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Introduction

Since 1998 the Department of Maternal and Child Health (MCH) has offered the Doctor of Philosophy (PhD) degree in addition to the Doctor of Public Health (DrPH). Effective fall 2013, the Department is temporarily suspending the DrPH curriculum and will accept applicants into a PhD track only. After general information about admissions and departmental policies (below), this degree program, including a masters-to-doctorate track, is described.

Admissions

The MCH department begins to accept online applications (via SOPHAS) September 3rd for consideration for admission one year later (e.g., apply September 2013 for admission August 2014). The application deadline for both SOPHAS and the UNC Supplemental Application is December 1st 2013.

In reviewing applications, members of the Doctoral Committee independently consider the applicant’s standing on the following criteria:

- Academic excellence (as indicated by grades, GRE scores, awards, etc.)
- Interest in and commitment to MCH research, policy, and/or practice (as indicated by applicant’s statement, past experience and/or coursework, letters of reference)
- High quality letters of reference from appropriate sources (e.g., academic instructors, employment or internship supervisors)
- Potential for MCH leadership

In addition to these qualities of the applicant, the committee considers the availability of MCH faculty to mentor and advise students with similar areas of substantive interest. Only applicants who meet the above criteria and for whom a well-matched advisor is available are offered admission.

Following the Doctoral committee’s review, the Department recommends admission or non-admission of an applicant to the Graduate School. Applicants receive written offers of admission or notice of non-admission from the Graduate School. Applicants receive notice of wait-listing from the MCH Student Services Manager. Notices are sent as soon as possible. Because the department typically offers admission to only 5 to 7 applicants out of a much larger number of qualified candidates, the department maintains an admission waiting list until April 15, when applicants to whom admission offers have been extended must accept or decline admission.

Please see the UNC Graduate School [http://gradschool.unc.edu/] and MCH Department [http://www.sph.unc.edu/] web pages for additional information about the online application process.

Departmental Academic Policies

Generally, the curriculum requirements that are in effect at the time of a student’s matriculation remain in effect for that student, regardless of curriculum changes that occur during the time of the student’s progress through the program. Students have the option of switching to
curriculum requirements implemented after their matriculation, with the approval of their advisor, doctoral curriculum committee, and Associate Chair for Graduate Studies.

Beyond curriculum requirements, students are governed by current procedures and policies as stated in this handbook, or as determined by the Department’s Doctoral Program and/or Associate Chair for Graduate Studies.

**Procedures for Exemption or Waiver from Standard Departmental Policies**

The steps for seeking an exemption or waiver are as follows:

1. A student who wishes to be granted a waiver or exemption from Departmental policy or a course requirement should discuss the matter with her/his advisor and, when appropriate, her/his doctoral curriculum committee. If the advisor (and, when appropriate, the student’s doctoral curriculum committee) is in agreement with the request, the advisor will transmit it to the Department’s Doctoral Program for approval. If a student wishes to waive a course requirement, s/he should complete the “Required Course Exemption Form.” If the advisor is not in agreement, the student may take the request directly to the Director of the Department’s Doctoral Program.

2. If the student is not satisfied with the decision of the Doctoral Program, s/he may request that the Doctoral Program consult with the Associate Chair for Graduate Studies for final resolution.

**Residency**

As part of the requirements for the doctoral degree, at least two of the required four semesters of residence must be earned in continuous registration for no fewer than six credit hours each semester on the UNC-Chapel Hill campus. This requirement may be fulfilled by two regular semesters of full-time registration or by less than full-time registration over a larger number of continuous semesters. While summer session registration is not required to maintain continuous registration, any credit of three to six hours per session will be computed on the usual basis as part of the required two semester continuity. Conversion of semester hours to residence credit is on the following basis:

- 9 or more hours earn a full semester of residence.
- 6 to 8 hours earn one-half semester of residence.
- 3 to 5 hours earn one-fourth semester of residence.

Credits earned in any summer session count toward residence credit on the same basis as courses taken in the fall or spring semesters. Students attempting to obtain the PhD degree simultaneously with another Graduate School degree must register full-time in the School of Public Health for at least two semesters.

**Full-time/Part-time Status**

Beginning with entry into the program, the MCH Department requires that students maintain full-time status (nine or more credit hours) until the completion of coursework required by the Department and the student’s doctoral curriculum committee. A student may request a transfer to part-time status. The request should be submitted first to the student’s advisor. If the advisor agrees, the advisor forwards the request to the Department’s Doctoral Program for approval. If
the student is not satisfied with the decision of the Doctoral Program, s/he may request that the Doctoral Program consult with the Associate Chair for Graduate Studies of the Department for final resolution. After completion of required coursework, a student may reduce his or her status to part-time if the advisor agrees.

Time Limitations, Leaves of Absence and Admission Deferrals

A doctoral student has eight calendar years from the date of first registration in the doctoral program to complete the doctoral degree (example: if the date of first registration is August 2013, the eight-year time limit expires at Commencement, August 2021). A student admitted to a master’s program and later given formal permission to proceed to the doctoral degree has eight calendar years from the date of receipt of the master’s degree to complete the doctoral degree.

Within the eight-year limit, the UNC Graduate School allows one leave of absence from graduate study for doctoral students in good academic standing. The request for a leave of absence must be for a definite, stated period of time (up to one year) during which the student does not plan to make academic progress. To be eligible for a leave of absence, a student must not have received an extension of the time limit for the degree and must not have temporary grades of IN or AB on courses taken. A leave of absence between degrees is not allowed.

Before the leave period, the student submits a Request for Leave of Absence Form to The Graduate School. Submission of this form requires approval by the Department’s Doctoral Program. If the Graduate School approves the leave of absence, the time of that leave will not count against the total time allowed for the degree. Readmission to The Graduate School after an approved leave of absence is usually a formality. A leave of absence may not typically be renewed.

The MCH department does not defer admissions to the doctoral program.

Procedure for Appeal of a Grade

University policy regarding the appeal of a grade is clearly spelled out in the Graduate School Handbook. An appeal of a grade must be based on one of the following:

1. Arithmetic or clerical error;
2. Arbitrariness, including possible discrimination based on race, sex, religion or national origin;
3. Personal malice; and/or
4. Student conduct “cognizable” under the Instrument of Student Judicial Governance.

According to University guidelines, a grade may not be changed as a result of re-evaluation of the quality of the student's work.

Before filing a formal appeal of a grade in a course offered by the Department of MCH, a student first should approach the course instructor directly to discuss the disagreement. If the protest remains unresolved, the student may then initiate a formal, written appeal to the Chair, with a copy to the course instructor.

The Chair must adhere to the following procedures, described in detail in the Graduate School Handbook:
1. Solicit a reply to the charges in the student's letter from the course instructor.
2. Determine whether sufficient evidence exists to pursue the appeal. If the Chair denies the appeal at this stage, the student may appeal in writing to the Administrative Board of the Graduate School.
3. If in the opinion of the Chair sufficient evidence exists to warrant further investigation, he or she will empower a committee of no fewer than three graduate faculty to investigate the charges and render a recommendation. The Chair will forward the recommendation to the student, the course instructor, and the Graduate School. In the event that the committee recommends no grade change, the student may appeal, in writing, to the Administrative Board of the Graduate School.

**Necessary Forms for Documenting Your Progress in the Doctoral Program**

The following list includes the forms, in the order they must be completed, as the student reaches certain milestones in the doctoral program. The student is responsible for completing the forms, obtaining the appropriate signatures, and submitting them to the Student Services Manager. More information and sample forms are found in Appendix B. Except for the Curriculum Committee Composition Form and the Required Course Exemption Form, all are available on the Graduate School website.

- Report of Doctoral Curriculum Committee Composition (filed with the Department’s Student Services Manager after first committee meeting)
- Required Course Exemption Form (filed with the Department’s Student Services Manager)
- Report of written comprehensive exam (filed when the exam has been successfully completed)
- Report of Doctoral Dissertation Committee Composition (filed when Doctoral Dissertation Committee is convened)
- Report of first oral comprehensive examination (filed when the student successfully defends dissertation proposal)
- Report of approved dissertation project (filed when the student has been admitted to candidacy)
- Application for admission to candidacy¹
- Report of the final oral comprehensive examination (filed after the final dissertation defense)

**Doctoral Advisor**

At the time of admission, the Department’s Doctoral Committee assigns a student to an MCH faculty academic advisor. The Committee uses information from the student’s goal statement, faculty interviews, and its knowledge of relevant expertise among available faculty to identify a suitable advisor.

Student/faculty communication is viewed as a mutual responsibility. Meetings are scheduled on a periodic basis as requested by the student or the advisor. The advisor will serve as the major

¹ Students may apply for admission to candidacy after they have passed both the doctoral written and oral examinations, have submitted an acceptable dissertation prospectus, have completed all courses required by the major and minor programs, and have satisfied any foreign language or language substitute requirements.
source of guidance until the student’s Doctoral Curriculum Committee is in place. Students are also encouraged to consult with other department faculty for advice.

If it becomes necessary to change advisors, the student should discuss this first with the current and intended advisors. The student should then write a brief letter formally requesting the change to the Department Doctoral Committee. The student may also consult with the Associate Chair for Graduate Studies for assistance to expedite the change. The Doctoral Committee will notify the Department’s Student Services Manager about the change.

**The Doctoral Curriculum Committee**

Each doctoral student’s course of study is guided by a faculty advisor and a Doctoral Curriculum Committee chaired by the advisor. During the student’s first semester, s/he and the advisor will identify potential faculty members to serve on the Doctoral Curriculum Committee. The Doctoral Curriculum Committee must include no fewer than three members, at least two of whom are full-time, tenured, tenure-track, or fixed term members of the regular MCH Department faculty.² For students who take a minor (this will include all PhD students), one of the faculty committee members must be from the minor Department. The academic advisor and minor advisor must be different people. Students enrolled in the masters-to-doctorate track (MtD) should form their doctoral curriculum committee in the fall of their second year of masters’ study.

The responsibilities of Doctoral Curriculum Committee members are to:

1. advise in the selection of courses during the student’s second and subsequent semesters and approve the overall course of study, and
2. participate in the development and grading of the Written Comprehensive Examination process as appropriate.

Ideally the first formal meeting of the Doctoral Curriculum Committee will be held by the end of the student’s first academic semester, but must occur no later than the end of the spring semester of the first academic year. The student must declare at least three areas of competence, two of which will be “maternal and child health” and “research methods.” The third area should be the student’s substantive specialty area (e.g., perinatal health services, substance abuse, etc.). A fourth area of competence is the student’s minor coursework. (*Note: One course may serve in two areas of competence. However, courses counting for the formal minor cannot also be counted toward the major.*) The main purpose of the first Curriculum Committee meeting is to define a course of study that will provide competence in the selected areas. At this meeting, the committee will review the student’s previous education and work experience, the student’s self-assessment of competencies, courses taken in the first semester, and any preliminary ideas for dissertation research. The committee members will also discuss and approve the student’s proposed areas of competence.

The student’s second curriculum meeting is held near the time of completion of the student’s coursework (usually the end of the second year of study). The purpose of this meeting is to determine whether the student is prepared to take the Maternal and Child Health Written

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² (*Note: Arrangements can also be made for other types of MCH faculty to serve on students’ committees. Fixed term appointees to the Graduate Faculty may serve on committees of students and, at the request of the program and approval of the Graduate School, may chair a doctoral committee. These appointees may include: faculty emeriti, clinical or research professors, scholars from other institutions, independent scholars, and practitioners.*)
Comprehensive Examination. The committee will review the student’s progress in coursework and plans for dissertation research. The committee may recommend additional courses before the student can take the Written Comprehensive Examination. The committee must approve the student’s readiness to take the exam.

In preparation for both the first and the second Doctoral Curriculum Committee meetings, the student should distribute to all committee members:

- an up-to-date curriculum vitae;
- self-assessment of competencies;
- a list of courses proposed and taken (with grades, if available), organized in two ways: chronologically and by area of competence; and
- a brief statement of dissertation interests or plans.

An example set of materials is in Appendix F. After each curriculum committee meeting, the student prepares a summary of the important decisions made at the meeting. This summary is reviewed by the advisor and then distributed to all committee members and the Department’s Student Services Manager.

