisions complete.
Procedures for Naming a Director

The Director of the Human Movement Science Curriculum (HMSC) is nominated by the core HMSC faculty to the Director of the Division of Physical Therapy (PT Director) and Chair of the Department of Exercise and Sport Science (EXSS Chair), who appoints the Director (typically to a five-year term). Nomination may be only from the ranks of current core HMSC faculty, including an incumbent Director. The PT Director and EXSS Chair have sole authority, not bound by core HMSC faculty recommendations or votes, to appoint a Director. The HMSC procedures described herein are for the purpose of presenting to the PT Director and EXSS Chair individuals for possible appointment. Formation of a HMSC Director Search Committee (DSC) is central to accomplishing this purpose. The collective and individual advice of core HMSC faculty through the DSC will assist the PT Director and EXSS Chair in making an appointment that is in the best interests of HMSC, the Division of Physical Therapy and Department of Exercise and Sport Science, and the University. Only core HMSC faculty may participate in the Director nomination-voting process. Voting will be by individual ballot (in-person or electronic). All DSC members must agree to hold all information received from individual faculty as confidential within the committee.

Formation of the Director Search Committee
Please refer to Section II (Administration—Administrative Structure of the Curriculum), Subsection A (Director), of the HMSC Policies & Procedures manual for a description of the formation of the DSC. Additionally, the DSC will elect a Chair or co-Chairs from its membership. The DSC is charged with gathering information and recommendations from the core HMSC faculty, and with identifying potential nominees for the PT Director and EXSS Chair to consider for HMSC Director.

Procedures for the Director Search Committee

A. ANNOUNCEMENTS
   The membership and DSC Chair(s) will be announced to all core HMSC faculty by either the incumbent or interim Director or the DSC Chair(s), along with procedures and dates for DSC actions.

B. SOLICIT NOMINATIONS – DETERMINATION OF THE BALLOT
   1. The DSC Chair(s) will invite all core HMSC faculty to nominate persons; self-nomination is permissible. Nominators will be invited and encouraged to provide reasons for nominating each individual, including a ranking of nominees and supporting statements in the event one person nominates multiple candidates.
   2. Completed nomination forms are submitted to the DSC Chair(s) by the date specified. After nominations are received the DSC Chair(s) will seek acceptance of the nomination from each nominee.
   3. The DSC Chair(s) will present all nominees and all accompanying information to the DSC. Through a careful, deliberative process—focusing on the number of nominators and persuasive supporting information for each nominee—the DSC will develop a ballot listing nominees who have substantial faculty support.
   4. The DSC Chair(s) will announce to the core HMSC faculty the names to be on the ballot.
C. FACULTY RESPONSE TO DSC
1. The DSC Chair(s) will require all nominees to submit, in writing, their vision, direction and goals for HMSC under their leadership if they were to become Director.
2. All written statements received will be provided to all voting faculty and will be included in all information submitted to the PT Director and EXSS Chair.
3. If requested by the DSC, nominees will address and respond to questions from core HMSC faculty.
4. The DSC reserves the right to waive these requirements should only one faculty member be nominated by core HMSC faculty.

D. VOTING
1. The DSC Chair(s) will prepare and distribute the ballot to all core HMSC faculty. The ballot will list, in alphabetical order by last name, all nominees under consideration. Voters will be instructed to rank all candidates for HMSC Director with “1” indicating their first choice, “2” second choice, etc. Space will also be provided on the ballot for comments on each nominee with respect to perceived strengths and weaknesses, or to indicate that the nominee is unacceptable as a potential Director.
2. Voting will take place in either 1) a meeting of assembled core HMSC faculty by written, secret ballot and conducted by the DSC Chair(s) acting independently of the incumbent or interim Director, or 2) by electronic ballot. Votes will be tabulated and reported by the DSC Chair(s) to the DSC.

E. DSC DETERMINES NOMINEES TO BE SUBMITTED TO THE PT DIRECTOR AND EXSS CHAIR
1. The DSC, duly weighing the vote results, all nomination information, all other input/feedback received from core HMSC faculty, and preserving the intent of the HMSC Policies & Procedures encouraging inter-department leadership transitions, will develop a list of nominees to submit to the PT Director and EXSS Chair. During this process, any core HMSC faculty member may seek further discussion with the DSC.
2. The DSC Chair(s) will announce to the core HMSC faculty the names to be submitted to the PT Director and EXSS Chair.

