



# **Public Health Leadership Program**

**MPH Student Handbook**

**2018-2019**

**The University of North Carolina at Chapel Hill**

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## Purpose of Handbook

Dear Entering Public Health Leadership Program (PHLP) Master's Student:

Welcome to the UNC-Chapel Hill Gillings School of Global Public Health and the Public Health Leadership Program! We look forward to working together with you to make your journey to a master's degree as productive and enriching as possible.

This Student Handbook is designed to serve as a guide for residential students as you navigate your way toward your MPH. In this handbook, we outline both opportunities and obligations of students to contribute to your successful education here at UNC. In the spirit of continuous quality improvement (CQI), we welcome your feedback on this document.

This academic year (August 2018 – July 2019) PHLP has several types of MPH students including:

- PHLP MPH Health Care & Prevention (HC&P) Track students
  - Full-time, residential students
- Gillings MPH Leadership in Practice (LP) concentration students
  - Full-time and part-time, residential students
- Gillings MPH Leadership in Practice (LP) at Asheville students
  - Full-time, residential students
- MPH@UNC, the online Gillings MPH Leadership in Practice (LP) concentration students
  - Part-time, online students, who will have a stand-alone Handbook as they will undertake their coursework in a separate learning management system than our residential students.

Each student's situation is slightly different, depending on the area of study and whether student participation is residential (at Chapel Hill or Asheville) or online. Our goal is to facilitate the best growth and learning experience for you within the existing structure. Working with and through your adviser will help you reach that goal. This document is by no means exhaustive, so please ask your adviser or another PHLP faculty or staff member if you need more information or any clarifications. Please feel free to visit our program website for additional information (<https://sph.unc.edu/phlp/phlp/>).

Thank you for choosing our program at UNC. We look forward to getting to know you better and working with you to make your educational experience the best it can be!

Sincerely,



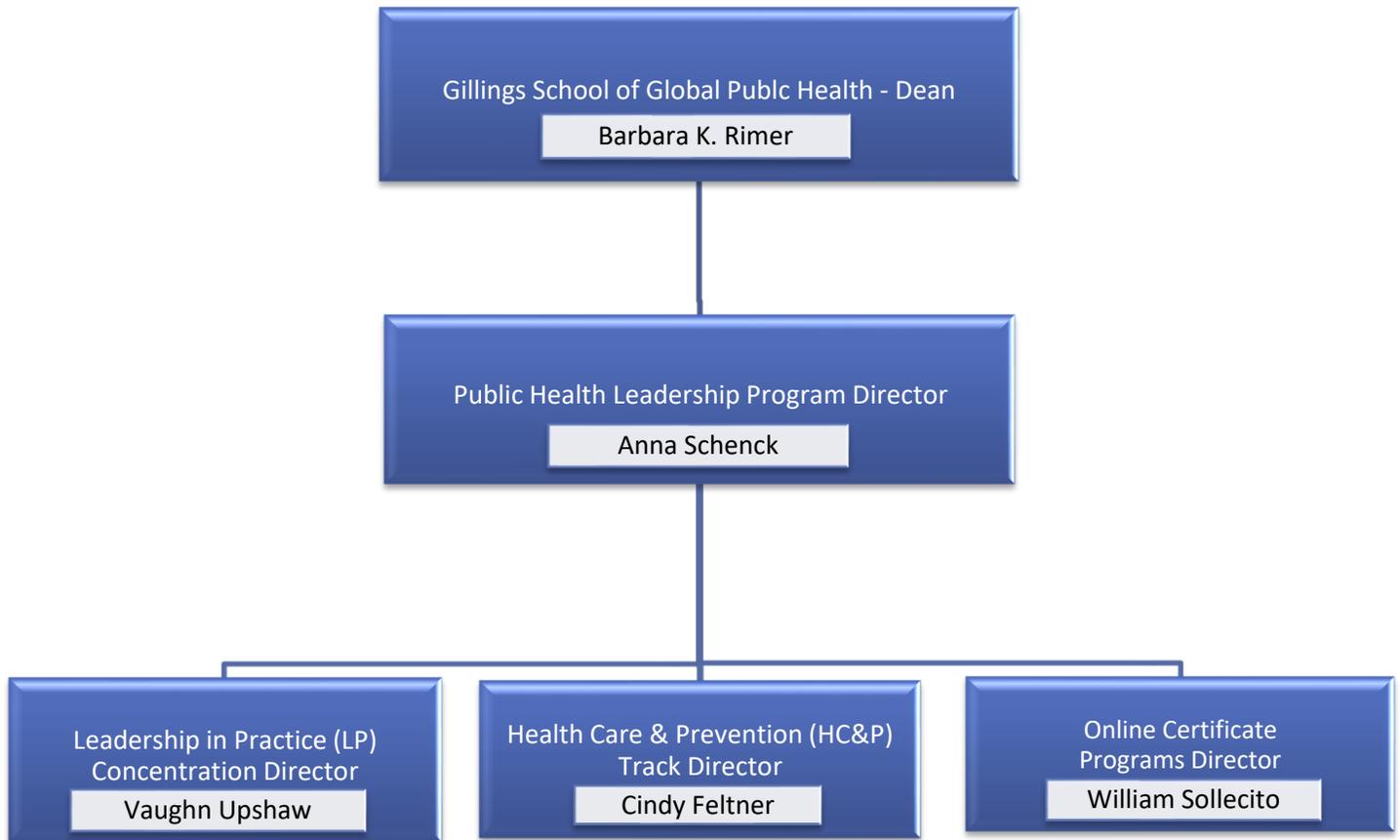
Anna P. Schenck, PhD  
Professor of the Practice and Director  
Public Health Leadership Program

## **Faculty and Organization of Public Health Leadership**

The faculty of the Public Health Leadership Program (PHLP) is a small but diverse group of educators, with experience in both professional and academic environments. The core faculty collaborates with professors from the Schools of Medicine and the Gillings School to produce a curriculum built around principles of leadership and public health best practices.

The PHLP staff coordinates and supports the Program, providing crucial resources to the faculty and information to students whose connection to the University is often a virtual one. The staff is practiced at meeting the different needs of online and residential students as well as alumni and prospective applicants. For PHLP organization and structure, see the following chart on p. 7. For Gillings School of Global Public Health structure, refer to: <https://sph.unc.edu/resource-pages/our-people-cau/>

## Leadership and Organizational Structure of PHLP



*See PHLP website for a complete listing of faculty and staff: <http://sph.unc.edu/phlp/our-faculty-and-staff-8/>*

## **Section I. Overview of Public Health Leadership Program**

The Public Health Leadership Program (PHLP) is dedicated to preparing leaders in public health practice and building linkages between professionals in academic and community-based organizations. A major feature of the PHLP academic program is the interdisciplinary focus, building on the research, teaching and service functions of the seven departments within the Gillings School of Global Public Health. The principles and concepts provided in your PHLP course of study will prepare you for a career in a wide variety of practice settings, including governmental public health agencies, hospitals, health care systems, environmental advocacy and policy groups, migrant, rural and community health centers, business and industry.

Students pursuing an MPH in PHLP select from one of two options: Health Care & Prevention (HC&P) Track and Leadership in Practice (LP) concentration. A traditional, residential learning format is available for students in both. An online learning option is available to students in LP. The curriculum is designed to allow flexible, customized programs of study to meet students' needs through the use of elective courses from across the School.

The MPH course of study requires **a minimum of 42 credit hours**. To earn the MPH degree, students are required to meet the School's MPH core course requirements, and to develop competencies specific to either the HC&P Track or the LP concentration. All students are required to pass a Comprehensive Exam, complete an Applied Practice Experience (APE) and an Integrated Learning Experience (ILE). The Comprehensive Exam provides you the opportunity to bring your cumulative knowledge to bear on contemporary public health issues. The APE (hereinafter referred to as "Practicum") provides a practice-based experience designed to apply learning as well as develop new competencies. The ILE (hereinafter referred to as the "Master's Paper") is a culminating experience and an opportunity to study, discuss and write on a public health topic in-depth. The specifics of each of these requirements vary by Track/concentration. Please refer to the section detailing the operations of your particular area or check with your adviser.

Additional sites providing information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures are published annually in [Graduate School Handbook](#) and other informative publications can be accessed on the Graduate School website at: <http://gradschool.unc.edu/guidebooks.html>

### **Public Health Leadership Program – Faculty Advisers**

Students in the Leadership in Practice (LP) concentration are assigned an academic adviser before they matriculate into their MPH program. These advisers are assigned to align with the students experience to date and MPH interests, given faculty availability. **The Director and Associate Director of the HC&P Track serve as academic advisers for all HC&P students until the student undertakes their practicum and master's paper.** All MPH students are welcome to consult with the PHLP's Director of Graduate Studies, who will keep the assigned adviser informed of relevant details.

The PHLP Policy on Academic Advising is:

1. The academic adviser is responsible for:
  - ◆ collaborating with the student on overall program planning and selection of specific courses;
  - ◆ providing primary guidance on the Master's Paper, including active participation in the establishment of a primary goal and approval of an additional reader with expertise relevant to the topic and complementary to that of the adviser; and
  - ◆ primary responsibility for approving and facilitating field experiences.
2. In some circumstances, students may request to change advisers. A student contemplating such a change should:
  - ◆ discuss the proposal with their current adviser;
  - ◆ discuss the proposal with the potential new adviser; and
  - ◆ meet with the Director of Graduate Studies or the director of their Track/concentration.
3. Any exceptions to the Policy on Academic Advisement must be approved by the Director of PHLP, Dr. Anna Schenck.

All students have direct access to the following individuals if they have any questions about the program, need supportive resources, and desire faculty input:

- Cindy Reilly, PHLP Student Services Manager
- Michele Fulton, PHLP Student Services Specialist
- Kristen Hurdle, PHLP Student Services Specialist
- Lori Evarts, PHLP faculty & Director of Graduate Studies
- Julea Steiner, PHLP faculty & Director of Professional Development

### **PHLP Faculty Members Who Serve as Academic Advisers to MPH Students**

Lori Carter-Edwards  
 Karine Dubé  
 Lori Evarts  
 Cindy Feltner  
 Travis Johnson  
 Dan Jonas  
 Aimee McHale  
 Wanda Nicholson

Susan Randolph  
 Rohit Ramaswamy  
 Dana Rice  
 Anna Schenck  
 Bill Sollecito  
 Julea Steiner  
 Sue Tolleson-Rinehart  
 Vaughn Upshaw

Students in the Health Care & Prevention (HC&P) Track will determine their adviser based on the type of practicum and master's paper they wish to pursue. Until this time, the HC&P Track Director and Associate Director, Dr. Cindy Feltner and Dr. Sue Tolleson-Rinehart, can be consulted as well as the Director of Graduate Studies, Lori Evarts.