The membership of the student's Doctoral Curriculum Committee may change for a variety of reasons. If this need arises, the student should consult her or his advisor. The student should follow the same procedures for choosing new members as for choosing the original members. The student and advisor together should notify the Department’s Student Services Manager of changes in committee membership.

**Departmental Resources and Financial Support**

Financial assistance is available through the Department, the School of Public Health, the Graduate School, the University, and private and public agency sources. The Department works with students to meet their financial needs. Students should discuss their financial needs first with their advisors and be sure an updated financial status form has been filed with the Department’s Student Services Manager. This form can be updated at any time during the student’s tenure as a doctoral student.

**Funding Guides and Establishing Residency**

Information about funding through the Graduate School is available on their website: http://gradschool.unc.edu/funding/

Out-of-state students may reduce their financial burden by applying for in-state residency. Because of the limited number of tuition remissions offered by the Department, it is important for doctoral students to begin making their cases for North Carolina residency as soon as possible. Students who are earlier in their program have priority for tuition remission.

According to North Carolina Statute, to establish residency for tuition purposes a student must:

1. establish domicile (physical presence and intent to make North Carolina his/her permanent home for an indefinite duration) 12 months prior to the beginning of the term (1st day of classes)
2. maintain that domicile for at least 12 consecutive months, and
3. not be in North Carolina solely to attend college.
Students interested in establishing residency status in North Carolina should apply directly to the Graduate School. In the event of a residency denial, a student may appeal. More information about establishing residency for tuition purposes is included in the MCH Department’s Master’s Handbook, which is available on the department’s website. A guide to the residency application and appeal process is available at the Bullhead bookstore or through the Graduate and Professional Student Federation (GPSF). GPSF also periodically conducts workshops on achieving residence status. For further information, and to complete the on-line residency application, please go to http://gradschool.unc.edu/residency/index.html.

**Training Grant and Research Assistantships**

Beyond tuition remission, there are two types of financial support available directly from the MCH Department and/or MCH faculty: training grant support and graduate research assistantships (GRA). The MCH financial status form, used to request aid, must be completed and filed with the MCH Student Services Manager’s office. There are a limited number of one-year fellowships available from the MCH training grant. Students who are earlier in their program have priority for training grant support, but every effort is made to ensure that all students get some type of funding.

Faculty with funded research projects may have research assistantships available. Information about openings are typically disseminated through email announcements.

**Gillings School of Global Public Health Resources**

Public Health Service Traineeships are distributed by the Dean’s Office to Departments, which then may allocate these among students in need. In MCH, these generally are awarded to students who have had no previous or concurrent financial aid from the Department or the University.

**Training Program in Reproductive, Perinatal, and Pediatric Epidemiology**

The overall goal of the training program in Reproductive, Perinatal, and Pediatric Epidemiology (RPPE) is to train outstanding researchers and scholars for productive careers in the field. The program cuts across three departments; Epidemiology, Nutrition, and Maternal and Child Health. The Co-Directors of the program are Drs. Anna Maria Siega-Riz and Andy Olshan. Participants must complete a curriculum based on courses in Epidemiology, Biostatistics, Maternal and Child Health, Nutrition and Biology; attend seminars on developing research topics; and conduct research guided by an experienced Program Faculty member (research preceptorship and the dissertation). Students are typically funded for a period of 1 year and then re-apply for subsequent years with maximum funding duration of 3 years. Questions about the program should be directed to Dr. Anna Maria Siega-Riz in the Epidemiology department.

**UNC Graduate School Resources**

Graduate School Fellowships may be awarded to entering doctoral students with outstanding qualifications who are recommended by the Department. Only new students who submit their completed applications for admission by December 1 are eligible for consideration. The Graduate School also awards fellowships for on-campus as well as off-campus dissertation
research. The MCH department’s internal deadline for receipt of dissertation completion fellowships is three weeks before the stated Graduate School deadline. For information about fellowships and Teaching Assistantships and Research Assistantships go to http://gradschool.unc.edu/fellowships_and_funding/index.html

University Resources

University financial assistance is described in the Graduate School Handbook and The Record of the University of North Carolina at Chapel Hill. The Office of Scholarships and Student Aid (http://studentaid.unc.edu/) awards loans and Tuition Enhancement Grants to graduate students who qualify, based on information provided in the Free Application for Federal Student Aid (FAFSA) application form. Application for financial assistance may be made to the University Student Aid Office after January 1 and must be received by March 1 in order to meet the priority deadline. Graduate students must submit the FAFSA (available on-line at http://www.fafsa.ed.gov/) by Feb. 15 for priority consideration.

Students may also be interested in the Office of Information and Communication’s newsletter, Research Support, http://research.unc.edu/rs/, or the Office of Sponsored Research’s website, http://research.unc.edu/offices/sponsored-research/index.htm

Awards for Minority Students

North Carolina Minority Presence Grant Program

The State of North Carolina offers the Minority Presence Fellowships as one mechanism to increase the diversity of the graduate student body engaged in doctoral study within the UNC system. Diversity is broadly defined, including:

- Educational Preparation
- Life Experiences
- Factors that may contribute to diversity of presence
- Demonstrated ability and motivation to overcome disadvantage or discrimination
- Desire and ability to extend knowledge-based services to enhance the quality of life of all citizens
- Motivation and potential to make a positive contribution to the educational environment of the University

Recipients must be residents of North Carolina (for tuition purposes) and pursuing a doctoral degree. Awards provide a competitive stipend plus tuition and student health insurance. Minority awards are competitive on a campus-wide basis. There is no application process for this award; eligible students are nominated by their department. (http://gradschool.unc.edu/fellowships_and_funding/prospective.html#minority)

NIH Predoctoral Awards for Minority Students

These are individual NIH awards. Minority students who have been admitted to doctoral programs may apply, with support of the department and advisors. Students should consult with faculty advisors for details.
NIH Minority Supplements to Research Grants

Supplements are sometimes available to enable faculty holding NIH research grants to appoint a minority student for a research assistantship. Supplements are sought on an individual basis as appropriate. Students should consult with faculty advisors for details.

Other Sources of Funding on Campus

Carolina Population Center

The Carolina Population Center (CPC) provides fellowship support for doctoral study in preparation for careers in population research. Applications are typically due at the end of January (check website for specific date). Further information about the Predoctoral and Postdoctoral Training Programs in Population Research is available on the Center's website (www.cpc.unc.edu) and from the Training Program Coordinator, Carolina Population Center, University Square East, CB# 8120, UNC-CH, Chapel Hill, NC 27599-8120. (Contact Jan Hendrickson-Smith, 966-2160.) Note that the CPC only reviews applications for traineeships from students who have been accepted into a UNC-CH doctoral program.

Carolina Consortium on Human Development

The Carolina Consortium on Human Development, housed at the Center for Developmental Science, provides a one-year program of dissertation support for students working in the area of human development who are completing their doctorates. Applications are due early and require faculty sponsorship. The deadline may change from year to year. Further information is available from the Carolina Consortium on Human Development, 100 E. Franklin St., Suite 200, CB# 8115, UNC-CH, Chapel Hill, NC 27599-8115. (Contact Dr. Jennifer L. Coffman, Assistant Director for Training and Research, 843-2401, coffman@unc.edu)

Cecil G Sheps Center for Health Services Research

The Cecil G. Sheps Center for Health Services Research awards predoctoral fellowships to students interested in health services research who have completed most of their courses. Applications are available online at http://www.shepscenter.unc.edu. Please see the Center’s website for deadlines: http://www.shepscenter.unc.edu/fellowships/nrsa-fellowships/ Further information is available from the Sheps Center, 725 Martin Luther King Jr. Blvd (Historic Airport Road), CB# 7590, UNC-CH, NC 27599-7590. (Contact Lindsay McCall, Program Coordinator, lmccall@email.unc.edu).

Federal Sources of Funding

National Research Service Awards (NRSA)

Every Institute within NIH awards NRSAs. The National Institute for Nursing Research, for example, awards NRSA Predoctoral Fellowships to support nurses for supervised research training leading to a doctoral degree in areas related to the mission of the NINR. For more information on awards available from the National Institutes of Health, please see http://www.nih.gov.

Agency for Health Care Research and Quality (AHRQ)
AHRQ provides predoctoral and postdoctoral health services research education support and career development through a variety of programs. Visit http://www.ahcpr.gov/fund/training/trainix.htm, or request further information from the Director of Planning and Development and the University’s Office of Sponsored Research.

Other Resources on Campus

UNC Campus Health Services offers a variety of services to help students cope with the demands of graduate study. Information about these services is available online at http://campushealth.unc.edu/index.php

There are a variety of services related to research offered through the School of Public Health (NOTE: some services may only be available for faculty). http://www.sph.unc.edu/research

In addition, the Odum Institute for Research in Social Science offers a series of short courses and a variety of helpful consultation services. http://www.odum.unc.edu/odum/home2.jsp

Competency Assessment and Exit Surveys

Incoming doctoral students are required to complete a baseline competency self-assessment of MCH and public health competency in six important cross-cutting professional domains (Communication, Diversity & Cultural Competency, Leadership, Professionalism & Ethics, Planning, and Systems Thinking). The cross-cutting competencies were developed by the Association of Schools of Public Health (ASPH) and are being used by all Departments and programs in the Gillings School of Global Public Health. After baseline, the competency assessment is completed two more times. The second time is just before the Curriculum Committee meeting that precedes taking written comprehensive exams. This allows the committee to review any areas in which students feel they have weaknesses, and to discuss ways to strengthen those skills. The third completion is at graduation.

The graduating student also completes an exit survey that solicits input about various facets of the department and the student’s experience. The purposes of the exit survey are: (1) to review the development of the student’s goals and competencies; (2) to consider how well the Department and the School facilitated the student’s achievement of those goals and competencies; and (3) to consider the student’s professional aspirations with the expectation that the interview will be useful for future recommendations. The exit survey will be e-mailed to students. Students are expected to bring the completed survey and their 3 baseline assessments to an in-person interview with their academic advisor before graduation. Students may also submit anonymous comments to the survey by sending a hard copy to the Director of the MCH Doctoral Program.
Doctor of Philosophy (PhD)

*Developing research scholars who are capable of producing and disseminating new knowledge and methods for the public health profession in the field of MCH*

**Public Health Competencies**

Doctoral education at the UNC Gillings School of Global Public Health comprises diverse programs across numerous disciplines in several departments. Collectively, all PhD programs within the School have in common the following nine competencies which guide program development and student assessment. Upon satisfactory completion of the PhD, graduates will be able to:

a. Identify original, researchable study questions that can advance scientific knowledge about a topic of significance to the public’s health
b. Review and synthesize a body of research literature
c. Identify and apply interdisciplinary theoretical knowledge and conceptual models to the investigation of a public health problem
d. Select appropriate research designs and methodologies to address questions of public health importance
e. Understand and appropriately apply analytical strategies used in public health research
f. Understand and value the importance of the ethical implications of public health research
g. Appropriately interpret and explain the results of public health research
h. Present the findings of doctoral research orally to scientific audiences and in writing to a peer-reviewed journal
i. Explain complex public health concepts to peers, public health practitioners and the public

In addition, the Department of Maternal and Child Health has identified a set of competencies that further define what successful learners should know and be able to do upon completion of the doctoral program in MCH. These detailed MCH competencies are listed in Appendix A.

**Gillings School of Global Public Health Requirements**

A minimum of 18 semester hours of coursework beyond the Master’s degree and over and above MPH core courses is required by the Graduate School for admission to candidacy.* However, the MCH department requires 38 semester hours in the major plus 15 hours for the minor course of study, totaling a minimum of 53 credit hours. PhD students must also complete Epid 600, 710, or an approved substitute (EPID 711, PUBH 760) if they have not already completed a similar course in their master’s work. Note that master’s coursework cannot be applied toward the minimum 38 semester hours required for the doctoral degree.

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*“Admission to candidacy recognizes the achievement of a significant milestone in the career of a doctoral student and signifies that the only outstanding requirement for the degree is the dissertation (The student is then designated ABD—all but dissertation).” See Graduate School Handbook, [available] http://gradschool.unc.edu/handbook/index.html [cited] October 6, 2009.*
Department of Maternal and Child Health Requirements

1. Master's Core Course
   PhD students entering without an MPH in Maternal and Child Health must take the MCH Department’s year-long MCH master’s core course, “Foundations of Maternal and Child Health” (MHCH 701-702, 8 credits), or have a record of equivalent courses or knowledge. A description of this course can be found on the department’s web page. This course is typically taken in the first year of doctoral study. Course instructors may authorize exemption from MCH core course requirements by evidence of equivalence, knowledge, or by examination.