F. CHAIR OF DSC REPORT TO THE PT DIRECTOR AND EXSS CHAIR
The DSC Chair(s) will write a confidential report to the PT Director and EXSS Chair that summarizes the findings of the DSC, including the following information:
1. The final list of nominees as determined by the DSC.
2. Detailed results of the formal faculty ballot including the number of votes each nominee received from core HMSC faculty, all statements of strengths and weaknesses, and any indications that a prospective Director is found unacceptable by any core HMSC faculty members.
3. All written statements from the nominees received by the DSC.
4. An integrated discussion of the comments the DSC received from faculty concerning the nominees.
5. A ranking of the nominees and/or recommendations should the DSC wish to do so.
6. The DSC Chair(s) will meet with the PT Director and EXSS Chair as needed to express the will of the DSC and the core HMSC faculty.

G. SPECIAL CIRCUMSTANCES
   1. If at any point a member of the DSC begins to be seriously considered as a nominee, that person must resign from the DSC and be replaced, by appointment from PT Director and EXSS Chair, with another core HMSC faculty member—as much as is possible—from the same area of specialization.
   2. Any core HMSC faculty member who will be away or unavailable during any part of the nomination-voting process may arrange a specific individual strategy for nominating, providing input, and voting by contacting the DSC Chair(s).

H. DIRECT COMMUNICATION WITH THE PT DIRECTOR OR EXSS CHAIR
   Consistent with University policy, at any time anyone can write to or meet with the PT Director or EXSS Chair with his or her opinions in this or any other matter. NOTE: Written communications about a faculty member become a part of that faculty member’s permanent file, and may be viewed by the faculty member.

I. PT DIRECTOR AND EXSS CHAIR’S PREROGATIVE
   The PT Director and EXSS Chair may request, at any time, confidential individual meetings with core HMSC faculty to discuss the nominees, the outcome of the vote, and to seek additional, pertinent information.
FREQUENTLY ASKED QUESTIONS BY HMSC FACULTY

What are the most up-to-date Admissions Policies to share with potential students?
Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements:

- At least one core HMSC faculty member has agreed that he/she might serve as the applicant’s mentor if the applicant is admitted to the program. This is not a guarantee of admission, but an indication that the faculty member has endorsed the application. If the potential applicant is having difficulty finding a willing mentor, it is recommended that he/she contact the Admissions Committee Chair for assistance with this process.
- A master's degree or a professional doctorate (i.e. DPT) in a field related to human movement is preferred. Under rare circumstances, qualified candidates with a bachelor’s degree will be considered for admission.
- A grade point average of 3.0 or better in your most recent degree program.
- GRE scores.
  - All applicants to the UNC HMSC doctoral program will submit GRE scores that are within five years of the April 30 application deadline for that specific year. A mentor can ask to waive the five year requirement in special situations (military applicant abroad as an example).
  - Typically, students who are accepted score above the 50th percentile on both the verbal and quantitative portions of the GRE. The designated mentor will provide the Admissions Committee with the documentation necessary to justify admission to the Graduate School for any candidate who does not meet these minimum requirements.
- Prerequisites for admission include:
  - Introductory Graduate-level Statistics
  - Human Anatomy
  - Human Physiology
  - Physics or Biomechanics
  - Chemistry
  - Psychology
  - Exercise Physiology (Recommended)
  - Motor Learning, Motor Control, and/or Neuromuscular Control (Recommended)
  - Neuroanatomy (Recommended)

Full details of the HMSC Admissions Policies are presented in the HMSC Policies and Procedures Manual which is located on our website.

What is the minimum and average stipend for a PhD student?
Students within HMSC typically receive a stipend of $18,000-22,000. Each year, the graduate school sets the minimum stipend that is required for doctoral student funding. The minimum stipend is published yearly at: http://gradschool.unc.edu/policies/faculty-staff/tuitiosnsupport/

What are the in-state and out-of-state tuition costs?
There is a large discrepancy in tuition costs between in-state and out-of-state rates. Thus, it is important for you to encourage eligible students to obtain in-state residency. Both in-state and out-of-state tuition and fee costs are published yearly on the UNC Graduate School website.
Refer to the general graduate degree costs for the medical school when determining most up-to-date tuition costs.