*The following guidelines for the PHLP MPH degree were developed to conform to Gillings School of Global Public Health and University requirements.*

## **Student Responsibilities**

### **Public Health Leadership Program Student Agreement/Charter**

You will have the flexibility to choose from a range of courses. With these choices comes a set of student responsibilities that must be met to ensure the timely completion of all degree requirements. The requirements for receiving an MPH are outlined in this handbook. **Your first obligation is to read and understand this handbook.**

Your other specific requirements are to:

1. Meet with your adviser to develop a degree plan, including documentation in support of requests for course transfer credits and requests for course exemptions or core course substitutions, early in your first semester or at orientation.
2. Arrange periodic (at least once per semester) check-ins with your adviser to review progress and discuss options for electives, practicum opportunities and Master's Paper topics. These check-ins can be conducted via email, telephone, or in person. In addition to check-ins, your adviser should be informed as soon as possible of any problems, personal or otherwise that may interfere with program or course completion. <https://registrar.unc.edu/academic-calendar/>
3. Students are expected to read all messages from the Student Services Manager and Team. These messages will generally be sent by Cindy Reilly or Kristen Hurdle. You are also expected to read and review all messages sent through the PHLP Central Sakai site.
4. Students are expected to thoroughly review and regularly check the PHLP Central site available on Sakai <https://sakai.unc.edu/welcome/>. All documents with official information about Masters Papers, Practica, Comprehensive Exams, this Handbook, and other degree information are stored on the PHLP Central site for you to access at any time.
  - It is your responsibility to review requirements for the degree components and communicate any questions you may have.
5. Pay your cashiers bill so you do not have a hold on your account that will prevent or cancel your registration. <https://cashier.unc.edu/payment-options/>
6. Register for courses at the appropriate time for each semester with approval from your adviser for any deviations from your degree plan, so that you:

- Meet the school-wide MPH core competencies – completion of the five core courses, or in some limited cases the documented approved substitutes, in a timely manner;
  - Meet the Track/concentration competencies requirements by enrolling in required courses and elective courses that are consistent with your degree plan and your career plans;
7. Comply with rules regarding drop, add and auditing of courses. <https://registrar.unc.edu/guide/> These rules need to be carefully followed to avoid financial penalties. It is the student's responsibility to understand and adhere to those rules. Your adviser and student services manager will help with the filing of necessary forms, including obtaining permission from the graduate studies director or program director for all appropriate drop/add/audit requests.
- \*\* Make sure you know the opening date and time for your registration in order to have the greatest chance of obtaining the classes you want. <https://registrar.unc.edu/guide/registration-tasks/registration-faqs/>
8. Be aware of the Graduation Checklist for your MPH Concentration and the [steps to be cleared for graduation](#).
9. [Register to take](#) and pass the PHLP MPH comprehensive examinations during the regularly scheduled examination period per your degree plan.
- Please note that the comprehensive exams are based on the required and recommended elective concentration-focused courses; so, deviation from courses in your degree plan and those recommended in this handbook may jeopardize your ability to pass the comprehensive examinations.
  - You must be an enrolled student in the semester that you plan to take the comprehensive exam; enrolled in  $\geq 1$  credit hour course.
10. Completion of this program requires enrolling in PHLP and school-wide MPH required core courses, some required courses might only be offered in a distance (non-residential or hybrid) format.
11. Required elements to complete your applied learning experience/Practicum follow.
- a. Meet with your adviser to gain approval to register for this course and obtain an email of this approval to register for a specific semester. Register for the practicum (PUBH 886) in your adviser's section (each adviser has a separate section number)
  - b. Complete all required work (a minimum of 200 hours for Leadership in Practice and a minimum of 140 hours for Health Care and Prevention) and the associated forms and work products in a timely manner. You are directly responsible for:
    - Choosing and negotiating a practicum agreement with an outside agency;
    - Securing your practicum preceptor;
    - Obtaining documented approval of your practicum from your adviser prior to initiating your practicum;

- Submitting all required practicum documentation and forms in the format and manner as described in this handbook and on the Sakai PHLP CENTRAL Practicum page.

12. Required elements to complete your integrated learning experience/Master's Paper follow.

- a. Meet with your adviser to gain approval to register for your master's paper course and obtain an email of this approval to register for a specific semester. Forward this email to the Student Services Manager to be registered for your master's paper (PUBH 992) in your adviser's section (each adviser has a separate section number).
- b. Discuss your topic with your adviser to determine an appropriate second reader who is generally considered a content expert and one who has an advanced degree.
- c. Discuss and develop with your adviser (first reader) and second reader a mutually agreeable plan for the timing, scope, and review process of your master's paper.
  - Your responsibility also includes identifying an appropriate second (content expert) reader.
  - Please be advised that some faculty have part time appointments and are not available to read/approve masters papers during off-semester times.
  - You must complete and obtain final approval of your Master's Paper per the [UNC Graduate School deadline](#) to remain eligible for graduation during the respective semester. If you are unable to complete your paper by the conclusion of the semester, you are required to register and pay for the master's paper course in the subsequent semester to complete your paper.

In special circumstances independent studies can be arranged; contact your adviser for further information on independent study opportunities. NOTE: A formal learning contract will need to be developed, reviewed and approved by the PHLP Curriculum Committee in the semester before an independent study can be taken.

Students are encouraged to regularly frequent the school-wide website at <https://sph.unc.edu/students/office-of-student-affairs/>

Additional campus-wide graduate student policies and guidance are provided on the UNC Graduate School website at <http://gradschool.unc.edu/>

### **Accessibility Services**

Students with a disability should register before classes begin with the Office of Accessibility Resources and Service (<http://accessibility.unc.edu/students>) and should consult with the office on the steps to request services and reasonable accommodations.

If you have any concerns at all about the process or about completing the form including concerns about, for example, your potential eligibility for services, your documentation or lack of

documentation, confidentiality please contact ARS via 919 962 8300 or [accessibility@unc.edu](mailto:accessibility@unc.edu) for assistance.

The Documentation and Accommodations review process typically takes a minimum of 10 working days following receipt by ARS; the submission of the [Self ID form](#) does not, in itself, constitute registration with Accessibility Resources & Service. Our Documentation and Accommodations Review Committee typically meets weekly and following the review you will receive a response from ARS advising you of the next steps to take.

**Accommodations are not retroactive.** Students must request accommodations as far in advance as possible to allow for implementation. Waiting until the last minute jeopardizes the chances of utilizing accommodations.

Students are approved for a general list of accommodations based solely on their supporting documentation. The actual use of accommodations in courses is determined on a case-by-case basis. **Students must contact Instructors to implement accommodations.** Instructors will consult with the ARS when a requested accommodation may alter the essential requirements, academic standards or educational outcomes of the course.

The provision of accommodations, including resources and services, is intended to ensure equal access, not guarantee success, in the academic environment.

## **Academic Environment**

UNC-Chapel Hill is a world-class research university. It serves the people of the State of North Carolina by attracting and retaining the very best faculty, staff, and students from around the state, the country, and the world. The Public Health Leadership Program (PHLP) is fully committed to the health and well-being of our faculty, staff, and students. In keeping with our mission to improve the lives of populations both locally and globally, we are fully committed to the University's [Policy Statement on Non-Discrimination](#), which prohibits discrimination on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status and which remains unchanged and continues to be in full force. We agree with Chancellor Folt and other campus leaders, who recently stated: "All that Carolina has worked hard to establish over the decades – policies including protections for sexual orientation and gender identity, and fostering a culture of acceptance, respect for one another, and human dignity above all else – remain a fundamental cornerstone of what our University aspires to be."

The PHLP takes this opportunity to reaffirm our commitment to and respect for the LGBTQ community. We at the PHLP continue to strive to create an inclusive and respectful environment for each and every individual.

## **Student Engagement**

Public Health Leadership Program students (residential and online) have many opportunities to engage in a wide variety of activities.

## **Public Health Leadership Student Association (PHLSA)**

The Public Health Leadership Student Association (PHLSA) is an officially recognized UNC student organization <https://studentlife.unc.edu/organization/PHLSA> that seeks to provide community service, professional development, academic and social opportunities for students at the Gillings School of Global Public Health and across campus interested in multidisciplinary leadership.

The following positions make up the leadership team for PHLSA. These individuals will self-nominate and be elected by membership.

- Co-presidents- (open to PHLP students only) each president is responsible for managing the student members engagement and efforts.
- Treasurer- (open to residential students) maintain the finances and ensure adequate funding for the organization. Provide guidance on any financial responsibilities of members.
- Communications and Membership Chair- (open to residential or online students) responsible for communications within the group (for example: meeting minutes, activity reports, recruitment announcements, etc.) and is responsible for employing recruitment and membership retention activities. Also responsible for branding our program and expanding our presence within the University and the greater community. Will use social media to engage residential and online members and other potentially interested UNC students.
- Networking and Professional Development Chair- (open to residential or online students) responsible for helping to identify, development and plan opportunities for networking events with alumni and current students as well as convening speakers and hosting events that address professional development 2-3 events/academic year is the initial plan, where an academic year (and fiscal year) begin July 1st and end on June 30th.
- Community Service & Social Events Co-Chairs- (open to residential and online students) responsible for planning events that engage communities near Chapel Hill, NC and with nationally represented organizations to afford opportunities for non-local online students participation, and identify, plan and host fun social events that build connections and lasting relationships between our members (2-3 of each events/academic year).

The Board will hold a vote to select new members to leadership positions at least three months prior to position opening so that the student who is vacating the position may be available to transfer the role and responsibilities.

<b>2018-2019 PHLSA Leadership Board</b>		<b>Role</b>
Victoria Pless	<a href="mailto:viclynn@live.unc.edu">viclynn@live.unc.edu</a>	Co-President (residential Chapel Hill)
Alison Napier	<a href="mailto:alnapier@unc.edu">alnapier@unc.edu</a>	Co-President (part-time)
OPEN		Treasurer (residential Chapel Hill)
OPEN		Communications & Membership

Flora Barrow	<a href="mailto:fbarrow@live.unc.edu">fbarrow@live.unc.edu</a>	Networking & Professional Development
Anshula Nathan	<a href="mailto:anshula@live.unc.edu">anshula@live.unc.edu</a>	Community Service & Social Events
Julea Steiner	<a href="mailto:jsteiner@unc.edu">jsteiner@unc.edu</a>	Faculty Adviser

Funds will be obtained through participation in Graduate and Professional Student Federation meetings as a department senator for the Public Health Leadership Program and requesting program funding through the Graduate and Professional Student Association. (see <https://gpsf.unc.edu/financial-allocations/>) PHLSA will also apply to any other funding opportunities as they present.

Mutual respect and inclusivity are to be honored, and above all we commit to work together to train future public health leaders.

## Graduate and Professional Student Federation

The Graduate and Professional Student Federation (GPSF) is a representative advocacy organization dedicated to serving all graduate and professional students at UNC-CH. We advocate for improved campus and community resources to campus administrators and state and federal legislatures. We collaborate with the university administration, faculty, staff, and undergraduate students to create policies that respond to the particular needs and interests of all graduate and professional students. We connect graduate and professional students both socially and intellectually across disciplines.