2. Doctoral Seminar
   All first year PhD students must take the MCH Department’s fall doctoral seminar in Foundations of Maternal and Child Health (MHCH 801). The goal of this seminar is to provide a forum for deeper discussion of the major issues that affect the health and well-being of women during their reproductive years, infants, children, and adolescents in domestic and international settings. Activities center on skill building, particularly locating relevant literature and critical evidence review.

3. Research Methods
   All PhD students must complete a 2-semester research methods sequence. This sequence is completed in the spring of the first year and fall of the second year of graduate study. (MHCH 885/886; cross-listed with the Department of Health Policy and Management). This requirement may be waived for students who minor in disciplines that require coursework that overlaps extensively with the MCH department’s research methods sequence. Request for a waiver must be approved by the student’s academic advisor and by the MCH Doctoral Committee.

4. MCH Theoretical Foundations of Maternal & Child Health (MHCH 859), to be taken in the fall of the student’s 2nd year.

5. Three Analytic Courses
   - Maternal and Child Health Program Evaluation Research (MHCH 862)
   - Minimum of two quantitative courses that include multivariate analysis. These may be taken in the departments of Biostatistics, Epidemiology, Education, Health Policy and Management, Psychology, or Sociology, and must be approved by the student's advisor. Students are also encouraged to take BIOS 511 if they have little or no experience with a statistical package such as SAS or STATA. However, BIOS 511 does not count toward the analytic course requirements.

6. Teaching internship and seminar
   Students are expected to spend a minimum of 5 hours per week on the internship; this should be negotiated with the preceptor. In the semester of the internship students should register for MHCH 840, Section 1 (Teaching) for one course credit. See additional information below.

7. Research Internship
Students are expected to spend a minimum of 5 hours per week on the internship; this should be negotiated with the preceptor. In the semester of the internship students should register for MHCH 840, Section 3 (Research) for one course credit. See additional information below.

8. Formal Minor
PhD students must declare a formal minor course of study in another department or program in the School of Public Health or in the Graduate School. Fifteen hours of coursework in the minor department are required. See additional information below.

9. Doctoral Dissertation (MHCH 994)
Students must enroll in at least six credit hours of this course after the completion of all other required courses and successful completion of the written comprehensive exam.

After completion of required doctoral courses, students must pass the following:

1. The MCH Written Comprehensive Examination;
2. The first oral examination, which is the defense of the dissertation proposal;
3. The second oral examination, which is the defense of the completed dissertation

Teaching Internship and Seminar

The teaching internship and its associated one-credit seminar are intended to increase doctoral students’ instructional skills and is also a service to the department. MCH courses that require teaching assistants (TA), including MHCH 701-702 (the master’s 2-semester core course), MHCH 713, and MHCH 862, have priority as contexts for the fulfillment of the teaching internship. Students must complete their internships in one of these courses if a TA is needed. Doctoral students may not serve as a TA in 862 until they have successfully completed the course.

The Associate Chair for Graduate Studies assigns teaching internships, in consultation with course instructors and students registering for a teaching internship. Students should notify the Associate Chair for Graduate Studies of their intention to register for a teaching internship by the end of the spring semester that precedes the academic year in which the internship will be completed. Student requests to TA a particular course should also be conveyed at that time.

The teaching internship must include some direct teaching experience in the course or an associated lab. Other appropriate activities related to learning objectives of the internship include development of lectures and/or class activities, leading lab discussions, and grading classroom assignments (with preceptor review). Teaching interns also help with course logistics, including setting up the course Sakai site, arranging for course reserve readings, and communicating with students and guest lecturers, etc. In consultation with the preceptor (course instructor) and faculty advisor, the student will prepare an internship agreement that indicates at least three SPH or MCH competencies to be addressed in the internship. The agreement should also specify the activities to be undertaken to achieve the stated competencies. See additional information below about internship agreements and Appendix A for MCH competencies.

PhD students in their 2nd year are also required to complete a one credit teaching seminar. This is typically completed in the fall of their second year of study.
**Research Internship**

A research internship is intended to increase doctoral students’ exposure to and participation in various stages of research and is also a service to the department. Collaborations with faculty who are preparing grant proposals have priority as contexts for the fulfillment of the research internship. If no faculty members are working on a grant application during the internship semester, the student will collaborate with a faculty member on other research activities, typically data analysis and manuscript preparation. Faculty advisor approval is needed where a research internship involves non-SPH faculty. Students should consult with their faculty advisor about options before registering for their internship. Appropriate research activities include, but are not limited to, literature search, retrieval, or summary; data analysis; writing, and manuscript review. In consultation with the faculty preceptor and faculty advisor, the student prepares an internship agreement that indicates at least three SPH or MCH competencies to be addressed in the internship. The agreement should also specify the activities to be undertaken to achieve the stated competencies. See additional information below about internship agreements and Appendix A for MCH competencies.

The internships are intended to be learning experiences for the student, in addition to any paid research or teaching assistantship or employment in public health practice that the student may have. The preceptor for the internship, who should be a full time or adjunct faculty member, is expected to meet with the student at least weekly. The student is not working for the preceptor or agency, but is participating in a course of study. Any product that is the result of the internship is intended to be a direct result of the student's learning experience.

Setting up an internship is the joint responsibility of the student and the faculty advisor. As with any course, there should be a statement of competencies addressed by the internship, and there should be a written agreement between the student and the preceptor, approved by the advisor, which acknowledges the acceptance by the preceptor of the teaching obligation and which specifies the schedule of the proposed internship, the competencies addressed, the expected activities, and the anticipated outcomes(s). See Appendix C for examples of written agreements for internships. A hard-copy signed agreement must be sent to the Student Services Manager, to be filed in the student’s folder, or an electronic copy of the agreement, along with emails from the student, advisor, and preceptor acknowledging acceptance of the agreement, must be emailed to the Student Services Manager for electronic filing.

Students typically are not compensated for the internships because of the possibility that such compensation would change the expectations of the experience from those of a one-credit course to those of a job, where the expectations of the employer take priority over the needs of the student. The compensation for an internship is a credit toward the degree. However, if the proposed preceptor is willing to undertake the obligation to teach the student and to meet the student’s expectations with regard to competencies addressed as the first priority, then payment for the internship may be considered for approval by the faculty advisor and Director of the Doctoral Program.

**Areas of Competence**

Each doctoral student is expected to develop and demonstrate competence in at least three areas:

1. core Maternal and Child Health content,
2. research methods, and
3. a chosen area of specialization.
The specialization area is topic-specific and should be related to the area chosen for the student’s dissertation research. In addition, the specialization area should be used to guide course selection. Even though there is not a particular number of credits required for the specialization area, the student, her/his advisor, and the Doctoral Curriculum Committee should ensure that the student takes enough coursework so that the student can successfully conduct research within that area. Collaborative research with her/his advisor or other faculty is another key mechanism by which the student will gain competency in their specialization. Following is a list of illustrative areas of specialization selected by current and former MCH PhD and DrPH students.

- family planning
- reproductive health services
- perinatal epidemiology
- perinatal health services
- infant mortality
- child care health and safety
- child abuse and neglect
- child survival in developing countries
- child health policy
- program and policy development for children with special health care needs
- breastfeeding
- health disparities
- adolescent health
- adolescent sexuality
- STIs, HIV/AIDS
- injury prevention
- substance abuse
- maternal morbidity and mortality
- neighborhood effects on health
- intimate partner violence/gender based violence

**Formal Minor**

Students choosing the PhD must also choose a fourth area of competence, namely, a minor course of study in another department in the School of Public Health or in the Graduate School.

For a minor to be recognized by the Graduate School (i.e., appear on the student's transcript), a student must minor in a **program that offers a graduate degree**. However, the MCH Department (but not the Graduate School) also recognizes a minor in Population Studies as fulfilling the department's minor requirements. The following disciplines are illustrative minors, based on their provision of extensive methods training and/or complementary theoretical/disciplinary foundations.

**In SPH:**

- Epidemiology, Biostatistics, Nutrition, Health Behavior, Health Policy and Management
- Environmental Sciences and Engineering

**Outside SPH:**

- Anthropology, Economics, Education, Psychology, Public Policy, Sociology, Population Studies (MCH recognition only)

Minors outside these areas are possible but must be approved by the academic advisor, the Director of the Doctoral Program, and the Associate Chair for Graduate Studies.

The Graduate School requires at least 15 credit hours for the minor. According to the Graduate School Handbook: "All credits must be for courses listed (or cross-listed) in programs other than that of the major, and cannot also be counted toward the major. A minor may consist of a set of
related courses, some of which are listed by one program and some of which are listed by another. In most cases, the minor would not include courses from more than two programs. Only one program name will be listed as granting the minor, and the director of graduate studies in the minor program must agree to accept any courses from outside the minor program offerings.” For students entering the doctoral program with a master’s degree, coursework completed as part of a master’s program cannot be included in the required 15 minor hours. For students in the MCH MiD track, minor coursework completed as part of the master’s program can be applied toward the 15 minor hours as long as the minor coursework was not counted toward the master’s major hours.

A minor advisor must be selected when a minor is declared. The minor advisor should be from the department in which the minor is being taken, or a department represented in the program. (For the latter, for example, a minor advisor for Population Studies might be from sociology, economics, etc. and must be a faculty fellow at the Carolina Population Center.) The minor advisor serves on the student’s Doctoral Curriculum Committee and typically also on the Doctoral Dissertation Committee. The minor advisor also develops and grades (in collaboration with MCH faculty) the comprehensive examination question in the minor area. The minor advisor and academic advisor cannot be the same person.

The minor coursework plan is approved by the student’s Doctoral Curriculum Committee and by the department in which the minor is taken. For a minor in Population Studies, courses approved by the CPC Training Committee are eligible, but at least 6 credits toward the minor must be “substantive” population courses, as designated by the CPC Training Committee. Once approved, the plan reflected in the “Minor Declaration Form” is signed by the major and minor advisors, chairpersons of both departments, and the Associate Dean for Academic Affairs for the SPH. The original copy is sent to the Graduate School for retention in the student's permanent file. Copies should also be filed with the Student Services Manager in the minor department and the MCH Student Services Manager. Minimum requirements for a formal minor are also found in the Graduate School Handbook.

Each of the three competency areas and the minor area should be discussed and approved during the first Doctoral Curriculum Committee meeting. A faculty member with expertise in the selected specialty area should be included on the committee; this will typically be the student’s academic advisor. These three competencies form the basis for the written comprehensive examination. When a minor area of study is chosen, the minor area will count as a fourth area of competence and will also be examined during the comprehensive exam.

Minor requirements for selected departments are included as Appendix D in the Doctoral Handbook. Some departments have formalized minor requirements; others rely on the recommendations of the faculty member serving as the minor advisor.

**Department of Maternal and Child Health Recommendations**

**Independent Study Courses**

A student’s Doctoral Curriculum Committee may recommend Independent Study courses to help the student achieve learning goals or to prepare for dissertation research. Students will need to contact relevant faculty members to arrange these courses. As with internships, a learning agreement should be drafted that states the goals of the independent study, activities to be undertaken as part of the independent study, and any “products” (e.g., manuscripts, reading lists, etc.) from the course of study.
Statistical Computing and Data Management
Recognizing that statistical computing skills are a prerequisite for MCH research, students are advised to acquire proficiency in SAS, STATA, and/or other types of statistical programming software. Students without previous knowledge and experience in using SAS are strongly encouraged to enroll in BIOS 511 or an equivalent class. Students need a strong foundation in statistical computing and data management to successfully complete quantitative courses and dissertation research.

Multivariate Statistical Analysis
Additional coursework in multivariate statistical analysis beyond the two required courses is strongly encouraged. Appendix E. contains information about a variety of useful methods courses.

A Course in Which Students Analyze Data and Report Their Findings
Students are encouraged to enroll in a course or complete projects with faculty through which they can apply their statistical and computing skills. In particular, students are strongly encouraged to collaborate in the development, writing, and publication of peer-reviewed manuscripts. This may be done via courses that are routinely offered or via an independent study course or research internship.