For students in need of out-of-state tuition, how is this financial assistance provided?
HMSC has an out-of-state tuition remission budget that is utilized to cover the out-of-state portion of the tuition costs associated with attending UNC. HMSC prioritizes selection of the students to receive these monies based on a number of factors. The HMSC priority order is as follows: – 1) current continuing students who are making satisfactory progress in the program, 2) new, incoming students who have potential for in-state residency, 3) non-resident aliens who have their in-state tuition supported by a grant or the grad school, 4) non-resident aliens without resources for in-state award, and 5) students eligible to apply for in-state residency who have not done so. While we have been extremely fortunate to be able to provide tuition remission for those students who qualify, it is important that the student understands that there is no guarantee that this portion of the assistantship is available each year. When out-of-state tuition remission is not provided to the student, the student is responsible for paying this portion of his/her tuition.

Who pays the in-state tuition portion of the assistantship?
The in-state portion of tuition is provided by the funding source/department that is providing the student’s stipend. The amount provided by all funding sources is prorated to reflect the percent effort associated for each source. For example, if a student receives a stipend of 20K, of which 75% comes from research funding and 25% comes from Teaching Assistantship responsibilities, then 75% of the in-state tuition will be charged to that research funding source while the remaining 25% of the in-state tuition would be covered by the Teaching Assistantship home department.

What are the fringe benefit / insurance costs for students?
The university publishes the updated fringe benefits and insurance costs for students on the Office of Sponsored Research Resource page. Please see the link below for the most up-to-date published information. (http://research.unc.edu/offices/sponsored-research/resources/data_res_osr Infosheet/#fringe2).

What is the process for determining if a student receives a scholarship/fellowship?
The Graduate School offers both 1-year merit and 5-year fellowships to the best and brightest of the incoming UNC graduate class. Typically, HMSC can nominate two individuals applying to HMSC for consideration. HMSC has policies in place for the Admissions Committee to choose these nominees. All applications received by the December deadline are eligible for consideration. Potential applicants must also interview with the admissions committee and other HMSC faculty prior to being considered. Interviews should be completed by no later than the second week of January. The admissions committee considers a number of factors including strength of application, GRE scores, interview performance, and uniqueness of the applicant when determining which applicants give HMSC the best chance to receive Graduate School funding. Nominations are due to the Graduate School the third week in January, with selection by the Royster Society of Fellows Faculty Board typically occurring in late February/early March. Additional information regarding these merit/fellowship opportunities can be obtained at: http://gradschool.unc.edu/funding/gradschool/royster/
Can an HMSC student who is unfunded be admitted?
While we strive to fund all students admitted to HMSC, on occasion there are special circumstances when a faculty member may opt to bring in a student and not provide a funding package. For example, the student may already have funding provided by the military, the government, or his/her current employer. In this scenario, the faculty member recruiting this student must work with the Admissions Committee and HMSC leadership to ensure that it is an optimal situation for both the student and the faculty mentor.

What do new students in HMSC need to set up or take care of prior to starting their first semester in the program?
We recognize that starting a new program at a new university always presents challenges. Our goal as doctoral mentors and HMSC leadership is to assist students with this transition. Below are some of the key items that should be addressed either prior to or immediately following admission to HMSC.

- Obtain a UNC One Card – The UNC One Card is the student’s primary identification card while here at UNC. A UNC One Card can be obtained in the bottom floor of the UNC Student Union (across from Fetzer Hall).
- Obtain necessary building and laboratory access. This differs from student to student depending on the home program (PT or EXSS) of the faculty mentor. The faculty mentor should assist with this set up.
- Parking a car at UNC – As at any university, parking is a challenge for students and faculty at UNC. Parking permits are available via a lottery system. Prospective and current students typically register for the lottery in early July. The deadlines for applying for parking are fluid and change from year to year. Additional information can be obtained at: [http://move.unc.edu/parking/student-parking/](http://move.unc.edu/parking/student-parking/). Additionally, public transportation is also available for students and faculty. Information regarding local transit can be obtained at:
  - (for Chapel Hill) [https://www.townofchapelhill.org/government/departments-services/transit/routes-schedules](https://www.townofchapelhill.org/government/departments-services/transit/routes-schedules)
  - (for Durham) [http://www.gotriangle.org/](http://www.gotriangle.org/)
- Is there computer support available? – Yes, both PT and EXSS have technology support to assist students and faculty. Students typically utilize their own laptops as their primary computer. The support staff can assist with securing, connecting, and networking your computer to the necessary data networks, shared drives, and printers.
- Use of the photocopier – Doctoral students have access to photocopying in their respective administrative offices (PT vs. EXSS). The faculty mentor should assist the student in obtaining a copying access code for the photocopier associated with the mentor’s home department. Copying should be limited to course teaching materials and research documentation associated with the research line the student is currently assigned to as part of his/her assistantship.