- **External appointments** offer the opportunity to make direct contributions to University policy, increase the visibility and voice of graduate and professional students and gain relevant experience in academia with a low time commitment. Visit the [External Appointments page](#) to view vacant positions, and email [gpsfexternal@unc.edu](mailto:gpsfexternal@unc.edu) to apply.
- **GPSF Senators** seek to discuss and reach consensus about graduate/professional student issues, and also to award funds for events and travel. Visit the [Senate page](#) to view departments with vacant senator spots, and email [gpsfinternal@unc.edu](mailto:gpsfinternal@unc.edu) to apply.

2018-2019 PHLP GPSF Senators	
OPEN HC&P residential	
OPEN LP residential	

- **GPSF Cabinet Members** brainstorm, design, implement, and engages new initiatives in collaboration with the graduate and professional student community. Visit the [Cabinet page](#) to view vacant positions, and email [gpsfchiefstaff@unc.edu](mailto:gpsfchiefstaff@unc.edu) to apply.

## Other Gillings Student Organizations and Groups

As the official faculty adviser for the Gillings School of Global Public Health's student government and the Minority Student Caucus, [Charletta Sims Evans](#) provides regular mentorship and advice to some student organizations, and other groups as needed. See more opportunities at: <http://sph.unc.edu/students/organizations/>

### **Additional UNC Student Resources**

See below resources available to all UNC students

### **Diversity Resources**

[Diversity and inclusion](#) are central to our mission to improve public health, promote individual well-being and eliminate health disparities across North Carolina and around the world.

#### **Gillings Diversity Resources**

- [Diversity Outreach, Recruitment and Programs](#)
- [UNC Program on Ethnicity, Culture and Health Outcomes \(ECHO\)](#)
- [Minority Health Project](#)

#### **UNC-Chapel Hill Diversity Resources**

- [UNC Equal Opportunity and Compliance Office](#)
- [Sonja Haynes Stone Center for Black Culture and History](#)
- [University Office of Diversity and Multicultural Affairs](#)
- [Carolina Women's Center](#)
- [Diversity and Student Success Program](#)
- [Institute of African American Research](#)
- [Lesbian, Gay, Bisexual, Transgender and Queer Center](#)
- [Student Veterans Resources](#)
- [Carolina Cupboard](#)
- [International Students](#)
  - [Strive and Survive Guide](#)

#### **Health and Safety Resources**

- [Campus Health Services](#)
- [Counseling and Psychological Services](#)
- [Department of Public Safety](#)
- [Alert Carolina](#)
- [Alcohol and other drug use at UNC](#)
- [Americans with Disabilities Act information](#)
- [Carolina Campus Recreation](#)
- [Health insurance](#)

- [Breast Pump Discount Purchase Program](#)
- [Lactation rooms](#)
- [Rosenau Mothers' Room](#)

## **Gillings Academic Enrichment Program**

The Gillings School of Global Public Health at UNC is committed to making sure students receive the academic enrichment needed to be successful. The Academic Enrichment Program strives to provide quality academic support in a group setting for students experiencing academic difficulty in entry level BIOS and EPID courses. Group tutoring sessions are held for each subject (BIOS and EPID) area twice per week for one hour during the fall and spring semesters. [View more information](#)

## **Becoming a Tutor**

Any student interested in tutoring through the Academic Enrichment Program must have received an H in the course they wish to tutor, or they must have taken a higher-level course in the same subject earning an H. This grade will be verified by the SPH Office of Student Affairs. [View more information.](#)

## **Room Reservation Request**

The [Office of Student Affairs](#) will confirm all requests and send a confirmation email when your request is granted. Requests for meetings, events, or programs will not be confirmed until classes have been scheduled for that semester (April 1 fall semester reservations and November 1 spring semester reservations). [Click here to complete the online form.](#)

When sending room reservation requests, please remember that **same day reservations are no longer accepted.** You will receive a confirmation of your reservation within 1-2 business days of submission.

## **Poster printing (for current students only)**

Gillings School of Global Public Health offers [poster printing for SPH students](#). The poster printer may be used by appointment and is specific to students printing posters for classes or conferences only. Unfortunately, the Office of Student Affairs cannot accommodate all print requests, so please plan in advance.

## **Professional Development**

View the following professional development events and services available to you this semester:

- [Career Services](#)
- [Graduate School professional development offerings](#)

## **Student Concerns**

The UNC Gillings School of Global Public Health is committed both to taking appropriate actions to optimize every student's experience at the school and also to respond to students' concerns

about academic issues. We are committed to address issues in a fair, timely and professional manner.

- [Student Suggestions, Input or General Questions Form](#)
- [Addressing Student Concerns](#)

#### **UNC resources for sharing feedback and getting help with concerns**

- [Carolina Student Legal Services](#)
- [The Graduate School](#)
- [UNC Ombudsman Office](#)
- [Sexual misconduct, harassment and intimidation, and discrimination, UNC procedures](#)
- [Office of the Dean of Students](#)

### **Credit Hours**

The MPH requires a minimum of 42 credit hours of passing graduate course work. Additional credits may be required in certain circumstances, such as a residential student who elects to complete a residential certificate (e.g. public health informatics at Chapel Hill).

**IMPORTANT:** International students with an [F-1 Visa who are undertaking the MPH as a residential student will need to ensure that they take at least 6 credit hours in courses that are offered in-person \(rather than hybrid/online courses\)](#) per Fall and Spring semesters with the exception of when they register for their Master's Paper (PUBH 992).

### **Time Expectations**

The MPH can be completed in one calendar year by full-time HC&P Track residential students, one-and-a-half to two years by full-time residential Leadership in Practice (LP) concentration students, **and in three years through an online education strategy that involves taking two courses or 6-credit hours per term via MPH@UNC in the Leadership in Practice concentration.** The MPH program must be completed within five years from the date of matriculation.

The time required for the degree may be shortened when course credit (up to 8 credit hours upon review and recommendation by PHLP) is transferred from another [CEPH Accredited university graduate program](#), given the coursework is relevant to the MPH and Track or concentration. The Graduate School will review the transfer credit recommendation and determine whether transfer credit is awarded.

Part-time students will need more time to meet the same requirements. Regardless of format or full/part-time status, all **requirements for the MPH degree must be completed within five years of matriculation. Only in special circumstances will this deadline be extended.**

If no course is taken during either Fall or Spring term, the student is considered inactive and will have to apply for readmission. Students who lapse enrollment lose official student status and

recognized University affiliation. Relinquishing formal student status can disadvantage students by eliminating their eligibility for financial aid and student campus services and benefits. Further registration is contingent on a final readmission decision by the Graduate School. The student must initiate the readmission process well in advance of the upcoming registration period. Additional details and forms are provided in *The Graduate School Handbook* (see <http://handbook.unc.edu/>)

## **Transfer Credits**

Transferring credits into PHLP is governed by the following regulations and procedures:

### **1. Requests to transfer in UNC PHLP Online Graduate Certificate Program Course Credits**

Students are eligible to request the transfer of more than the usual 20% of a degree program's required credit hours only if these credits were earned in a relevant UNC PHLP Online Graduate Certificate Program **prior to** matriculation into the MPH.

- Students who complete the Core Concepts in Public Health Certificate program may transfer any number of the credit hours earned in that program, up to all 15 credit hours, into the Leadership in Practice (LP) concentration.
- Students who complete the Field Epidemiology Certificate may transfer any number of the credit hours earned in that program, up to all 12 credit hours, into the LP concentration.
- Students who complete the Global Health Certificate may transfer any number of the credit hours earned in that program, up to all 9 or 12 credit hours (as appropriate), into the Leadership in Practice concentration.
- Students who complete the Public Health Leadership Certificate may transfer the credit hours earned in that program, up to 12 credit hours, into the LP concentration.

You must have earned a grade of “B” or “P” or higher in any class you propose to submit for transfer credit.

Note: Only students from the above noted specific UNC PHLP Online Graduate Certificate programs may transfer in more than 8 credit hours to the MPH.

### **2. Requests for Graduate Courses from other Universities to substitute for UNC MPH Core Courses**

Students applying for transfer credit from other universities for UNC MPH required core classes must follow this procedure:

- Contact your adviser to discuss your desire to petition for transfer credit for a specific MPH core class that you completed at a CEPH accredited institution.
- You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course from a CEPH accredited university that was taken in the last 5 years in relation to your matriculation into the MPH.
- Submit to your adviser a copy of the class syllabus and a copy of the table of contents from the primary text used in the class, along with the required Exemption form

available at: [SPHG 711](#) or [SPHG 712](#). Additionally, an official transcript, showing that you have earned credit with at least a grade of “B” or above for the class, is required. Your adviser will review your materials for completeness and will provide to the PHLP Student Services Manager.

- PHLP’s Student Services Manager will submit your request and the submitted documentation to the instructor of the MPH Core Course for which you are requesting transfer credit. If the instructor approves your request, the approval will then be forwarded to the School-wide Associate Dean for Academic Affairs for final approval. If either the instructor or the Associate Dean for Academic Affairs denies your petition for transfer credit, you will not receive transfer credit. Their decision is final. You will be notified of the final decision by the PHLP Student Services Manager.

### **3. Requests for Graduate Courses from other Universities to substitute for UNC PHLP Concentration Core Courses**

Students applying for transfer credit for non-core MPH classes must follow this procedure:

- Contact your adviser to discuss your desire to petition for transfer credit for a specific class.
- You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course that was taken in the last 5 years in relation to your matriculation into the MPH.
- Submit to your adviser a copy of the class syllabus and a copy of the table of contents from the primary text used in the class, along with the required PHLP Course Exemption Form (refer to PHLP Central/Handbook page). Additionally, an official transcript showing that you have earned credit with at least a grade of “B” or “P” or above for the class is required. Your adviser will review your materials for completeness and will provide to the PHLP Student Services Manager.

*Note: Some instructors may require additional information from students, which may require an interview or additional documentation.*

- PHLP’s Student Services Manager will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the principal instructor approves your request, you will receive transfer credit. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the PHLP Student Services Manager.

### **4. Requests to Transfer Graduate Courses taken from another Department at UNC for MPH Credit**

It is best to inquire into the transferability of a course for MPH credit before you register for it, as there is no guarantee it will be approved after the fact. PHLP students requesting to transfer coursework completed elsewhere within UNC must follow this procedure:

- Contact your adviser to discuss your desire to petition for transfer credit for a specific class(es). Your adviser will make the first determination of the appropriateness of this course for transfer.

- From the graduate level class for which you are petitioning to receive credit, submit to your adviser a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “P” or above for the class is required.
- The course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.