Additional Theory Coursework
MHCH 859 is an introduction to theories that are applicable to MCH topics. Students are encouraged to complete additional coursework that includes significant theoretical content as additional preparation for dissertation development. This is ideally accomplished through minor coursework.

Auditing Courses
Students may audit courses that are not required to complete the doctoral degree. When you audit a course, you must get a permission letter from the instructor and also a permission letter from the Associate Dean for Students. You must take both letters to the Cashier's office and pay $20.00. You will not be formally registered for the course; this procedure provides a way to document auditing.

Collaborations with faculty
Students are encouraged to seek out opportunities with their advisors and other faculty that will promote professional development. This includes activities such as collaborating in the review of manuscripts submitted to peer-review journals, presenting empirical work at professional conferences, participating in crafting responses to peer-reviewers for journal and grant submissions, and mentoring more junior students.

Master’s to Doctorate (MtD) Track
The Department of Maternal and Child Health has established a doctoral degree track for students who hold a bachelor's degree but have not yet completed a master's degree. Students in this degree track earn either the Master of Public Health (MPH) degree before completing the requirements to earn the PhD. As with the original MCH PhD track that requires a master’s
degree for eligibility, the Masters-to-Doctorate (MtD) track is intended for applicants who plan a research career, whether in basic or applied research, that focuses on the MCH population.

Eligibility

Applicants to this track must have completed a bachelor’s degree from an accredited institution. The bachelor’s degree must have been awarded by the time of matriculation into the MtD program. Previous experience in public health settings, while not required, is strongly encouraged. Other Graduate School requirements apply.

Curriculum Requirements

Students enrolled in the MtD track complete a minimum of 103-credit hours (e.g., 50 credit hours for the MPH, 38 credit hours for the PhD, and 15 credit hours for the minor, if no minor credits were completed as a master’s student. If minor credits were completed in the master’s program, and those credits did not count toward the minimum MPH major requirements, these masters hours can be applied toward 15 hours minor degree requirement. Coursework towards the masters includes four SPH core courses (or their equivalent), two core MCH courses, and three MCH skills courses. MPH students are also required to complete at least eight credit hours (equivalent to eight weeks of full-time work; six weeks for the MSPH) of field training, an oral comprehensive examination, and to complete an empirical master’s paper that is suitable for journal publication. More detailed requirements are listed below.

Completion of Minor Coursework

Students earning a PhD must complete a formal minor, which entails a minimum of 15 credit hours in the minor discipline. Minor courses completed while earning the masters’ degree can count toward the minimum 15 credit hours required for a formal minor, if they are not part of the 50 credit hours counted toward the MPH major. However, those credit hours cannot count toward the 38 major credits needed to earn the PhD (after completion of the masters’ degree).

Eligibility to proceed to doctoral study

After successfully completing all the requirements for the MPH or MSPH, a student’s academic performance, CV, and a statement of their goals and research interests are reviewed by the Doctoral Committee, in consultation with the student’s academic advisor and the Associate Chair for Graduate Studies. With Doctoral Committee approval, the department submits a form to the graduate school recommending the student to proceed beyond the Master’s degree. This confers eligibility for doctoral study.

Once recommended to proceed, a student on the MtD track MUST enroll for the next regular semester (fall or spring) after the master’s degree is completed. In doctoral study students complete additional required MCH doctoral coursework, additional multivariate statistics courses, a formal minor if working towards the PhD, written comprehensive exams, and a doctoral dissertation.

Application Process

Applicants for the MtD track will be reviewed and offered admission by recommendation of the Doctoral Committee. Applicants should apply to the doctoral program, and in their personal
statement indicate that they are applying to the MtD program. They should also indicate whether they are interested in being considered for the terminal master's program if they are not offered admission to the MtD track. Entry into the terminal master's program does not preclude the opportunity to reapply for the doctoral program after completing the master's degree.

**School of Public Health Competencies**

Competencies are the same as those expected for the Master's and Doctoral degrees.

**Gillings School of Global Public Health Requirements for the MPH Degree**

1. At least four health-related courses in at least three departments outside the MCH Dept. The BIOS, ENVR, HBHE, and EPID requirements listed below can fulfill this requirement.

   **BIOS 600: Principles of Statistical Inference or approved substitute**
   Approved substitutions: any BIOS course higher than 500, or SOWO 510: Introduction to Research Methods in Social Work and SOWO 911: Introduction to Social Statistics and Data Analysis (for Dual Degree students only).

   **EPID 600: Principles of Epidemiology or approved substitute**
   Approved substitutions: EPID 710: Fundamentals of Epidemiology; EPID 711/PUBH 760: Clinical Measurement and Evaluation

   **ENVR 600: Environmental Health or specific ENVR substitute**
   Approved substitutions: ENVR 430: Health Effects of Environmental Agents;

   **HBHE 600: Social and Behavioral Sciences in Public Health or an approved substitute**
   Approved substitutions:
   MHCH 700: Program Planning and Evaluation or MHCH 701/702: Foundations in MCH and MHCH 723: Introduction to Monitoring and Evaluation of MCH Programs, or NUTR 715: Dietary Change Interventions; SOWO 500: Family and Individual Development and SOWO 800: Adult Health and Mental Health or SOWO 801: Child and Adolescent Health and Mental Health or SOWO 804: Organizational and Community Behavior (for Social Work/SPH Dual Degree students only); PHYT 824 Health and Wellness (for PT/SPH Dual Degree students only)

2. At least one course relevant to health services delivery systems. The core course, MHCH 701/702: Foundations in MCH meets this requirement.

3. Master’s paper (MHCH 992)

**Department of Maternal and Child Health Requirements for the MPH in the MtD Track**

1. *Minimum of 50 Credit Hours*
Students have the option of completing the MPH program in a minimum of 16 months, though the usual duration is 21 months. At least three semesters (excluding summer sessions) of full-time residence are required to graduate with an MPH.

2. **Core Courses**
The core course, Foundations in MCH, consists of two four-credit classes, MHCH 701 (fall semester) and MHCH 702 (spring semester). Both of these classes are required for all Master’s students. Descriptions of these and all other classes can be found on the Departmental website.

3. **Skills Courses**
MPH students are required to successfully complete three courses from the following content areas (* this course must be completed):
- Research Methods in MCH (MHCH 713 and lab)*
- BIOS 511 (& lab), to be taken first fall semester concurrently with BIOS 600*
- Program Assessment in MCH (MHCH 712)
- MCH Program Planning and Evaluation (MHCH 700)
- Qualitative research methods (740)
- Introduction to Monitoring and Evaluation of MCH Programs (MHCH 723)

Additional MCH courses in these areas may be added to the curriculum as electives. In the event of scheduling conflicts or if professional or academic needs preclude a student from taking a recommended MCH skills course, similar courses in other departments may be substituted with approval of the Curriculum Committee.

4. **Field Training (MHCH 717, MHCH 718)**
MPH students are required to complete at least eight credit hours (equivalent to eight weeks of full-time work) of field training. Field training (also referred to as the Field Practicum) provides opportunities for the student to apply academic experiences to experiential learning in a work setting. Learning objectives are designed to specify the unique competencies, knowledge, skills, attitudes, and "end products" that the field training will help the student achieve. A more detailed description of the field training and related requirements is provided in the master’s handbook.

5. **Electives**
MPH students, in collaboration with their advisors, are to select four electives from the wide range of courses offered by the School of Public Health and across campus in addition to those offered by the MCH Department. Any relevant course at the 400 level or above that is not meeting a requirement is considered to be an elective. This does not pertain to language courses other than Spanish for Health Care Professionals (PUBH 613I).

**Culminating Experiences**

6. **Master’s Paper (MHCH 992)**
Each Master’s student is required to submit a master’s paper to the Department of Maternal and Child Health that deals with a subject relevant to the field of MCH. In the MTD track the paper must be completed through original research (an empirical secondary data analysis).

7. **Comprehensive Exam**
The purpose of the exam is to ensure basic competence in core MCH content, to demonstrate the ability to integrate core content with MCH skills in a professional dialogue, to provide an opportunity for the student to synthesize material in an oral presentation, and to satisfy the University requirement. The Department of Maternal and Child Health’s comprehensive
examination is administered orally during the examination period at the end of the spring semester of the student’s first year. Any exception must be approved in writing by the Director of Graduate Studies. The MCH core course, MHCH 701 and 702: Foundations in MCH, must be completed prior to the exam. Additional information about the Comprehensive Exam appears in the Master’s Program handbook.

School of Public Health and Department of Maternal and Child Health Requirements for the Doctorate in the MtD Track

See earlier sections for requirements and recommendations for the PhD and checklist in Appendix B.

The Written Comprehensive Examination

The Maternal & Child Health Department will fulfill the Graduate School’s written exam requirement by having students take the MCH Doctoral Written Comprehensive Exam.

Purpose

The purposes of the MCH Doctoral Written Comprehensive Exam are:

- To document candidates’ mastery of the MCH knowledge base and current MCH practice (as covered in the core master’s and doctoral course sequence MHCH 701-702 and MHCH 801);
- To document candidates’ knowledge of theory and the ability to apply theory to the investigation of an MCH topic;
- To document candidates’ knowledge of research design and analytic methods;
- To document candidates’ knowledge of their minor area (as covered in their minor coursework).

Eligibility to Take the Exam

Students are eligible to take the exam after they have successfully passed all of the required MCH core and analytic coursework, and the students’ Curriculum Committee members agree the students are ready to take the exam. Students with a formal minor must have completed most of their required coursework in their minor area, with this being determined by the minor advisor in consultation with the MCH advisor. Students may complete one of their two required internships after the exam with the approval of their curriculum committee.

Exam Format

The exam is taken over 4 days; typically days are consecutive. Allowance for a “break day” is possible with approval of the Associate Chair for Graduate Study and Director of the Doctoral Program. Students have access to one question per day via email or Sakai, and will have 6 hours (plus an hour for breaks) to complete each question. Students access a question beginning at 9:00 AM and are required to post their answer on Sakai (or email their answer) by
4:00 PM of that same day. The exam format is that of a take-home exam. Students are not allowed to pose questions to faculty who developed questions. If the student perceives ambiguity in a question, the student should state their interpretation of the question and answer accordingly.

Students must answer four questions:
- two questions from the core master's/doctoral course sequence (these questions will be the same for all students);
- one question on theory/research/analytic methods (this question will be the same for all students); and
- one question from the minor area (the minor area question will be minor-specific (i.e., all students who minor in EPID will have the same minor area EPID question; all students who minor in HPM will have the same minor area HPM question).

**Exam Coordination and Development**

The Associate Chair for Graduate Studies and the Director of the Doctoral Program coordinate the exam process. Students who plan to take comprehensive exams should notify the Department's Student Services Manager at the beginning of the semester in which they hope to take the exam. The Student Services Manager provides the Associate Chair for Graduate Studies and the Director of the Doctoral Program with a list of these students, the minor areas of study, and the names of faculty who serve as academic advisors and minor advisors for these students.

The two exam questions that document candidates’ knowledge of core MCH content and practice are written by the instructors of MHCH 701-702 and faculty with expertise in these areas.

The exam questions that document candidates’ knowledge of theory/research/analytic methods are written by the instructors of MHCH 859 and/or 862 and faculty with expertise in these areas.

The exam questions on the minor area(s) are written by the minor advisors who are on the students’ Doctoral Curriculum Committees in collaboration with MCH faculty.

To enhance standardization in grading, the faculty writing each question briefly describes his/her ideas of what knowledge and/or skills are being elicited by the question and key elements that should be included in the student’s answer (e.g., “The student’s answer to this question should demonstrate x, y and z”).

**Exam Timing**

The Associate Chair for Graduate Studies determines the timing of the exam. Typically the exam is offered once a year in late spring, when most students are eligible to take the exam. The comprehensive exam must take place before the end of the spring academic semester. During some years, the exam may be offered at a different time of the year, with this timing determined by the Associate Chair for Graduate Studies after reviewing the needs of students and faculty availability for exam preparation/grading.
Honor Code, Style, and Response Length

Students must sign an Honor Code pledge for each day of the exam. A hard copy must be delivered to the Student Services Manager by the end of the exam period. All exam responses must include citations and a reference list. Reference lists and citations must be in AJPH format (i.e., Vancouver Style). All exam responses must be word-processed according to the following specifications: double-spaced, one-inch margins on all four sides, and font size 11. Each exam question includes a suggested length for each part of the response. Answers are limited to six pages, excluding references.

Grading

Two faculty members, including one who participated in writing the question, anonymously grade answers to each exam question. All examination answers are individually graded either pass (P) or fail (F). Examination committee members have at least 2 business days to read their assigned questions and submit their grades to the Associate Chair for Graduate Studies. If, after consulting with each other, the two faculty graders disagree on the grade for a given answer, another faculty member other than the student’s academic advisor will be asked by the Associate Chair for Graduate Studies to read the answer to determine which grade will prevail. Students are notified of their grades via email and a sealed letter from the Associate Chair for Graduate Studies, usually within two weeks of exam completion.

Inadequate Exam Performance Procedures

Failing one question at the first exam attempt

Failing one question on the first exam attempt is considered a “conditional pass.” Students who fail one question on the first attempt must rewrite their answer to that one question. Failing the re-written question constitutes failing the exam, and is reported to the Graduate School. When the first exam is failed, the student must take an entirely new exam (a second test of four new questions) after waiting at least three months. If the minor question was passed, the student is not required to take a new minor question. In this case, the second exam would include three new questions. If the student fails one or more questions on the second exam, the entire exam will be considered a failure and is reported to the Graduate School. With two exam failures a student is ineligible for further graduate work in the MCH department.

Failing two or more questions on the first exam attempt

Failing two or more questions on the first exam attempt is considered as a failure of the exam, and is reported to the Graduate School. Students who fail two or more questions on the first exam attempt must take an entirely new, four-question make-up exam after waiting at least three months. If the minor question was passed, the student is not required to take a new minor question. In this case, the second exam would include three new questions. If students fail one or more questions on the second exam, the entire exam is considered a failure and is reported to the Graduate School. With two exam failures a student is ineligible for further graduate work in the MCH department.

The timing of second exams will be set by the Associate Chair for Graduate Studies in consultation with student advisors and will depend on the needs of other students in the
department and faculty resources. Students must be registered in the semester in which they take the initial exam, rewrite an individual question, or take a re-test of the entire examination.

The Dissertation

Doctoral Dissertation Committee

This Committee is formed shortly after the student passes the MCH Doctoral Written Comprehensive Examination. It consists of no fewer than five members, at least three of whom are full-time, tenured, tenure-track, or fixed term members of the regular MCH faculty. If the student has a formal minor, one member of the Doctoral Dissertation Committee must be from the minor department. The Chair of the Doctoral Dissertation Committee must be a full time, tenured, tenure-track or fixed term member of the regular MCH faculty, although the Dissertation Advisor can be from another department or institution. It is possible for a faculty member from another department to chair an MCH dissertation committee, but this must be approved by the student’s MCH academic advisor, the Director of the MCH Doctoral Program, the Associate Chair for Graduate Studies in MCH, and the Graduate School. Other members of the committee may be “Special Appointees” (fixed term graduate faculty) approved by the Graduate School. Arrangements can also be made for appointed adjunct MCH faculty to participate on dissertation committees.

Fixed Term Graduate Faculty as Members of the Dissertation Committee

Persons may be appointed to the Graduate Faculty for fixed term membership. Fixed term appointees to the Graduate Faculty may serve on committees of students and, at the request of the program and approval of the Graduate School, may chair a doctoral committee. These appointees may include: faculty emeriti, clinical or research professors, scholars from other institutions, independent scholars, and practitioners. They are appointed for terms not greater than five years in length, though such terms may be renewed for subsequent five-year terms.

Nominations for Fixed Term Graduate Faculty are forwarded by program directors/chairs, and must include an indication that the prospective appointee has been reviewed by the academic program and found to have appropriately high qualifications. In the MCH department, the student's academic advisor prepares a letter addressed to the Department's Associate Chair for Graduate Study describing the qualifications of the nominated person and the expertise they will bring to the dissertation committee. The CV of the nominee should be included with the letter. The department's Associate Chair for Graduate Study and the Director of the Doctoral Program will review these materials to confirm the qualifications of the nominee. With their approval, the department's student services manager submits the Fixed Term Graduate Faculty nomination electronically through the Recommendation for Fixed Term Appointment system. Any restrictions the nominating unit wishes to place on the appointee's service should be specified by the program to the appointee at the time of the nomination.

NOTE: Holding Fixed Term Graduate Faculty status confers no other rights or responsibilities other than the ability to serve on student committees. This is NOT the same as a fixed term appointment for teaching at the University.
Committee Process

Prospective committee members are invited individually by the student and his/her advisor to be members of the committee. Although Doctoral Curriculum Committee members frequently continue to serve on the student’s Doctoral Dissertation Committee, usually only those whose expertise is most relevant to the student’s dissertation project will remain.

The Doctoral Dissertation Committee is approved by the Associate Chair for Graduate Studies using the “Report of Doctoral Committee Composition” form, which must be transmitted to the Graduate School for approval. The student begins the process by notifying the Student Services Manager of the intent to defend and/or the exam date. The student and his/her doctoral committee chair (usually the advisor) are responsible for completing the form, obtaining the signatures, and returning the form to the Department’s Student Services Manager, who then submits it to the Graduate School.

Each doctoral student is expected to consult with members of the Doctoral Dissertation Committee at regular intervals throughout the progress of his or her research.

The responsibilities of Doctoral Dissertation Committee members are to:

1. Examine and approve the dissertation proposal, as part of the oral examination required for admission to candidacy,
2. Consult with the student throughout the progress of the dissertation research, and
3. Participate in the final oral examination in defense of the dissertation.

Dissertation Proposal Content

Each candidate is required to write a dissertation reflecting research of such scope, originality, and skill in presentation as to indicate that the student has a command of the subject and has demonstrated an ability to contribute fresh knowledge or perspectives on the subject. In addition, the dissertation should demonstrate mastery of the research methodology of the discipline. The proposal format and length are determined by the nature of the research, but a typical proposal should include the following areas.

- Abstract
- Specific Aims
- Background and Significance (this section would include a critical literature review and the conceptual/theoretical basis of the project)
- Preliminary Studies (this refers to studies done by the student if pertinent)
- Research Design and Methods (including such topics as the study design, study sample and recruitment procedures, assessment tools and procedures, statistical analysis plan, study timetable, human subjects concerns)

Note: Completed MCH dissertations are available online via the UNC library.

When developing the proposal, students should consult with all the members of their committee. When the Doctoral Dissertation Committee Chair agrees that the proposal is ready to be defended, it should be distributed at least two weeks before the date of the oral examination to all members of the committee. The student should notify every member of the committee of the time and place of the examination.
First Oral Examination: Dissertation Proposal Defense

Usually the first formal meeting with the Doctoral Dissertation Committee is an oral defense of the dissertation proposal. Ordinarily, the student prepares a 20-30 minute presentation of the proposal, and committee members pose questions and issues for discussion. It is sometimes helpful, however, to hold a preliminary planning meeting to solicit input and discussion from committee members as a group about conceptual or methodological issues relevant to the proposal.

A grade of Pass will be based on the presentation of an acceptable proposal and demonstration of a satisfactory level of knowledge on the dissertation subject and related areas. The student must receive a passing grade from two-thirds of the members of the committee. If the dissertation proposal is not approved (i.e., the student fails the oral exam), the examination is rescheduled after revision or completion of a new dissertation proposal. A student who fails the first oral examination twice becomes ineligible to continue graduate study or to take an examination a third time without special approval by the MCH Department and the Administrative Board of the Graduate School.

Final Oral Examination: Dissertation Final Defense

The second formal meeting of the Doctoral Dissertation Committee is the "final oral examination." During this meeting, the committee examines the student on the dissertation for approval. The "defense" is usually composed of an open presentation by the student followed by a closed meeting with the dissertation committee. Notice of the defense date and location, which includes a (maximum) one-page abstract of the dissertation, is distributed to SPH faculty at least one month before the defense. Graduate School guidelines require that no fewer than five persons constitute the committee for the final oral examination. Of these, a majority of the members of the student's doctoral committee and a majority of the persons approving the student's doctoral dissertation must be full time tenured, tenure-track, or fixed term members of the Graduate Faculty.

It is the responsibility of the Dissertation Advisor to see that the draft is in an appropriate form for evaluation by committee members. The committee should have a copy of the draft at least two weeks prior to the final defense. The oral defense is held only after all members of the committee have had an adequate opportunity to review the dissertation. The committee may, at the time of the final oral examination (but not later), require alterations and corrections. The dissertation advisor is responsible for verifying that the changes required by the committee have been made but may delegate this responsibility to the committee members who imposed the requirements. A student passes the final oral examination only upon approval of at least two-thirds of the members of the examining committee, including a majority of the MCH members. If a second defense is needed, it must occur within the original eight calendar years allowed for completion of the doctoral program. A third defense is allowed only with special approval of the MCH Department and the Administrative Board of The Graduate School.

Dissertation Format

Students in MCH have three dissertation format options. One is the traditional monograph. The second and third options are variations on a manuscript format. For the latter, a student may choose to do a three-paper dissertation or to do a two-paper dissertation, each with an opening and closing chapter. With the two-paper format, at least one of the papers must be submitted to
a peer-review journal before the final dissertation defense. This submission must be documented by a confirmation letter or email from the journal editor; documentation should be provided to the dissertation chair by the time of the final defense.

Some studies that offer data for secondary analysis require that any manuscripts based on those data be reviewed and approved by a parent study oversight committee before submission to a peer-review journal. In some instances, significant lead time may be required to complete the review and approval process. Students selecting the two-paper option should investigate the parent study’s procedures on this issue early on, so that procedures may be factored into the defense time frame. Requests that submission to the parent study’s oversight committee substitute for journal submission (in exceptional circumstances) must be individually reviewed and approved by the Doctoral Committee.

Selecting the Dissertation Format

In selecting the format, the student must consult with her/his advisor and dissertation committee to determine the most appropriate format, given the dissertation subject matter and organizational possibilities. Choice between the two and three paper option should be based on the number of research questions that merit separate treatment in “stand alone” manuscripts. There should be agreement between the student and committee at the end of a successful oral defense of the proposal as to what the format will be. For the manuscript formats, it is acceptable for students to submit journal length papers that are formatted according to target journal requirements. However, the student should confirm that their selected format conforms to Graduate School specifications regarding format and content (see below). For the manuscript formats, students should use additional sections or appendices to provide the detail traditionally included in a monograph but not journal articles. For example, an introductory chapter – typically based heavily on the dissertation proposal – would provide the detailed literature critique that is not usually included in empirical journal articles. A closing chapter would synthesize findings across dissertation papers and discuss their implications for future research, practice, and/or policy.

Authorships on Dissertation Papers

Conventions vary across disciplines, but the collaborative nature of public health typically leads to committee co-authorships on dissertation manuscripts. The dissertation chair/advisor is usually a co-author on all publications derived from the dissertation. Other committee members may also serve as co-authors, depending on their preferences and the significance of their contributions to the manuscripts. Dissertation chairs and students should collaborate on the negotiation of authorship roles, with the chair and/or advisor leading this process as needed. Early discussion and agreement on authorship is advisable, although progression through dissertation development and writing may lead to later, mutually agreed upon, changes in responsibilities and authorships.

Dissertation Submission Guidelines

Dissertations must be submitted to the Graduate School according to the schedule in the Calendar of Events (see Graduate School Record). Dissertations must be prepared in accordance with the standards in The Graduate School Theses and Dissertation Guide, available from the Graduate School at the following website: http://gradschool.unc.edu/etdgguide. On matters of form, the student should also consult published manuals of style, and for manuscript format dissertations, journal style requirements.
Approved technical processes for reproducing special materials or for reproducing the entire thesis or dissertation are described in the Graduate School’s Guide. All dissertations are submitted electronically to the Graduate School. Grading students should also submit the dissertation cover page, which includes the final dissertation title, to the MCH Department’s Student Services Manager and to the Administrative Assistant to the Department Chair.

**The IRB**

All student research must be reviewed by the Chair of the Non-Biomedical Institutional Review Board for the Protection of Human Subjects (IRB), who determines whether the proposed research is exempt from IRB review (not human subject research, NHSR), qualifies for expedited review, or requires full board review. Regardless of the kind of review, all applications use the same submission form. Some students will collect their own primary data, and others will analyze data collected by someone else (secondary data). Because it is not always clear whether secondary data analysis constitutes human subjects research for IRB purposes, students proposing secondary analyses must submit an application form. Go to [http://irbis.unc.edu](http://irbis.unc.edu) to submit your application to the IRB.