*Note: Some instructors may require additional information from students, which may require an interview or additional documentation.*

#### **5. Finally, a few general rules governing transfer credits in the PHLP MPH program:**

- You can receive credit only for a class that is deemed an equivalent to a regularly offered Graduate course at the Gillings School of Global Public Health.
- You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate level course. Non-PHLP courses must be taken in the last 5 years prior to your matriculation into the MPH degree program.
- Requests for course credit to fulfill elective course requirements can be recommended by your adviser.
- No more than 8 credits (i.e., 20% of 42 credit program) may be transferred into the UNC MPH unless one is transferring approved UNC PHLP Online Graduate Certificate Program credits (see Item 1 above), in which case up to 15 credits, depending on the Online Certificate, may be submitted for consideration of transfer, given the course was taken in the last 5 years relative to matriculation in the PHLP MPH.
- You cannot receive credit for a graduate level course taken as an undergraduate if it counted toward your undergraduate degree requirements.
- All transfer credits must be approved **by the end of the student’s first semester**. The form to be completed and submitted to your adviser with other supportive documentation is at <http://www.gradschool.unc.edu/academics/resources/forms.html>
- Your adviser will submit your request and the submitted documentation to the instructor of the PHLP class for which you are requesting transfer credit. If the principal instructor recommends your request for approval, PHLP will recommend transfer credit to the Graduate School. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the PHLP Student Services Manager.
- The Graduate School will review the recommendation and determine whether transfer credit is awarded.

#### **Class Requirement Exemption**

If a class requirement is exempted for an alternative, equivalent graduate course, then the student does not have to take the required course, however, the student receives no course credit and therefore must fulfill the credit hours by taking a different graduate course.

For example, some students may have taken a graduate course in Biostatistics or Epidemiology and currently work in that field but cannot transfer in their course because they have already transferred in the maximum number of credits allowed.

When an exemption of their required MPH course is approved, students do not receive the hours of credit, but may take an elective course(s) to fulfill the credit hour requirement.

## **Student and Instructor Responsibilities in Distance/Hybrid & Online Courses**

At some point during your degree program, you will be in an online course. There are specific requirements for online participation.

### **Having the right technology and equipment**

Make sure that you have all the necessary standard technology (internet connection, Office software, Acrobat reader, etc.) on your computer. We cannot help you if the technology at your end does not work. For some courses, you may be asked to download programs such as Adobe Flash or Zoom. Sometimes, your firewall may block downloads. Make sure you have talked to IT resources on your end about permissions for downloads. If you have trouble downloading required programs, **contact the UNC Help Desk at 919.962.HELP and contact your instructor.** We will try to help you but cannot solve IT issues on your end.

### **Learning Sakai**

**The learning management system, Sakai, is your classroom for online courses.**

**Familiarizing yourself with the system is vitally important. If you have not used a similar system before, it might feel a little cumbersome in the beginning.** We recommend that you take some time to undertake the Sakai Tutorial and activities in COMPASS. If you have any questions about how to access the material or interact with the system, **make sure you ask the instructor early and often.** It is far easier to do this than to try and figure it out and get frustrated.

### **Posting to Class Forums**

- **Writing quality posts:** Please do not offer unsubstantiated opinions or simply agree or disagree with someone's posting in Sakai. Your posts should not be more than one or two paragraphs long and should not quote to any great extent course readings or other references. Your interpretation of the key concepts from your readings and critical thinking skills are what is needed in a quality discussion forum
- **Posting Regularly:** Remember that an online course is not self-paced study – we expect to see you regularly online. For group assignments, do not wait until the last minute to submit your posts – pace yourself so that you are posting or participating in the discussion once every few days.
- **Keeping posts focused on topics being discussed:** The discussion forums dedicated to an assignment are intended to be used only for the assignment. Some courses create an open forum for discussion on other topics unrelated to the course. If you do not have

such a forum, ask your instructor to create one for you. Do not clutter the work space with off-topic posts.

### **Responding to your facilitator**

In some courses, you will do a lot of work in small groups. Most groups assign a facilitator or coordinator for each group assignment. Often, at the beginning of a group project, the facilitator spends a lot of time and energy “marshalling the forces” and asking group members to participate. Make sure that you respond promptly to the facilitator’s requests to participate or to acknowledge the schedule. If you need a few extra days to read the material before you participate, let the facilitator know. Do not just stay away until you are ready and leave the facilitator wondering where you are.

### **Keeping group deadlines**

Over the years, we have noticed that internal deadlines that a group established for good time management are ignored by some. This results in rework and re-editing at the end of the group assignment because the inputs are not coming in a sequential and timely manner. Make sure that you are aware of and respect deadlines set by members of your group.

### **Informing the instructor if your group is not working on Sakai**

The learning management system discussion forum is intended to let the instructors monitor progress and facilitate discussion if necessary. If you are going to use another system (Google docs, for example), to share content and complete the exercise, request permission from the instructor and share the link. It is strongly advised that a group maintains communication with the course instructor via the Sakai forums.

### **Informing instructors about group conflicts that affect work**

If there is a conflict in your group that cannot be resolved amongst yourselves, or is impeding your work, make sure you inform the instructors immediately. Some groups try to ignore the conflict and plough through, but in the long run, this affects group cohesion and the quality of your output. Your instructors are committed to enhancing your learning experience and can work with your group to resolve conflicts.

### **Asking questions about content**

Make sure you ask questions, just like you would in a face-to-face class. If you need clarification about the materials. Some courses offer a public discussion thread for questions about the content. Instructors may not visit the class site for a few days so email your instructors if immediate questions arise. All instructors welcome email questions about the content. Make full use of the instructors to help you with your learning.

### **Informing instructor and group about absences**

If you are going to be away during an assignment or are likely to have poor internet connection that will affect your ability to participate, make sure you let your instructor and your group know. Most instructors will be happy to make accommodations for special circumstances as long as it is communicated and explained in advance. **Each instructor has expectations about the frequency of your participation in the discussion forum and may award a lower grade**

or an “Incomplete” If absences are excessive. Be sure to discuss special issues with your instructor early on.

### **Building connections with your fellow students**

Use the online learning experience to build connections with your fellow students just as you would in a face-to-face class. If you are feeling isolated or are not feeling that you are able to engage effectively in the online course, make sure you let your instructor know. The role of the instructor in online courses is to teach and to facilitate the online learning experience. Your instructor will be happy to discuss these issues with you and see how problems can be addressed.

### **Teaching online**

Just like in a face-to-face class, the instructor has a **teaching** responsibility. An online course is not self-study and you have the right to expect regular communication from the instructor and section leader about the material, assignments, and other matters relevant to the course. Students should expect to hear from the instructor once every few days.

### **Monitoring discussions**

You have the right to expect the instructor to regularly monitor the discussion forum. Different instructors have different facilitation styles, but you should expect all instructors leave a comment on the discussion board for you or your group once every few days.

### **Answering questions promptly**

Instructors have the responsibility to answer questions promptly, both those asked on the discussion board and sent through email. If a question is urgent, an email to your instructor will result in the quickest response.

### **Providing timely and thorough feedback**

Instructors have the responsibility to provide timely and thorough feedback on all assignments, and to answer all questions that you may have about the feedback provided and your grade. Instructors normally provide a timeframe in which assignments will be returned. Be sure to ask your instructor to provide this information if it is not included in the syllabus or in the Course Announcements in Sakai.

### **Addressing group conflicts that affect work**

Teams should first try to resolve conflicts. Instructors will assist with addressing group conflicts that affect a group’s ability to work together effectively if the team is unable to reach an accord.

### **Addressing Sakai technical issues**

Your instructor is responsible for referring students to UNC IT resources if they have trouble with Sakai. Instructors cannot solve IT problems associated with a student’s computer.

### **Provide a positive learning experience**

An instructor is responsible for assuring that students have a positive online learning experience. As long as students have raised issues and sought assistance in a professional and timely way, they have the right to expect that instructors will do what they can to help with their learning.

### **Posting timely information about the course**

The instructor may post timely information about the course, such as course updates, changes in assignments, reminders about due dates, new resources, etc., using the announcements function. Students should check the course website every few days to see the latest announcements.

**MPH Core Courses:** All students are required to meet MPH requirements for core content in the basic areas of public health and to maintain Council on Education in Public Health accreditation. These requirements may be satisfied in several ways and must be approved by the student's adviser. Approved alternative courses are listed on the Gillings Office of Student Affairs website at <https://sph.unc.edu/students/academic-and-policies/>

Courses and their descriptions available throughout UNC can be accessed via the Office of the University Registrar at: <http://registrar.unc.edu/Courses/ScheduleofClasses/index.htm#descrip>  
Courses are also available through the Inter-institutional Agreement with Duke, NCSU, NCCU, and UNC-G. <http://registrar.unc.edu/about/services/inter-institutional/>

The Core MPH courses and elective courses, in conjunction with Council on Education in Public Health (CEPH)-required culminating experiences, assure that students gain necessary public health competency in their discipline and/or field.

### **Elective MPH Courses**

Students will complete their degree course requirements by taking electives in the Gillings School of Global Public Health and the greater University in order to fulfill the 42-credit hour requirement. Elective graduate courses (minimum of 9 credits) may be used to expand the breadth of an individual course of study or to provide depth in a particular area.

Students will develop an approved course of study with their adviser during their first semester in the program and this will be updated with the adviser's approval when plans for a student's degree completion change. It should be noted that some students will have fewer elective credits available depending on their course of study.

### **APE/Practicum Experience**

*The following information is common across all Tracks/concentrations. Please see your area's information later in this handbook for any additional requirements. Requirements for your year of entry will also be posted on the PHLP Central Sakai site under your concentration's page. **To ensure you are meeting all requirements, be certain to consult both your Track/concentration-specific information later in this document.***

The field practicum experience is intended to provide the student with an opportunity to integrate course work into settings not previously experienced. The course is flexible in focus, location

and format. Placement decisions are tailored to student needs and interests, the availability of sites, and according to the following principles:

- ◆ The placement should reflect an interdisciplinary experience;
- ◆ There should be maximum flexibility in type of placement and timing;
- ◆ The master's paper and the practicum can be coordinated if appropriate; and
- ◆ Students may have very different time demands and schedules, and this should be recognized in coordinating requirements.

As a public health practicum, it should involve experience that includes a population/community focus and an emphasis on public health principles of primary prevention and the community as client. As a leadership practicum, it should include recommendations for leadership action (e.g. policies to be implemented) and leadership lessons learned. Practicum experiences may involve any of the following combinations of setting, population focus, and disciplinary involvement, although the first option, which has an interdisciplinary focus, most closely approximates the intentions of the interdisciplinary MPH:

- ◆ Interdisciplinary focus: a team working on a public health problem at the population level;
- ◆ Interdisciplinary setting: an individual working on a public health problem at the population level;
- ◆ Disciplinary setting: an individual in a disciplinary setting but focusing on a public health problem.