All students must complete training in the responsible conduct of research. For information on training, go to the UNC website of the Office of Human Research Ethics: [http://ohre.unc.edu/index.php](http://ohre.unc.edu/index.php).

**Graduation and Afterwards**

**Evaluations and Exit Interviews**

The doctoral program requests that all graduating doctoral students provide written feedback about their experiences in the MCH department via a set of exit interview questions sent to the student by the Student Services Manager. Students should also complete a final assessment of competencies. These items should be completed by the end of the semester in which the student plans the final defense of their dissertation. The student should notify their academic advisor and the Student Services Manager that they have completed the exit interview questions. Completion of this evaluation should be followed by an in-person exit interview conducted by either the student’s academic advisor, or if requested by the student, the Director of the Doctoral Program.

**Commencement and Doctoral Hooding Ceremony**

In addition to the University and School of Public Health Commencement ceremonies, the Graduate School conducts a hooding ceremony for graduating doctoral students each spring. This ceremony is a long-standing tradition in graduate education in which the faculty advisor/dissertation chair places the hood of the commencement regalia on his/her doctoral student. This ceremonial hooding symbolizes the completion of doctoral training and the special bond between the student and dissertation mentor. Unless the student’s dissertation chair requests otherwise, the MCH dissertation committee chair participates in this ceremony with the student. For more information see [http://www.unc.edu/commencement/hoodinginfo.html](http://www.unc.edu/commencement/hoodinginfo.html)
Alumni Follow Up

To monitor the effectiveness of the programs we offer, including assessment of areas that need improvement, it is essential for the Department to track where graduates are working or continuing their education after graduation. Toward this end, the Department’s Student Services Manager will send a form to all graduates requesting updated information.
Appendices

Appendix A. MCH Department Competencies
Appendix B. Forms, Checklists, and Sample Documents
Appendix C. Sample Internship Documents
Appendix D. Minor Requirements by Department/Program
Appendix E. Other Course Options
Appendix F. Example Materials for Curriculum Committee Meetings
Appendix G. Illustrative Sequence & Timetable for Doctoral Degree Tracks
Appendix A. MCH Department Competencies
<table>
<thead>
<tr>
<th>Knowledge and Skills Expected of MCH Doctoral Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories and Topics</strong></td>
</tr>
<tr>
<td><strong>Public Health</strong></td>
</tr>
<tr>
<td>History &amp; philosophy of Public Health</td>
</tr>
<tr>
<td>Primary, secondary and tertiary prevention</td>
</tr>
<tr>
<td>Understanding of health protection, health promotion and disease prevention</td>
</tr>
<tr>
<td><strong>MCH Specific</strong></td>
</tr>
<tr>
<td>History of MCH issues, policies, and programs</td>
</tr>
<tr>
<td>Knowledge about the health, growth, and development of women, children, and adolescents, and the factors that affect health and development</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Student-specific substantive area of expertise</td>
</tr>
</tbody>
</table>
Acquire in-depth knowledge of an MCH substantive area, including:

- Knowledge of empirical literature
- Understanding of relevant conceptual, theoretical, and empirical challenges
- Design & implement a research project that makes an original and meaningful contribution to the topic area

### Theory

- Basic knowledge of paradigmatic frameworks, theories and conceptual models applicable to MCH research (e.g., theories of individual behavior, community-based/participatory research, organizational science, economics, ecological models)
- Advanced knowledge of a paradigmatic framework, theory or conceptual model used in dissertation research
- Familiarity with basic issues in the philosophy of science
- Understand the role and utility of theory in the conduct of research
- Understand differences between meta-theory, theory, and conceptual models

### Research Process

- Formulation of research questions
- Application of theory to MCH topics and problems
- Identify significant MCH research topics and programs
- Identify relevant theories and conceptual frameworks
- Derive hypotheses from theory
- Formulate testable research questions
- Research design
- Research ethics
- Understand and critique scientifically sound research designs to address research questions and/or evaluate programs and interventions
- Distinguish different sampling strategies
- Operationalize research constructs
| Understand validity and reliability issues related to operationalization of measures and sampling. |
| Identify and critique ethical issues in research design and construct measurement |
| Understand confidentiality and privacy issues in data collection, storage, analysis, and dissemination |
| Statistical analyses |
| Data organization, management, and manipulation |
| Select appropriate statistical procedures to test hypotheses |
| Use a statistical software package to manipulate raw data to construct new variables and merge data sets |
| Use a statistical software package to conduct statistical analyses |
| Interpret properly output of statistical analyses |
| Document program code effectively |
| Organize and document data sets |
| Oral and written research dissemination |
| Prepare a research submission to a professional conference |
| Prepare and deliver an oral or poster presentation at a professional conference |
| Prepare a written manuscript/journal article |
| Submit a manuscript to a peer-reviewed journal |
| Revise a manuscript after external critical review |

**MCH Program Planning and Evaluation**

| Evidence-based program development |
| Understand basic concepts in monitoring and |
| Design and conduct of scientifically sound evaluation research (efficacy, cost-benefit, etc.) | evaluation  
Identify, understand, and implement different designs for evaluating program impact  
Identify & apply appropriate quantitative and qualitative techniques for evaluation  
Identify challenges and strategies for addressing program implementation and evaluation in the US and developing countries |
|---|---|
| **MCH Policy Development and Policy Analysis** | Assemble and critique literature about MCH-related problems  
Develop evidence-based policy in existing political contexts  
Write a clear and concise policy statement |
| • Evidence-based policy development  
• Design and conduct of scientifically sound analyses (efficacy, cost-benefit, cost-effectiveness, etc.) grounded in defensible public health principles |  |
| **Professional Skills** | Assemble and critique empirical literature relevant to an identified MCH problem  
Demonstrate the significance of a problem or question  
Effectively argue for the potential contributions of a research proposal  
Develop an appropriate research design and analysis plan  
Understand and implement principles of effective oral presentations, including:  
Organizational structure & “story line”  
Clear, “take away” message  
Visual presentation |
| Critical evaluation and synthesis of empirical literature  
Grant writing  
Review & constructively critique the scientific work of others (e.g., empirical manuscripts, grant applications)  
Agency report writing  
Effective oral presentations  
Effective position papers  
Administrative and/or research management |  |
<table>
<thead>
<tr>
<th>MCH Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Effective oral and written communication of public health</td>
</tr>
<tr>
<td>Cultural competence</td>
<td>information to lay and professional audiences</td>
</tr>
<tr>
<td>Negotiation and conflict resolution</td>
<td>Facilitate information sharing and problem solving</td>
</tr>
<tr>
<td>Constituency building</td>
<td>Demonstrate sensitivity to cultural, political, and</td>
</tr>
<tr>
<td>Advocacy</td>
<td>socioeconomic differences</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>Demonstrate tolerance of differences in attitudes and values,</td>
</tr>
<tr>
<td></td>
<td>and their intersection with program planning and</td>
</tr>
<tr>
<td></td>
<td>implementation</td>
</tr>
<tr>
<td></td>
<td>Demonstrate negotiation and conflict management skills</td>
</tr>
<tr>
<td></td>
<td>Solicit input from others in forming decisions and developing</td>
</tr>
<tr>
<td></td>
<td>organizational missions</td>
</tr>
<tr>
<td></td>
<td>Develop professional networks</td>
</tr>
<tr>
<td></td>
<td>Advocate on behalf of, provide consultation to, or</td>
</tr>
<tr>
<td></td>
<td>teach about programs addressing the health of mothers and</td>
</tr>
<tr>
<td></td>
<td>children</td>
</tr>
<tr>
<td></td>
<td>Apply ethical principles in research and practice settings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course development</td>
<td>Develop course objectives</td>
</tr>
<tr>
<td>Classroom techniques</td>
<td>Select appropriate readings</td>
</tr>
<tr>
<td>Student mentoring/guidance</td>
<td>Develop classroom activities</td>
</tr>
<tr>
<td>Grading</td>
<td>Develop evaluations</td>
</tr>
<tr>
<td></td>
<td>Facilitate class discussion (e.g., staying on topic, eliciting</td>
</tr>
<tr>
<td></td>
<td>input from all students, guiding discussion toward learning</td>
</tr>
<tr>
<td></td>
<td>objective)</td>
</tr>
</tbody>
</table>
Appendix B. Forms, Checklists, and Sample Documents
## MCH Doctoral Requirements – Students Entering with Master’s

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHCH 701/702 (if MPH not in MCH) (8 credits**)</td>
<td>8</td>
</tr>
<tr>
<td>MHCH 885/886: Research Methods (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>MHCH 801: Doctoral Seminar (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 859: Theoretical Foundations of Maternal and Child Health (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 862: MCH Evaluation Research (3 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Two Multivariate Statistics Courses (beyond master's work; min 6 credits)

1. [Course name]  
   | 3       |
2. MHCH 840: Two Internships (1 credit for each of 2 semesters)  
   1. Teaching, semester completed  
      | 1       |
   2. Research, semester completed  
      | 1       |
   3. Practice, semester completed (optional)  
      |         |

MHCH 740: Teaching Seminar (1 credit)  
   | 1       |

### Electives in substantive area (min 8 credit hours required if MHCH 701/702 not completed)**

1. [Course name]  
   |         |
2.  
   |         |
3.  
   |         |

Written Doctoral Comprehensive Exam [date completed]  
Oral defense of Dissertation Proposal [data completed]  
MHCH 840 Dissertation & final oral defense (min 6 credits)  
   | 6       |

### TOTAL CREDIT HOURS WITHOUT MINOR COURSEWORK

   | 38      |

## Graduate School Requirements Formal Minor

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Department/program: [Name]</td>
<td></td>
</tr>
<tr>
<td>Formal approval by MCH and minor department [Confirm approval]</td>
<td></td>
</tr>
<tr>
<td>Approval sent to Graduate School [Confirm sent]</td>
<td></td>
</tr>
<tr>
<td>Minor Requirements (15 hours)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. [Course name]</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>3</td>
</tr>
<tr>
<td>5. <strong>TOTAL CREDIT HOURS MINOR COURSEWORK</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS MAJOR AND MINOR COURSEWORK** 53

<table>
<thead>
<tr>
<th>Recommended Courses and Electives</th>
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</thead>
<tbody>
<tr>
<td>Bios 511 (SAS skills)</td>
</tr>
<tr>
<td>Independent Study</td>
</tr>
<tr>
<td>Theory-related course</td>
</tr>
</tbody>
</table>
### MCH Doctoral Requirements – MtD Students completing no minor coursework in master’s curriculum

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MHCH 885/886: Research Methods (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>MHCH 801: Doctoral Seminar (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 859: Theoretical Foundations of Maternal and Child Health (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 862: MCH Evaluation Research (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>Two Multivariate Statistics Courses (beyond master's work; min 6 credits)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 840: Two Internships (1 credit for each of 2 semesters)</td>
<td></td>
</tr>
<tr>
<td>1. Teaching, semester completed</td>
<td>1</td>
</tr>
<tr>
<td>2. Research, semester completed</td>
<td>1</td>
</tr>
<tr>
<td>3. Practice, semester completed (optional)</td>
<td></td>
</tr>
<tr>
<td>MHCH 740: Teaching Seminar (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>Electives in substantive area (8 credit hours required)</td>
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</tr>
<tr>
<td>1. [Course name]</td>
<td>3</td>
</tr>
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<td>2.</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
</tr>
<tr>
<td>Written Doctoral Comprehensive Exam [date completed]</td>
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</tr>
<tr>
<td>Oral defense of Dissertation Proposal [date completed]</td>
<td></td>
</tr>
<tr>
<td>MHCH 840 Dissertation &amp; final oral defense (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS WITHOUT MINOR COURSEWORK</strong></td>
<td><strong>38</strong></td>
</tr>
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Graduate School Requirements Formal Minor

<table>
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<th>Requirement</th>
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<tbody>
<tr>
<td>Minor Department/program:</td>
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<td>Formal approval by MCH and minor department [Confirm approval]</td>
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<tr>
<td>Approval sent to Graduate School [Confirm sent]</td>
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</table>
## Minor Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>1. [Course name]</td>
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</tr>
<tr>
<td>2.</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>3</td>
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**TOTAL CREDIT HOURS MINOR COURSEWORK**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS MAJOR AND MINOR COURSEWORK**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
</tr>
</tbody>
</table>

## Recommended Courses and Electives

- Bios 511 (SAS skills)
- Independent Study
- Theory-related course
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MHCH 859</td>
<td>Theoretical Foundations of Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 862</td>
<td>MCH Evaluation Research</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 801</td>
<td>Doctoral Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MHCH 858/866</td>
<td>Research Methods</td>
<td>6</td>
</tr>
</tbody>
</table>

Two Multivariate Statistics Courses (beyond master's work; min 6 credits)
1. [Course name] 3
2. MHCH 840: Two Internships (1 credit for each of 2 semesters)
   1. Teaching, semester completed 1
   2. Research, semester completed 1
   3. Practice, semester completed (optional)

MHCH 740: Teaching Seminar (1 credit)

Electives in substantive area
1. [Course name] 3
2. 3
3. 2

Written Doctoral Comprehensive Exam [date completed]
Oral defense of Dissertation Proposal [date completed]
MHCH 840 Dissertation & final oral defense (6 credits)

**TOTAL CREDIT HOURS WITHOUT MINOR COURSEWORK** 38
1. Completed in master’s curriculum: [Course name] 3*

2. Completed in master’s curriculum: [Course name] 3*

3. Completed in master’s curriculum: [Course name] 3*

4. Completed in doctoral curriculum: [Course name] 3

5. Completed in doctoral curriculum: [Course name] 3

**TOTAL CREDIT HOURS MINOR COURSEWORK DOCTORAL** 6

**TOTAL CREDIT HOURS MAJOR AND MINOR COURSEWORK** 44

**Recommended Courses and Electives**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bios 511 (SAS skills)</td>
</tr>
<tr>
<td>Independent Study</td>
</tr>
<tr>
<td>Theory-related course</td>
</tr>
</tbody>
</table>

*This example shows 9 credit hours in minor completed as a masters’ student, so only 6 additional hours are needed to complete the 15 minor credits. [NOTE: minor credits completed during the master’s curriculum cannot count toward MCH major requirements for the master’s degree.]*
# MPH Requirements MtD Students

## SPH Core Courses

Four public health courses, at least 3 in non-MCH departments (12 credits):
- **BIOS 600, or approved substitute**: 3
- **EPID 600, 710, or approved substitute**: 3
- **ENVR 600 or approved substitute**: 3
- **HBHE 600, or an approved substitute (e.g., MHCH 701)**

At least one course relevant to health services delivery systems

MHCH 701-702 meets this requirement (8 credits) 8

Three skills courses (10 credits), one of which must be:
1. MHCH 713/713L: Research Methods in MCH (or approved substitute) 4
2. 3
3. 3
4. 3

Four electives (may be MCH or outside MCH) (12 credits)
1. 3
2. 3
3. 3
4. 3

Field Training (MHCH 717, MHCH 718) (8 credits) 8

Oral Masters Comprehensive Exam

MHCH 993 Empirical Masters Paper (3 credits) 3

**TOTAL CREDIT HOURS MAJOR MASTER'S COURSEWORK** 50

* BIOS 511 (& lab), to be taken first fall semester concurrently with BIOS 600

[This example shows no minor coursework during master’s curriculum.]
**Doctoral Curriculum Committee (DCC)**

*Composed of at least three members, at least two of whom are full-time MCH faculty
(The DCC is a departmental requirement; form is for advisor and student services manager)*

First meeting at end of first semester

Date: __________________________________________

DCC members:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Minor Advisor

Final meeting to determine eligibility to take written comprehensive exam

Date of Meeting: __________________________________________

Anticipated semester/year of exam:

________________________________________________________________________

Signature of Advisor
MCH Written Comprehensive Examination

(This is an internal Department Form to track student progress. There is a different form for reporting results to the Graduate School.)

Date Began: ___________________________ Date Completed: ___________________________

Grade (high pass/pass/fail)

Retake (only if necessary)

Number of questions in retake: __________

Date Began: ___________________________ Date Completed: ___________________________

Grade (high pass/pass/fail) __________

Exam outcome reported to Graduate school:

Date ___________________________

Date (retake) ______________________
Proposal for Formal Minor

in ____________________________

for

_____________________________
(Student’s Name)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course number</th>
<th>Title</th>
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<td></td>
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</table>

__________________________  __________________________
Minor Advisor               Major Advisor
Date: ______________________  Date: ______________________

__________________________  __________________________
Doctoral Program Director    Doctoral Student
Date: ______________________  Date: ______________________

51
Forms to Submit

1. Report of Doctoral Curriculum Committee composition (filed when Doctoral Curriculum Committee is convened)
   *(The curriculum committee is a departmental requirement; form is for use of advisor and student services manager; not submitted to graduate school)*
   
   Date submitted: ______________________

2. Report of written comprehensive exam (filed when exam has been completed)
   
   Date submitted: ______________________

3. Report of Doctoral Dissertation Committee composition (filed when Doctoral Dissertation Committee is convened)
   
   Date submitted: ______________________

4. Report of first oral comprehensive examination (filed with student defends dissertation proposal)
   
   Date submitted: ______________________

5. Report of approved dissertation project (filed when student has been admitted to candidacy)
   
   Date submitted: ______________________

6. Report of the final oral comprehensive examination (filed after final dissertation defense)
   
   Date submitted: ______________________
Department of Maternal and Child Health
Required Course Exemption Form

Student’s Name

Core Course to be Exempted from: ________________________________

Basis for Exemption (please check one below):

_____ Equivalent course (request must include: course description and/or syllabus; copy of transcript; and copy of table of contents of textbook used, if any)

Title of Course: ________________________________
Institution: ________________________________

_____ Equivalent experience (attach detailed description of experience, including relevant titles, institutions/organizations, specific activities, and dates)

_____ Qualifying examination (this option is available at the instructor’s discretion)

Required Signatures

Does this action have the support of the student’s advisor?  ف  Yes  ف  No
Explaination:

Major Advisor
Date

Does this action have the support of the course instructor?  ف  Yes  ف  No
Explaination:

Required Course Instructor
Date

Does this action have the support of the Associate Chair for Graduate Studies?  ف  Yes  ف  No
Explaination:

Director of Graduate Studies
Date
Appendix C. Sample Internship Documents
| Student: | Jane Doe |
| Faculty: | Lew Margolis |
| Semester: | Fall 2013 |
| Course: | MHCH 701: Foundations of Maternal and Child Health |
| Credit Hours: | 1 |
| Schedule: | Minimum of 10 hours per week |
| Competencies Addressed: | Course development, Effective classroom techniques, Student mentoring/guidance |
| Activities: | To work with the course instructors to update reading materials and classroom activities, To lead and facilitate discussion groups, To attend class meetings and hold office hours for students with questions about the course topics or requirements, To grade assignments and provide feedback to students |
| Outcomes: | Reading materials and classroom activities, Mentoring experience |
| Meetings: | Weekly meetings with course instructor for planning and feedback and course attendance throughout the semester |

Signatures indicate agreement of course plan:

_____________________________  ____________________________
Lew Margolis, Faculty Member    Jane Doe, Student
Proposal for MHCH 840 (003): Research Internship
July 27, 2013

Student: Alejandro Murrieta
Faculty: Jon Hussey
Semester: Fall 2013
Credit Hours: 1
Schedule: Minimum of 10 hours per week

Competencies addressed:
- Review and synthesize research findings on an MCH topic
- Apply theory and develop conceptual models
- Formulate research questions and hypotheses

Activities:
- To assist faculty member in literature search and synthesis
- To develop a reference data base for a grant application
- To collaborate in drafting sections of the Background and Significance section of a grant application
- To collaborate with faculty member to develop a conceptual model derived of relevant theory
- To assist in the formulation of research questions and hypotheses

Outcomes:
- Reference data base
- Components of grant application

Meetings:
- Bi-weekly meetings will occur to assess progress and provide feedback on assignments, beginning the week of August 19.

Signatures indicate agreement of course plan:

_________________________________  ___________________________________
Jon Hussey, Faculty Member          Alejandro Murrieta, Student
### Proposal for MHCH 840 (002): Practice Internship  
#### July 27, 2013

<table>
<thead>
<tr>
<th><strong>Supervisor/Advisor:</strong></th>
<th>Janet Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong></td>
<td>Jane Smith</td>
</tr>
<tr>
<td><strong>Site:</strong></td>
<td>AHEC/UNC Reproductive Health</td>
</tr>
<tr>
<td><strong>Credit Hours:</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Schedule:</strong></td>
<td>Minimum of 10 hours per week</td>
</tr>
</tbody>
</table>

#### Competencies addressed:
- Effective managerial skills
- Develop professional networks

#### Activities:
1. Facilitate the establishment of the AHEC/UNC Reproductive Health Research Network by:
   2. Promoting communication with Coastal and Mountain AHECs within the School of Public Health.
   3. Planning for key components of the network including mini-grants, seminars, and future network activities.
   4. Providing logistical support for all components of the network.
   5. Providing regular updates to supervisor regarding developments in the project.

#### Outcomes:
1. Funding of first mini-grants through the network.
2. Schedule one to three teleconference seminars between network sites in the spring of 1999.
3. Awareness of the network among MCH faculty.
4. Regular updates and logistical communication with the network coordinators.
5. Investment by member sites indicated by planning for activities beyond year one of project.
6. Final report of progress to supervisor.

**Grading:** Pass/Fail

**Signatures indicate agreement of course plan:**

____________________________  ______________________________
Janet Jones, Faculty  Jane Smith, Student

____________________________  ______________________________
Date

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Health Behavior (HB)

The Health Behavior department requires minor students to take the doctoral seminars: HBHE 815 (Foundations of HBHE I), HBHE 816 (Foundations of HBHE II), and HBHE 811 (Development of Health Promotion and Disease Prevention Interventions). In addition, students who have not had a similar course in their prior master's program or as part of their doctoral training on behavioral science theories must take HBHE 730 (Social and Behavioral Science Foundations) as a pre-requisite to HBHE 816. First year doctoral students take HBHE 815 and 816 in the fall and spring semesters, and second year students take HBHE 811 in the fall semester. HBHE 730 is also a fall semester course. Additional coursework, to complete the full 15 hours required for a minor, would be determined in consultation with the student's minor advisor.

Epidemiology (EPID)

Minor requirements below taken from EPID webpage, July 30, 2013
Note that EPID has a form for requesting approval of an Epi minor, which can be accessed at:

http://www2.sph.unc.edu/epid/minoring_in_epidemiology_17084_11718.html

CRITERIA FOR MINORING IN EPIDEMIOLOGY

The department’s Graduate Studies Committee has established a set of guidelines as to what constitutes a minor in this department. The following criteria must be met to declare a minor in Epidemiology:

- Doctoral level status
- Minimum of 15 credits hours in EPID
- EPID 710 and EPID 715/EPID 716 (co-requisites), with the remainder of credits in any other substantive epidemiology courses.

[EPID 705 is a pre-requisite for EPID 715, but does not count toward the minor.] Do not list this course on your minor declaration form.

Additional Criteria:

- EPID 600 hours will not count toward a minor in epidemiology.
- Neither independent study hours nor research hours will count toward an epidemiology minor.
- No transfer courses will count toward an epidemiology minor.
- The EPID Office of Student Services [MC 2106] will assist in the planning of appropriate courses.
- A minor advisor is not required.
- Approval of the minor must be verified by the Department of Epidemiology, Office of Student Services, prior to declaring the minor. A form required for declaring the minor is available from the Student Services Office. The form must be signed by the major advisor and the Department of Epidemiology’s Assistant to the Chair for Graduate Studies. The student must file a copy with the Department of Epidemiology Student Services Office and the student’s major department. The student is responsible for filing the original with The Graduate School.
- Per Graduate School policy, “if the dissertation involves the minor field, the dissertation committee must include at least one member from the minor field.”
- Effective Fall 2005, students must earn a grade of P or better in courses applying to the minor.
- The Department’s “L” grade policy applies to core methods courses for all minor students.
"L" Grade Policy:
The following policy applies to a grade of L in an Epidemiology "core methods" course (i.e., EPID 705, EPID 710, EPID 715, EPID 716, EPID 718, and EPID 722):

• A grade of L in a core methods course requires that a meeting among the student, the advisor, the course instructor, and the Student Services Office take place within two weeks. The purpose of the meeting is to ascertain the factors associated with the poor performance and to implement the steps described below. The student’s advisor is responsible for initiating this meeting at the earliest convenience of all involved.