The preferred format is a concentrated experience that meets the 200-hour requirement, as it provides an opportunity for focused effort. ***The only exception is for HC&P students who are expected to complete 140-contact hours.*** Additionally, individual circumstances and/or previous work experience may favor an experience one or more days a week over a longer time period. To be acceptable, a practicum must be planned, supervised, and evaluated. These decisions are negotiated among the faculty adviser, the student, and the preceptor prior to registration for the practicum. Products and outcomes of the experience will vary according to each student's objectives.

Sometimes, the student will work independently of the faculty member for much of the semester for the course. When this occurs, it is the student's responsibility to check in regularly with the faculty member, and to make a report to the faculty member prior to the time when grades are due. If the faculty member has not heard from a student, the faculty member may submit an incomplete or failing grade.

A practicum approval form is required with signatures by adviser and preceptor and must be submitted **prior to registration** for credit. The practicum is a requirement for all MPH students in the UNC Gillings School of Global Public Health; there is no provision for exemption of the practicum. Obtaining IRB review may also be required for your effort and is the responsibility of the student to initiate this review, as described earlier.

All documents relating to the practicum and examples of past students' work are on the Sakai site for your concentration. Standardly, students will complete the following steps or documents as part of their practicum:

- Learning Objectives - The practicum plan starts with learning objectives. What is it that the student wants to learn? These learning objectives go beyond those in many courses, as they must consider not only learning from readings and discussions, but also learning from observing and/or doing. The learning objectives should be developed in discussions with your adviser and your practicum preceptor and approved by both. The practicum plan should also document the credentials of the practicum preceptor.
- Practicum Approval Form – this is submitted to both the adviser and preceptor for signatures once learning objectives have been identified and agreed upon by the student, adviser, and practicum preceptor.
- Developing Practicum Experiences - **It is the student’s responsibility to identify the practicum experience and practicum preceptor and develop the learning objectives and activities with the adviser.** The student may meet regularly with the adviser to discuss options and to elicit suggestions for possibilities.
- Approval of Practicum - The faculty adviser approves the practicum plan, including learning objectives and activities to achieve the objectives. The adviser must also approve the practicum supervisor and the number of credits requested.
- Monitoring of Practicum - The practicum preceptor will monitor the student’s practicum experience. It is the students’ responsibility to keep their faculty adviser informed and updated on any issues/questions/problems that may arise during the practicum experience. The faculty adviser, in consultation with the practicum preceptor, assigns the final grade for the practicum.
- Evaluation - The student must complete a 1-2-page report on the practicum at the end of the experience, reflecting on the success in meeting the learning objectives. The student must also complete the online practicum evaluation form, and the practicum preceptor must complete the online student evaluation form.

## **Comprehensive Exam**

*The following is a summary of procedures for carrying out comprehensive examinations for PHLP. These are the general procedures for Tracks/concentrations in PHLP; please also consult the concentration-specific instructions later in this handbook.*

1. Comprehensive exams will be scheduled at least two times a year; the specific date may vary by concentrations. Register to take the comprehensive exam so that PHLP Student Services will have you on their list of students to provide the Exam to via PHLP Central on Sakai, .see the Comprehensive Exam page for the link to register <https://sakai.unc.edu/welcome/>
  - a. HC&P Track students generally take the exam on the first Friday of March or first Friday of the Summer I term or might wish to take the exam on the Saturday before Thanksgiving in November if they are undertaking their MPH course work during 18 months or more.
  - b. LP concentration students will take the LP exam on the first Saturday in October and March;
2. **Students must be registered for at least one credit hour in the semester in which they take the comprehensive examination.**

- a. Students must register via Qualtrics Survey link on PHLP Central in Sakai to notify the PHLP Student Services Manager at least three weeks in advance as to when they will sit for the exam. The PHLP Student Services Manager/designee will verify students who are enrolled and thereby eligible to take the exam. Verification of those students who will have access to the online system will be undertaken by the PHLP Student Services Manager and confirmed by the staff member setting up the Sakai site.
  - b. Students should choose a date for examination that will allow them sufficient time to have completed course content required for the exam, as well as allow sufficient time for repeat of examination questions in case they fail one or more questions.
  - c. Students should consult with their advisers for planning and registration to take the Exam (with a notation in the student's degree plan).
  - d. **If a student needs to complete the examination on a date other than the pre-specified date, they must make a formal request to the PHLP Student Services Manager and the Track/Concentration Director at least two weeks prior to the exam date; exceptions will be made only for special circumstances, such as a documented illness.**
3. On the day of the exam students login to the Comprehensive Exam section of the PHLP CENTRAL Sakai site to take the exam online.
    - a. All exam responses must be posted to Sakai site.
    - b. The Track/Concentration Director, PHLP Student Services Manager and PHLP Director will also have access to the site in addition to a faculty or staff member who may be responsible for setting up the site.
    - c. The comprehensive exam will be available electronically on the PHLP CENTRAL Sakai site. Students who have registered for an exam date will have access to the exam questions for that date only.
    - d. You have nine (9) hours to complete the exam, beginning from the time you first access the questions. The exam itself is available for a 24-hour period (to accommodate all time zones), so it is the responsibility of the student to determine the 9-hour period of time on the exam day that they will work and complete the exam. It is on the student's honor that they restrict completion of the work to those 9 hours.
    - e. Students must answer the prescribed questions addressing different competencies as specified by your Track/concentration.
    - f. The student is free to use any course materials or other references to develop answers for the exam.
      - i. **IMPORTANT REMINDER: Documents and readings from your MPH courses need to be downloaded during the semester the student is taking the course since Sakai shuts down courses after finals and reading links become inactive at the end of a semester.**
  4. **All exams must be completed individually—the student may not consult another person—and must include the honor pledge, indicating that the work is your own and you did not receive or provide help. Please see [UNC Honor Code](#).**
  5. In order to receive a passing grade, your written answers to the questions you choose must demonstrate a sophisticated understanding of the particular subject area of public health and reflect mastery-level thinking.
    - a. Your answers should reflect strong comprehension of many of the concepts applicable to the particular public health subject area.

- b. A passing answer must include a minimum of 70% of the relevant concepts and/or analysis necessary to address the question.
  - c. Students may review written comments in the PHLP Student Services Manager's presence only – graded **comprehensive exams may not be copied or removed, or distributed electronically to the students.**
6. Examination Result Notification
- a. For students who have passed all questions, the PHLP Student Services Manager, the Track/Concentration Director or the student's adviser may informally notify (telephone, email) the student that they have passed the exam. A formal letter will also be prepared by the PHLP Student Services Manager for signature by the Director of PHLP to be sent to the student. A copy of the letter will be filed in the student's permanent record. The PHLP Student Services Manager is also responsible for notifying and recording the student's status with the Graduate School.
  - b. For students who have failed any part, but not all, of the comprehensive examination, the Student Services Manager will notify the student's academic adviser who will notify the student. Formal notification to students who have failed the entire examination is limited to the Track/Concentration Director or the Director of PHLP and must be carried out in writing using a formal letter, with a delivery receipt requested. In addition, an email with the letter attached may also be used. After written notification has been received, every effort should be made by the adviser to discuss the student's options in person or by telephone as soon as possible.
  - c. A student's academic adviser will contact any one of their advisees who fails either part or the entire exam to discuss next steps. The adviser will communicate with the Student, Concentration Director, Student Services Manager, and Director of Graduate Studies to confirm feasibility of the plan to retake a failed question or the entire exam.

**Please note:** Students with a documented disability with the Office of Accessibility Resources and Service should consult with this office (<http://accessibility.unc.edu/students>) on the steps to request services and reasonable accommodations. For example, if you have a documented learning disability that allows you extended time for tests, you should notify the Office of Accessibility Resources and your Track/Concentration Director, along with the PHLP Student Services Manager, to arrange any necessary accommodations.

## **ILE/Master's Paper**

*The following information is common across all PHLP Track/concentrations. Please see your area's information later in this handbook for any additional requirements. Requirements for your year of entry will also be posted on the PHLP Central Sakai site under your concentration's page. To ensure you are meeting all requirements, be certain to consult both your Track/concentration-specific information later in this document.*

### **Course Credit for PUBH 992**

Each student is required to complete a Master's Paper which demonstrates synthesis of knowledge and advances or contributes to the field of public health. A Master's Paper can be developed in

conjunction with a field practicum. This approach is often the most efficient way to meet program requirements in a limited time frame.

Completion of the Master's Paper is to reflect the student's work and is bound by the UNC Honor Code. Here are six ways to satisfy this requirement:

- ♦ A systematic review of literature and research related to a specific topic. This must be a critical review and summary for the purpose of making recommendations for development of a program, change in policy, establishment of standards, program evaluation, etc.
- ♦ A program plan which addresses a significant health problem in a community (community may be defined by geography, ethnicity, worksite, medical practice or insurance plan, etc.).
- ♦ A research design complete to the data collection phase, including construction of data collection instruments, plans to pilot test the instrument, and methods of analysis of data.
- ♦ A research paper involving data analysis to address a specific problem. These data may be acquired by the student's participation in a faculty investigator's research project, using pre-existing data sources, or by primary data collection.
- ♦ A program evaluation or other research project involving primary data collection and analysis.
- ♦ A policy analysis in which a current or pending health policy is analyzed from two or more perspectives using data from a variety of sources, including original data.

Master's Paper requirements differ from a thesis in the following ways:

- ♦ No formal proposal defense is required, and the paper is not registered with the Graduate School.
- ♦ The final, approved version is to be uploaded to the Carolina Digital Repository by the student.
- ♦ The paper should be double-spaced, with 1-inch margins on top, bottom, left and right.
- ♦ Space should be reserved on the right side of the title page for signatures of the "Adviser" who is the first reader, and the second reader or "Content Reader." Typed names of both the Adviser and the Reader should be included below their signature lines.
- ♦ Use of the [Graduate School's Thesis and Dissertation Guide](#) is recommended
- ♦ The abstract should not exceed two pages, although one page is preferred

### **Readers/Approval**

The ILE/Master's Paper proposal must be approved in advance by the student's adviser and the ***final*** paper must be approved by the adviser and a second reader. The student's academic adviser is usually the primary reader unless a formal shift in responsibilities is made. The adviser must be a faculty member in PHLP and will assign the grade for PUBH 992. The second reader may be another faculty member with relevant expertise or an outside expert—the student proposes the second reader and the adviser must approve the choice. The two readers work very closely with the student throughout the entire process of developing and completing a Master's Paper.

## Preparation

- All students who register for a Master’s Paper (PUBH 992) are expected to complete the paper in the semester in which they are registered
- To meet the requirements of the course, students work with their adviser as first reader and a second reader with content knowledge of the topic area to write the paper. This may stretch over a month or a semester.
- Students are expected to write at least three drafts.
- Generally, the final paper is expected to be considered for publication by the adviser and the student or, if a proposal, considered for submission for funding. These discussions should take place in planning the Master’s Paper.
- The Master’s Paper should represent the independent effort of the individual student (it is bound by the UNC Honor Code), however, its development should involve discussions of format and content with other students and faculty.
- Papers should use a consistent standard reference style, such as APA (American Psychological Association Publication Manual, Latest Edition, Washington, DC) or the Journal of American Medical Association (JAMA).
- The student is responsible for the identification of the topic for his or her paper and development of a schedule for the completion of the Master’s Paper to include sufficient time for review by the adviser and second reader. A sample schedule is as follows:

<b>Suggested Semester Schedule of Activities to be undertaken to complete Master’s Paper Deadlines to be determined between Student and Adviser (1<sup>st</sup> Reader)</b>		
<b>Activity</b>	<b>Who</b>	<b>Due Date</b>
Register for PUBH 992 in adviser’s section	Student	Prior to the start of the semester
Provide research plan for paper and outline or literature search strategy and findings or a literature review	Student	
<b>Complete CITI Training If applicable, Submit UNC IRB application</b>	Student	
<b>Begin regular email/phone updates to adviser (&amp; second reader, per agreement with adviser)</b>	Student	<b>FALL:</b> Begin week of Aug 17 <sup>th</sup> and conclude week of Nov 9 <sup>th</sup> <b>SPRING:</b> Begin week of Jan 5 <sup>th</sup> and conclude week of April 13 <sup>th</sup> <b>SUMMER:</b> Begin week of May 5 <sup>th</sup> and conclude week of July 13 <sup>th</sup>
<b>Paper outline submitted to first reader (&amp; second reader, per agreement with adviser)</b>	Student	<b>During first 5 weeks</b>
Feedback re: paper outline provided to student	1 <sup>st</sup> reader	
<b>Complete literature search and review</b>	Student	
<b>Initial draft submitted to first reader</b>	Student	
Feedback re: initial draft provided to student	1 <sup>st</sup> reader	
<b>2<sup>nd</sup> draft submitted to 1<sup>st</sup> (&amp; 2<sup>nd</sup> Reader, per agreement with adviser)</b>	Student	<b>During second 5 weeks</b>

Suggested Semester Schedule of Activities to be undertaken to complete Master's Paper Deadlines to be determined between Student and Adviser (1 <sup>st</sup> Reader)		
Activity	Who	Due Date
Feedback to produce final draft provided to student	1 <sup>st</sup> & 2 <sup>nd</sup> readers	
<b>Final edits applied and final paper provided to for final review and approval signature by both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	<b>During final 5 weeks</b>
<b>Obtain approval and signatures from both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	
<b>Final master's paper document completed, signed title page completed by both readers along with date signed (provide title page to Cindy Reilly)</b>	Student	<b><u>By Graduate School Deadline</u></b>
<b>Upload to the Carolina Digital Repository completed</b>	Student	<b><u>Week following posted deadline</u></b>

The final, signed Master's Paper title page (or a scanned copy of the signed title page) must be submitted to the Program Student Services Manager by the deadline for the Master's Paper as established each semester/term by the Graduate School. The readers' signatures indicate their acceptance of the student's final work product and approval for posting to the UNC Carolina Digital Repository.

**General deadlines are:** mid-April (May graduation), mid-July (August graduation), and mid-November (December graduation). Exact dates are provided at <http://gradschool.unc.edu/academics/resources/graddeadlines.html>

## Completion

All students who register for a Master's Paper (PUBH 992) are expected to complete the paper in the semester in which they are registered. Completion requires:

1. Paper is reviewed by first and second reader; feedback from both are documented and all edits are completed and incorporated in a final version by the student.
2. Documentation of the above includes turning in a hard copy of the coversheet signed by both first and second reader by the due date specified by the Graduate School each semester (See the Graduate School for the Graduation Deadlines at <http://gradschool.unc.edu/academics/resources/graddeadlines.html>)
3. Paper is filed electronically with UNC Libraries' Carolina Digital Repository by **the last day of semester**. The link to upload your final, approved version of your paper (PDF format) to the Carolina Digital Repository is at the following (different link from above) [https://cdr.lib.unc.edu/forms/sph\\_php\\_masters\\_papers](https://cdr.lib.unc.edu/forms/sph_php_masters_papers) Student will need to log on with your ONYEN and Password.
4. A final permanent grade is assigned by the student's adviser by the last day of the semester. (Note: Both a final grade and each of the above (1-3) is required for a student to be considered as having met the Master's Paper requirement.)

If a student expects to take more than one semester to complete the paper, it is recommended that **prior to registering for PUBH 992**, the student may register for an independent study with his or her first or second reader with a documented learning contract and syllabus, for 1-3 credits, subject to contact hour requirements and [current UNC and Gillings School of Global Public Health policies on independent studies](#). Completion of the independent study should then be followed by registration for PUBH 992 when the student is sure to be able to complete the Master's Paper. NOTE: A formal learning contract will need to be developed, reviewed and approved by the PHLP Curriculum Committee in the semester before an independent study can be taken.

### IMPORTANT NOTES:

- If you do not finish in the semester in which you register to complete your Master's Paper, you will have to register for your Master's Paper in subsequent semesters to complete, as a three-credit class again and PAY again.
- Students completing the paper during second summer session should keep in mind that the final, approved version is due around the middle of July – not at the end of August. There is an April deadline for spring and November deadline for the fall – check these UNC deadlines at <http://gradschool.unc.edu/academics/resources/graddeadlines.html>
- Students planning to publish their papers can choose the option to “embargo” their papers for a specified period of time when they upload them to the Carolina Digital Repository. All other papers will be made available to the public once uploaded.
- To receive course credit for a Master's Paper, students must enroll in PUBH 992, in the section for their adviser for 3 credits. The Master's Paper is a requirement by the Graduate School for graduation, and students must be registered for it during the term(s) when progress is being made and **WHEN THE PAPER WILL BE COMPLETED**.
- Students are expected to discuss proposals for the Master's Paper with advisers and gain their adviser's written approval well in advance of commencing writing. Students are expected to comply with the UNC Honor Code in particular as it relates to plagiarism, and falsification, fabrication, or misrepresentation of data or written effort. The Health Science Library has an excellent tutorial on plagiarism and citing sources: <http://guides.lib.unc.edu/plagiarism-citing>
- Examples of previous papers of graduates are available for review online from the past several years in the PHLP master's paper database on [the Carolina Digital Repository](#) that is maintained by UNC Libraries.

Any student who has not completed their paper by the due date posted by the UNC Graduate School will be assigned a permanent grade to reflect their progress and work to date, and is **required to register for the paper for subsequent continuing semesters (Summer, Fall and/or Spring) for 3 credit hours to complete**. Advisers are to grade the student's work on the paper as follows:

- The grade assigned (H, P, L or F) should be determined by the degree of progress made, e.g., based on number of drafts and amount of feedback provided and acted on and/or whether review/feedback has included a second reader, despite the fact that the course must be repeated.

- Temporary grades are no longer available as a permanent graduate grade in thesis and dissertation research courses (992/993/994). Faculty must use the permanent H, P, L, F graduate grading scale for reflecting academic progress on research in a given term. Exception requests should be directed to PHLP's Director or Graduate Studies to explore any options along with The Graduate School.

See further details on grading is located in Graduate Handbook: <http://handbook.unc.edu/grading.html>

Also note that the Graduate School requires that a student be registered in his or her final semester; therefore, if a student has not completed the paper, they will not be permitted to graduate and will have to delay graduation until the requirements above have been satisfied.

## **Formatting**

### ***Margins***

- Double-spaced pages, with page numbers
- Use either Arial - 11 point or Times New Roman - 12-point type.
- Margins should be one inch all around for all but the Title Page (see Title Page instructions).

### **References**

Papers should follow the proper citation style for your particular research, such as APSA style for policy papers, or for the journal to which you plan to submit it. We expect all students to demonstrate their understanding of the ethics and professionalism associated with correct and complete citation regardless of the particular style required.

***Title Page*** Please see PHLP Central for proper formatting. Follow the format exactly.  
***Abstract*** An abstract is required. It should be located at the beginning of the paper, following the title page, and should be double-spaced like the body of the paper. It should not exceed 2 pages; one page is preferred. Keywords are to be provided at the bottom of the Abstract.

## **Student Funding and Awards**

### **PHLP Health Leadership Awards**

To apply for the Awards below, follow this link to the [Online Application Form](#). Application opens in December and closes in February. Awardees are recognized during PHLP's annual awards ceremony (precedes the School's annual Foard Lecture at the UNC Friday Center).

- **Rachel Stevens Scholarship for Public Health Leadership** (established in 2004) is a one-year scholarship of up to \$1,000. The award is available for incoming and currently enrolled graduate students in the Public Health Leadership Program in the School of Public Health who are committed to leadership in the field of public health practice. Preference is given to

students who have completed approximately one-third of their degree requirements and demonstrated a commitment to continued practice and service in the field of public health practice. This award is presented in the spring. Recipients may be awarded a second year of funding.

Selection will be based on the applicant's demonstrated commitment and a minimum of five years of experience in the field of public health practice; leadership skills and academic excellence. Financial need will also be considered. All nominees are to have the endorsement of the Director of their respective concentration (HC&P and LP). The recipient receives a commemorative plaque and monetary award.

- **The Association of North Carolina Boards of Health (ANCBH) Vaughn Upshaw Scholarship in Public Health** (established in 2009) is presented annually in the Spring to an outstanding graduate student in the Public Health Leadership Program. This award was established by ANCBH in honor of Vaughn Upshaw (MPH'85, EdD'97, DrPH'99) who was instrumental in the development of the Public Health Leadership Program (PHLP). She helped to focus the PHLP mission on the important needs of educating public health practitioners in local health departments and the important role of local boards of health. The PHLP has demonstrated its focus on this mission through the growth and documented quality of its very successful Masters of Public Health degree program over the years resulting in many graduates of the Program who are employed by local public health departments throughout North Carolina.

Selection will be based on the applicant's demonstrated commitment to local public health agencies, leadership skills, academic excellence, and contributions to North Carolina.

- **The Association of North Carolina Boards of Health (ANCBH) Scholarship in Public Health** (established in 2018) is presented annually in the Spring to an outstanding graduate student in the Public Health Leadership Program. This award was established by ANCBH in honor of PHLP's demonstrated focus on the mission of educating public health practitioners in local health departments and the important role of local boards of health. The PHLP has demonstrated its focus on this mission through the growth and documented quality of its very successful Masters of Public Health degree program over the years resulting in many graduates of the Program who are employed by local public health departments throughout North Carolina.

Selection will be based on the applicant's demonstrated commitment to local public health agencies, leadership skills, academic excellence, and contributions to North Carolina.

## **Gillings School of Global Public Health Scholarships & Awards**

Continuing, degree seeking students are eligible to apply for School-wide scholarships and awards. For the SPH scholarship description, application process and deadlines, please see the School's [Student Affairs Student Awards and Funding page](#). The application is traditionally

opened in November and closes in February/March (spring). Scholarships are posted to a student's account during the fall term; travel awards are usually available during spring/summer.