• Students who receive a grade of L in a core methods course must re-take the course and receive a minimum of a P, unless exempted as described below.

• The student is expected to retake the course – or to be granted an exemption by the GSC – within one year of taking the core methods course that resulted in an L grade. If this time line is not met the student must ask his/her advisor to present an alternative time line to the GSC.

• The time line for a student’s Intradepartmental Review is not affected by an L grade.

• Students who take a core methods course as part of a minor in epidemiology are required to adhere to the L grade policy of the Department of Epidemiology.

Conditional advancement to a higher-level course for a student who receives a grade of L in a core methods course.

• Students who receive a grade of L in a core methods course may advance to the pertinent higher-level methods course in epidemiology (prior to re-taking the course in which they received an L) only if approved by the instructor of the higher-level course and endorsed by the student’s advisor.

Exemption from the requirement to re-take a core methods course.

• A high performance in the higher-level course (above the 85th percentile) allows the student to submit a request to the GSC to be exempted from having to re-take the lower level course graded as ‘low pass’ (L).

Questions should be directed to: Nancy Colvin, Assistant to the Chair for Graduate Studies (966-7459; ncolvin@unc.edu) or Carmen Woody, Student Services Manager (966-7458).

The Epi Minor course sequence follows nearly the same course as the methods sequence, with the latter encompassing a couple more courses. Note that a couple changes may have been made regarding co-requisites; students should confirm with Epi that all of these courses are needed for the minor:
Appendix E. Other Course Options
Qualitative Research Methods Coursework

There are three introductory level qualitative methods courses in the School of Public Health:

MHCH 740 (025) Qualitative Research Methods for Maternal and Child Health

This introductory course in qualitative research methods is designed to assist students to develop basic skills for critiquing qualitative research and for designing qualitative research studies; for collecting, managing, and analyzing qualitative data; and for presenting research findings. Through class exercises and assignments, graduate students will develop basic qualitative research and data analysis skills and will explore different approaches to qualitative research and how these might apply to maternal and child health. Prerequisite: MCH graduate student or permission of the instructor. Green, Spring

HBHE 753: Qualitative Evaluation and Research Methods

Prerequisite, HBHE 750 or equivalent. Theoretical and methodological approaches of applied medical anthropology for health program development and evaluation. Field methods for collecting and analyzing data through observation, interviewing, group methods, and case studies. Fall. Maman

HPM 886: Qualitative Methods in Health Services Research (3).

This course introduces students to the purposes, approaches, and methods of qualitative research methods used in health services research. Students will gain experience with study design, data collection, and analysis. Fall. Prerequisite: HPM 885

Comments: Based on syllabus review, it appears that HBHE 753 provides a good and practical overview and is particularly strong in practicing data collection skills, an important component of qualitative work. It has a practical project that is done in groups. The professor also draws on relevant (the MCH) examples from her international reproductive health work. HPM 886 provides an introduction and appears to be designed as an overview for people who are primarily interested in quantitative methods but would like to know a little and be better consumers of qualitative work.

There is also a well-liked two-semester sequence in Nursing.

NURS 977/979: NURS 977 (Qualitative Methods): which examines the philosophical orientation and methods of qualitative techniques including grounded theory and phenomenology, consideration of research designs, ethical issues, issues of rigor, data collection, and analysis, and NURS 979 (Qualitative Analysis) which emphasizes the work of analysis and interpretation. Students apply relevant qualitative techniques to their own data

Typically students take the first course during the fall of one year and the second one during the following year (a full year later). The second one is only offered every other spring. NURS 977 delves into the philosophical underpinnings for qualitative work and talks about different qualitative traditions (e.g., ethnography, grounded theory, etc...) There is a good deal of reading of qualitative work throughout. There is some attention (but not a lot) to data collection. NURS
is about analysis approaches and practicing coding—learning through doing. While students do use qualitative software, it is not taught in the class itself. While still introductory in nature, both classes are time-intensive.

For more specialized qualitative course work, students might consider “Anthropology for Ethnography” (ANTH 809 and 860) and “Education for Case Study Methods” (EDUC 883).

Miscellaneous Other Course Suggestions

Seminar Series at the Center for Developmental Science - MCH students interested in human development should keep an eye on the CDS schedule - or, if the topic is especially relevant to their work, consider enrolling in the CDS class for credit. One student comments that “taking the class for credit is also a great professional development opportunity - the class essentially consists of a small group discussion with each week's speaker about their research and career trajectory.”

The course GRAD 704, Effective Presentation Skills, is offered through the Graduate School's professional development program for 1 credit.

There is also a public speaking class in the business school taught by Judy Tisdale.
Appendix F. Example Materials for Curriculum Committee Meetings
Curriculum Committee Meeting for Jane Student

DATE
12:30 – 1:30 pm
McGavern-Greenberg, Room 2301

AGENDA

Attendance:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. One (Chair)</td>
<td>MCH faculty</td>
<td><a href="mailto:docone@unc.edu">docone@unc.edu</a></td>
</tr>
<tr>
<td>Dr. Two</td>
<td>MCH faculty</td>
<td><a href="mailto:doctwo@unc.edu">doctwo@unc.edu</a></td>
</tr>
<tr>
<td>Dr. Three</td>
<td>MCH faculty</td>
<td><a href="mailto:docthree@unc.edu">docthree@unc.edu</a></td>
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</tbody>
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I. Introductions and Meeting Purpose

II. Review of Proposed Coursework
   a. Maternal and Child Health Coursework
      Research and teaching internship ideas?
   b. Specialization Area Coursework
      Recommended courses or readings on social network analysis?
   c. Research Methods Coursework
   d. Minor Area Coursework

III. Funding
   a. Current
   b. Options for 2nd year funding:
   c. Third year options and suggestions

IV. Comprehensive Exams
   a. Will take after 2nd year

V. Dissertation plans

VI. Open Discussion

VII. Next steps
**Attachment A: Proposed Coursework By Semester**

### Fall 2011 (14 credits):
- MHCH 701 4 Foundations in MCH
- BIOS 511 3 Introduction to Statistical Computing and Research Data
- EPID 705 2 Introduction to Logic and Probability Logic in Epidemiology
- EPID 710 4 Fundamentals of Epidemiology
- MHCH 801 1 Doctoral Seminar
- MHCH 690 1 Topics in MCH: Human Sexuality

### Spring 2012 (16 credits):
- MHCH 702 4 Foundations in MCH
- MHCH 740B 3 Maternal and Child Health Services Research Methods
- BIOS 145 3 Principles of Experimental Analysis
- EPID 715 5 Theory and Quantitative Methods in Epidemiology

### Fall 2012 (12 credits):
- MHCH 859 3 Theoretical Perspectives on Maternal and Child Health
- EPID 718 3 Epidemiologic Analysis of Binary Data
- EPID 719 1 Readings in Epidemiologic Modeling
- MHCH 840 1 Doctoral Internship-Teaching
- MHCH 740 1 Teaching Seminar
- EPID 825 3 Social Determinants of Health: Theory, Method, and Intervention

### Spring 2013 (13 credits):
- MHCH 716 3 International Family Planning and Reproductive Health
- MHCH 722 3 Issues in International Maternal and Child Health
- MHCH 862 3 Maternal and Child Health Program Evaluation
- HBHE 189 3 Adolescent Health Risk Behaviors
- MHCH 840 1 Doctoral Internship-Research

### After First Two Years (Potential):
- BIOS 165 3 Analysis of Categorical Data (Fall)
- PSYC 330 3 Multilevel Models or
- SOCI 318 3 Longitudinal and Multilevel Data Analysis
- HBHE 303 3 Social Relationships and Health (Spring)
- SOCI 217 3 Social Psychological Theory
- SOCI 229 3 Social Structure And Personality
- PSYC 155 3 Peer Relations
- SOCI 312 3 Seminar on Social Networks
- EPID 141 2 Problems in Epid: Social Epi: Analysis and Interpretation (Spring)
- DUKE SOC 225F.01: Social Networks

*NOTE: In this example, only MCH and EPI course numbers have been updated.*
### Attachment B: Proposed Coursework By Area of Competence

#### Maternal and Child Health (22 credits)

<table>
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<th>Course Title</th>
<th>Term</th>
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<td>MHCH 701</td>
<td>Foundations in MCH</td>
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<td>MHCH 702</td>
<td>Foundations in MCH</td>
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<td>MHCH 859</td>
<td>Theoretical Perspectives in MCH</td>
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<td>MHCH 722</td>
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<td>MHCH 801</td>
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<td>MHCH 802</td>
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<td>Doctoral Internship-Teaching</td>
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<td>MHCH 840</td>
<td>Doctoral Internship-Research</td>
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<td>1 credit</td>
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<tr>
<td>MHCH 740</td>
<td>Doctoral Teaching Seminar</td>
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<td>1 credit</td>
</tr>
<tr>
<td>MHCH 716</td>
<td>International Family Planning and Reproductive Health</td>
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#### Research Methods (30 credits)

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<td>MHCH 740B</td>
<td>Maternal &amp; Child Health Services Research Methods II</td>
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<td>Introduction to Logic &amp; Probability Logic</td>
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<td>EPID 710</td>
<td>Fundamentals of Epidemiology</td>
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<td>EPID 715</td>
<td>Theory and Quant Methods in Epidemiology</td>
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<td>BIOS 145</td>
<td>Principles of Experimental Analysis</td>
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<td>EPID 718</td>
<td>Epidemiologic Analysis of Binary Data</td>
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<td>3 credits</td>
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<td>EPID 719</td>
<td>Readings in Epidemiologic Modeling</td>
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<td>EPID 733</td>
<td>Clinical Trials in Epidemiology</td>
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<td>MHCH 862</td>
<td>Program Evaluation</td>
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<td>PSYC 330</td>
<td>Multilevel Models or</td>
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<tr>
<td>SOCI 318</td>
<td>Longitudinal and Multilevel Data Analysis</td>
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#### Specialization–Social Networks & Adolescent Reproductive Health (goal 12 credits)

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<td>EPID 825</td>
<td>Social Determinants of Health</td>
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<td>HBHE 303</td>
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<td>SOCI 217</td>
<td>Social Psychological Theory</td>
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<td>SOCI 229</td>
<td>Social Structure And Personality</td>
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<td>PSYC 155</td>
<td>Peer Relations</td>
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<td>SOCI 312</td>
<td>Seminar on Social Networks</td>
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<td>DUKE SOC 225F.01</td>
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#### Minor- Epidemiology (18 credits)

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<td>Fundamentals of Epidemiology</td>
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<td>EPID 715</td>
<td>Theory and Quant Methods in Epidemiology</td>
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<td>EPID 825</td>
<td>Social Determinants of Health</td>
<td>Fall 2012</td>
<td>3 credits</td>
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<tr>
<td>EPID 718</td>
<td>Epidemiologic Analysis of Binary Data</td>
<td>Fall, 2012</td>
<td>3 credits</td>
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<tr>
<td>EPID 719</td>
<td>Readings in Epidemiologic Modeling</td>
<td>Fall 2012</td>
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*Potential courses after first two years
Attachment C: Statement of Dissertation Interests and Plans

I am interested in ............. I also am interested in ............... I hope to use XXXX data .................to explore these issues.
# Appendix G. Illustrative Sequence and Timetable

<table>
<thead>
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<th>Academic Event</th>
<th>Semester after Entry</th>
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<tbody>
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<td>Complete competency self-assessment</td>
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<tr>
<td>First meeting doctoral curriculum committee</td>
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<tr>
<td>Completion of minimum graduate-level course requirements</td>
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<tr>
<td>Completion of formal minor coursework</td>
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<tr>
<td>Completion of internships</td>
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<tr>
<td>Complete 2(^{nd}) competency self-assessment and e-portfolio</td>
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<td>Written comprehensive examination</td>
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<tr>
<td>Selection of doctoral dissertation committee</td>
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<tr>
<td>Oral qualifying examination (proposal defense)</td>
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<tr>
<td>Admission to doctoral candidacy</td>
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<tr>
<td>Submission of dissertation</td>
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<tr>
<td>Final oral defense of dissertation</td>
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<tr>
<td>Complete online evaluation of doctoral training</td>
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