## **Honorary Societies**

Gillings School undergraduate and graduate students may be recognized for their efforts and accomplishments by a variety of honorary societies.

### [Delta Omega – Theta Chapter](#)

Delta Omega is the national honorary society for graduate studies in public health. Students and faculty are eligible for nomination. The top ten percent of all PHLP students graduating in one year (August, December, and May) are eligible for nomination to be inducted into the Delta Omega, Theta Chapter. Student nominations are based upon academic merit. Students are also nominated for two additional awards: Delta Omega Academic Excellence and Delta Omega Recognition of Service.

### [UNC Student Honorary Societies](#)

#### **The Frank Porter Graham Honor Society**

Recognizes outstanding service provided to the University and community by graduate and professional students enrolled at UNC-Chapel Hill. Further, it recognizes the contributions of faculty, staff and friends of UNC who have made significant contributions to the development of graduate and professional education at the University.

#### **The Order of the Golden Fleece**

Recognizes individuals – students, faculty, staff members and alumni – of demonstrably high character and who have made some specific long-lasting, innovative and extraordinary contribution to the University community.

#### **The Order of the Grail-Valkyries**

Recognizes students of outstanding character who have made significant contributions to our university's academic climate through excellence in scholarship, dynamic leadership and innovative service.

#### **The Order of the Old Well**

Recognizes students of high character who demonstrated exemplary and generous humanitarian service and who have served in a capacity such that their service contributions have not been previously recognized.

## **Graduate School Funding and Awards**

[The Graduate School](#) offers numerous scholarships for which public health students qualify. Each year, the Graduate School highlights [graduate student accomplishments](#) each year.

## Student Assistance Grants and Scholarships

- [Graduate Tuition Incentive Scholarship](#) Helps to cover the cost of in-state tuition for master's and doctoral students who receive eligible external funding awards
- [Graduate Student Opportunity Fund](#) Assists students with unusual and unexpected academic expenses. Requests for tuition support are not eligible.

## One-Time Awards

- [Impact Award](#) Recognizes graduate students whose research has a special impact on the citizens of North Carolina.
- [Boka W. Hadzija Award for Distinguished University Service](#) Recognizes a graduate student with outstanding character, scholarship, leadership, and service to the University.

## North Carolina Public Health Scholarships

[North Carolina Public Health Association Scholarships](#) Current students and those who have been accepted into a graduate degree program and who are a current member of NCPHA are eligible to apply for scholarships. Please visit the [website](#) for more information.

## TAs, RAs and Tuition Support

A limited number of Teaching Assistantships (TAs) and Research Assistantships (RAs) are available in the Public Health Leadership Program. Availability is determined by state funding and faculty research grants, which vary from year to year. PHLP is also awarded a set amount of funds for tuition remission support by the UNC Graduate School. In order to maximize the benefit of these tuition support opportunities, these roles are opened to PHLP MPH students.

PHLP follows the Graduate School standard minimum stipend for these roles where student benefits are bundled. Details are provided at the [UNC Graduate School website](#).

## Applying for Graduation

Students must formally apply to graduate. Complete the Graduation check-out page in ConnectCarolina's Self Service area: Log into ConnectCarolina: in your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the dropdown box, and then click the double arrows. There is no penalty for applying and then not graduating for any reason, but **you will not be able to graduate without submitting this graduation application form by the deadline for the relevant semester.**

You can check the deadlines as part of the application process at: <http://gradschool.unc.edu/academics/resources/graddeadlines.html>.

Please note that if you do not graduate in the semester for which you applied, you must submit a new application for the semester in which you actually graduate.

*Although students must be registered in the semester(s) in which they undertake/complete their master's papers, they need not be registered in the semester in which the degree is to be awarded, provided that no use of University faculty time or facilities is required, and as long as they were registered appropriately in prior terms, unless other conditions (employment, immigration, etc.) require registration. Students who do not meet the Master's Paper CDR submission deadline have an option to graduate in the subsequent academic term without being required to enroll or pay tuition, as long as ALL degree requirements have been met BEFORE the first day of classes of that term.*

**Below is a check-list of what the PHLP is required to document in order to clear a student for degree completion.**

1. **Apply to graduate through ConnectCarolina.**
  - This action is essential in order for the university to recognize intent to graduate.
  - The student must log in to ConnectCarolina and then, in her Student Center, under the "Academic" tab, must choose "Apply for Graduation" in the drop-down box, and then click the double arrows.
2. Confirm the student will have **completed all degree requirements, including a minimum of 42 credit hours**, by the end of the term.
3. **Pass Comps Exam.** Student must be enrolled in the term in which the Comps Exam is taken.
4. **HC&P Track Students Only: Sign up and complete your Oral Presentation.**
5. **Submit completed master's paper to adviser before the final deadline.**
  - Student should check with adviser for the last day to submit to her in order to meet the Carolina Digital Repository deadline.
  - Student must send to Student Services Manager a copy/original of the title page with both signatures; registrar will then send the Graduate School a form noting that the paper has been completed.
  - Incompletes are prohibited by the Graduate School for Master's Papers (PUBH 992). If student is unable to complete Master's Paper, they will receive a grade for the effort/progress put forth and will be required to enroll (and pay) for another 3 credit hours of PUBH 992 the following semester. Only three credit hours of PUBH 992 can count toward the minimum 42 credit hours required for degree completion, so it is in the student's best interest to sign up for PUBH 992 in the semester they expect to complete the paper.
6. **Upload completed master's paper to the Carolina Digital Repository (CDR).**
  - The link to upload the final, approved, signed paper (PDF format) to the Carolina Digital Repository is: [https://cdr.lib.unc.edu/forms/sph\\_phlp\\_masters\\_papers](https://cdr.lib.unc.edu/forms/sph_phlp_masters_papers) Student will need Onyen and PID to log-in to the site. Upload only the final, approved Master's Paper PDF to the Carolina Digital Repository.

- The Student Services Manager will receive an automatic CDR confirmation email that it was deposited, which will be placed in the student’s file.
  - NOTE: If students plan to publish their papers, they can choose the option to “embargo” them for a specified period of time at the time of upload. All other papers will be made available to the public.
7. Ensure that any **IN (Incomplete) grades have been resolved** and a final grade has been recorded in ConnectCarolina by the instructor.
    - It is the student’s responsibility to follow-up with the instructor to complete the course requirements.
    - Remember that an IN grade reverts to an “F” if not resolved within one year (by the last day of classes) and that receiving a grade of F results in the student becoming academically ineligible to continue.
  8. Check Student Center account to be sure there is no **pending balance** due.
    - Any unpaid tuition/fees or library/parking fines, etc. will prevent clearance by the university registrar.
  9. **Ensure that all required Practicum forms have been submitted (as noted in Sakai’s PHLP CENTRAL Practicum folder. See site for most up-to-date information about pre- and post-practicum forms. ).**
    - **Required forms for Student Services Manager (SSM):**
    - **Online evaluations are automatically sent to advisers**
    - **ALL forms noted above are required to be in the student’s file for graduation clearance.**
  10. Complete the required **PHLP Exit Survey**:
    - Students are encouraged to take time to share thoughts and assessments of their experiences in the MPH Program.
    - They are also asked to provide viable email addresses so that they may be reached for future PHLP alumni events.
  11. Final and Last Step: Complete the required **Graduate School Exit Survey**.
    - The GS Exit Survey is a separate survey from the PHLP Exit Survey and the link will be emailed to the student directly from the Grad School 1-2 weeks before graduation.

**IMPORTANT: Degree clearance will be delayed if either survey is not completed.**

Note: If the student has officially applied to graduate and is *unable to complete the degree requirements by the deadline*, they should contact the Student Services Manager so that the SSM can ask the Graduate School to remove the student’s name from their list. This will also allow the student to register in the following term. The student will need to officially apply again in ConnectCarolina the following term.

## **Requesting a Change in Academic Adviser**

Students are to raise important topics with their academic adviser in a professional and direct manner. If a student wishes to request a change in academic adviser to better align his or her interests with another faculty member, the student must first discuss this issue with the current adviser. PHLP will endeavor to support such requests dependent on faculty workload only after the student has discussed this with the current adviser.

It should also be noted that if difficulties are encountered between the student/adviser and a satisfactory solution cannot be reached; either party is to raise the issue to the appropriate Track/Concentration Director for resolution (this includes consideration of a request to change academic adviser).

Both parties will need to meet with the Track/Concentration Director to discuss (in-person or by teleconference) the difficulty. Any proposed solution to the noted difficulty should be evaluated by the Track/Concentration Director to reach a resolution. Any resolution in which the **recommendation is for a change in academic adviser, the proposal needs to be reviewed and approved by the PHLP Director.**

If a favorable solution cannot be reached with in consultation with the Track/Concentration Director, the Track/Concentration Director will raise the issues to the PHLP Director (or Director or Graduate Studies, who will consult with the PHLP Director).

## **Grades**

Students are expected to be familiar with the Graduate School policies on grades and academic ineligibility as stated in *The Graduate School Handbook* (<http://handbook.unc.edu/grading.html>).

Students will receive one of the following grades for the completion of their coursework:

### **Permanent Grades**

H: High pass

P: Pass

L: Low pass<sup>#</sup>

F: Fail<sup>#</sup>

**\* NOTE: A student with nine hours of L (usually three 3-hour courses) or an F in any course becomes academically ineligible to continue in the Graduate School (see [Academic Eligibility](#) section below).** Students who receive two Ls must meet with the PHLP Director for a conference about their work.

### **Temporary Grades**

Temporary grades of IN or AB may be assigned at the end of a semester under special circumstances, such as when a student has not completed all requirements for a course. These grades are assigned at the discretion of the course instructor. Further details on the use of

temporary grades can be found in the Graduate Handbook. It is the student's responsibility to resolve situations that lead to a temporary grade (e.g., completing any work that is missing). It should be especially noted that temporary grades have a time limit in which they must be changed.

**IMPORTANT:** IN is a temporary grade that automatically converts to F\* unless the grade is replaced by the course instructor in ConnectCarolina with a permanent grade **by the last day of classes for the same term one year later.**

**NOTE: It is the sole responsibility of the student to complete the course and initiate the grade change before the last day of class (prior to the one-year deadline). Receiving a grade of F\* results in the student becoming academically ineligible to continue in the Graduate School (see [Academic Eligibility](#) section below).**

## **Pregnancy, Maternity/Paternity Leaves, and Other Expected Absences**

Students anticipating an absence or break in the continuity of the semester (e.g., for childbirth, STEP 2 exams, attendance at academic conferences, etc.) must inform their adviser, Track/Concentration Director and their instructors as early as possible and make arrangements for completing any work missed.

Students expecting the birth of a child during the semester should meet with their adviser, and Track/Concentration Director as well as their instructors **before the semester begins** to make plans for completing their academic work while they are on parental leave.

## **Emergencies**

Students with personal or family emergencies during the semester or at exam time should notify their instructors as soon as possible and, if necessary, request a delay in writing/by email for submitting required papers or taking an exam. **If the instructor is not notified in advance, an IN or F grade may be submitted by the course instructor. We strongly suggest that students who find themselves coping with such emergencies also contact their PHLP adviser, PHLP Student Services Manager or PHLP Director of Graduate Studies, who stand ready to do as much as possible to help students maintain their standing in the program while they resolve personal or family problems.**

## **Grade Appeals**

The following summary details the sequential steps involved in a grade appeal by a Public Health Leadership Program Graduate Student (degree seeking student).

1. Contact the instructor who assigned the grade for the course and voice your concern.

The University’s Policy on Prohibited Harassment and Discrimination <http://policies.unc.edu/> prohibits discrimination or harassment on the basis of an individual’s race, color, gender, national origin, age, religion, creed, disability, veteran’s status, sexual orientation, gender identity or gender expression.

Section B <https://eoc.unc.edu/our-policies/ppdhrm/> of this Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications. Students who want additional information regarding the University’s process for investigating allegations of discrimination or harassment should contact the Equal Opportunity/ADA Office for assistance:

Equal Opportunity/ADA Office  
 The University of North Carolina at Chapel Hill  
 100 E. Franklin Street, Unit 110  
 Campus Box 9160  
 Chapel Hill, North Carolina 27599  
 Telephone: (919) 966-3576  
 Fax: (919) 962-2562  
 Email: [equalopportunity@unc.edu](mailto:equalopportunity@unc.edu)

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student’s complaint about prohibited harassment or discrimination, must notify the Equal Opportunity/ADA Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student’s claim must be performed under the direction of the Equal Opportunity/ADA Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student’s academic appeal.

2. If your concern is not resolved, appeal the instructor’s documented decision (in writing) to:
  - Track/Concentration Director of the PHLP in the concentration for which you are registered to receive your graduate degree, with a copy of the appeal sent to the instructor.

<b>PHLP Track/Concentration</b>	<b>Director</b>
Health Care & Prevention (HC&P)	Dr. Cindy Feltner
Leadership in Practice (LP)	Dr. Vaughn Upshaw

3. If your concern is still not resolved, appeal the decision with the appropriate Chair/Director for the home unit of the course (in writing), with a copy of the appeal sent to the instructor. The home unit of the course could be PHLP or another Department within the School (e.g., MPH core courses):

<b>Department</b>	<b>Chair/Program Director</b>
Public Health Leadership Program	Dr. Anna Schenck
Biostatistics	Dr. Michael Kosorok
Environmental Sciences & Engineering	Dr. Barbara Turpin
Epidemiology	Dr. Til Stürmer

Department	Chair/Program Director
Health Behavior	Dr. Kurt Ribisl
Health Policy & Management	Dr. Morris Weinberger
Maternal and Child Health	Dr. Carolyn Halpern
Nutrition	Dr. Beth Mayer-Davis

4. If the outcome of this appeal is not satisfactory, you may appeal the chair's/program director's decision (in writing), with a copy of the appeal sent to the instructor, with:
- the chair's/program director's dean, in cases where the appeal was initially reviewed by the chair of the instructor's home unit, and the chair's school has a process for review at the dean's level.

UNC Gillings School of Public Health Dean	Dr. Barbara Rimer
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OR

- the Graduate School, in cases where the school is the instructor's home unit, or the school in which the chair's academic program is based does not have a process for review at the dean's level.
5. In cases where the student has appealed to the chair's/program director's dean, subsequent to appealing to the instructor's chair/program director (Step 4 above), and the outcome is not satisfactory to the student, the student may lodge an appeal of the dean's decision, in writing, with the Graduate School. A copy of the appeal should be sent to the instructor.
- In appealing an appeal decision (Steps 3 and 4, above), the burden of proof falls upon the student to show that
- an impermissible element existed in the review of the appeal, and
  - that element influenced the chair's/program director's and/or the dean's determination of the outcome of the review to the detriment of the student.

**6. Decisions of the Graduate School are final and cannot be appealed.**

All appeals must be in writing and signed by the student. They must contain a summary of the evidence and arguments that supports your position in the appeal. All appeals must also be copied/provided to the course instructor.

**For more details, go to the Graduate School Handbook, Graduate Grading section, Grade Appeals:** <http://handbook.unc.edu/grading.html>

### **Academic Eligibility**

A student may become ineligible to continue studies at UNC-Chapel Hill and The Graduate School for academic reasons and/or student code violations. For more information, please refer to the [University Registrar's Policy Memo No. 7: Cancellation, Withdrawal, and Suspension](#)

A student becomes academically ineligible to continue in The Graduate School for the following reasons:

1. They receive a grade of F, F\*, XF, or nine or more hours of L.
2. They fail a written or oral examination for the second time.

### **Consequences of Becoming Academically Ineligible**

When a student becomes academically ineligible, a **university-wide stop** is placed on the student's account. While a stop is in place,

- 1) the student may not register in any UNC school (including the School of Medicine)
- 2) no transcripts will be issued from any school (including the School of Medicine), and
- 3) no diplomas will be issued from any school (including the School of Medicine).

### **Reinstatement**

When special circumstances warrant, a student made academically ineligible may be reinstated upon petition initiated through the student's academic program. Students must first fill out the [Request for Reinstatement to Graduate School form](#), submit a statement from the student's adviser and Concentration director endorsing or declining to endorse the student's request. The PHLP Director of Graduate Studies must submit the petition together with a statement endorsing or declining to endorse the student's request to the Graduate School. Final approval rests with the Graduate School. Additional information and forms are located on the Graduate School Handbook at <http://handbook.unc.edu/>

**IMPORTANT: After academic eligibility reinstatement, any subsequent grade below P will result in the student becoming academically ineligible again.**

### **UNC Honor Code**

The UNC Honor Code covers a large number of topics outlined at <http://honor.unc.edu/>. However the one most pertinent to PHLP is the area of Academic Dishonesty. Students will be asked to document in writing that they have upheld the UNC Honor Code in their academic work as described below.

UNC has developed an online tutorial that each graduate student is encouraged to complete <http://studentconduct.unc.edu/students/honor-system-module> (this is a required tutorial for undergraduate students).

### **Student Code Violations**

Students are subject to the regulations of student government under the Honor Code and the Campus Code. Students may become ineligible to continue studies at UNC-Chapel Hill for student code violations. Instances of suspected plagiarism, cheating on examinations, or other violations of the Honor Code or Campus Code should be reported either to the [Office of the Graduate Student Attorney General](#) or the [Office of the Dean of Students](#).

### **Honor Code**

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to support and comply with the enforcement of the [Honor Code](#), which prohibits lying, cheating,

or involving academic processes or interactions with University, student, or academic personnel acting in an official capacity.

### **Campus Code**

It shall be the further responsibility of every student to abide by the [Campus Code](#); namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

## **Academic Dishonesty**

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation of data**, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
4. **Cheating** on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
  - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
  - b. Representing another's work as one's own.
5. **Violating procedures pertaining to the academic process**, including but not limited to the following:
  - a. Violating or subverting requirements governing administration of examinations or other academic assignments;
  - b. Compromising the security of examinations or academic assignments; or
  - c. Engaging in other actions that compromise the integrity of the grading or evaluation process.
6. **Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
7. **Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
8. **Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
9. **Assisting or aiding another** to engage in acts of academic dishonesty prohibited by Section II. B.

## Honor Code Violations

**Students may become ineligible to continue studies at UNC-Chapel Hill for Honor Code violations.** Instances of suspected plagiarism, cheating on examinations, or other violations of the Honor Code will be reported to the Office of the Graduate Student Attorney General or the Office of the Dean of Students.

**NOTE:** To avoid delays in resolving cases brought before the Honor Court, it is in the best interest of students to familiarize themselves with Honor Court procedures and to cooperate fully with the attorneys and members of the Honor Court.

## Human Subjects Review

All research involving collection or analysis of data from human subjects must be reviewed by the University's Institutional Review Board (IRB) for Research Involving Human Subjects. Even “non-invasive” actions such as asking questions on a survey may require IRB review and approval. The purpose of this review is to determine whether adequate procedures for informed consent have been followed and adequate protection provided for subjects at risk.

Instructions, access to the online system and samples of relevant forms may be obtained from the IRB website: <http://ohre.unc.edu/>.

UNC IRB training *must* be completed in advance of requesting IRB approval and advisers should be involved in preparation of the IRB application and provide their review and approval via the online system. Details and procedures for completing this mandatory, on-line, Collaborative IRB Training Initiative (CITI) can be attained at <http://research.unc.edu/offices/human-research-ethics/researchers/training/>

Students and advisers must also complete the IRB certification step in the online system before the IRB submission can be forwarded to the PHLP Director for endorsement and then to the IRB for their review.

No research should be conducted and no data should be collected until full IRB approval has been received. For further guidance, go to <http://our.unc.edu/students/conducting-research/irb/navigating-the-irb-process/>.

**NOTE: Failure to comply with IRB regulations may prevent or delay graduation.**

## Conflict of Interest Training

The Chancellor has determined the COI training is to be completed by all individuals who are involved in research. The on-line conflict of interest (COI) training is now available at the website: <https://apps.research.unc.edu/coi-training>

## **FERPA Training**

**FERPA** is a federal law and is the touchstone of student information privacy practices at the University of North Carolina at Chapel Hill and other institutions of higher education.

The [online tutorial](#) is designed to prepare authorized members of the campus community to fully understand the responsibilities of handling student record information under **FERPA** and the University's student records policy.

Students who might serve as a teaching assistant (and sometimes as a research assistant) are required to complete this training.

After reading the educational portion of the tutorial, you will be asked to take a short quiz. A score of 100% is required to demonstrate mastery of this important privacy act. Additional information about the online training is at: <http://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/>

## **Section II. Health Care and Prevention (HC&P)**

### **Part 1 – HC&P Track Overview**

The Health Care and Prevention (HC&P) Track is designed to provide medical students, physicians, and surgeons with a population perspective, and with the skills and knowledge to combine their clinical and public health training to improve the health of populations. Graduates of this program often take positions in academia (usually in a medical school), in a policy agency, or with a health care delivery system (as medical directors, or in other leadership positions). Regardless of where graduates find themselves, they become clinicians who practice with the ability to think and act in population as well as individual terms.

Clinicians have traditionally cared for, and thought of, patients one at a time. But clinicians can also focus on populations in at least three general ways:

- ◆ by using data from studies of populations to provide better care for individuals;
- ◆ by organizing health care and developing health policy to maximize the contribution of the clinical care of individuals to the health of the public, using data from health services research, health policy analysis and health economics, and application of the literature; and
- ◆ by taking part in initiatives to benefit the health of the public beyond individual clinical care alone.

This curriculum differs both from traditional medical curricula and from other public health curricula. The HC&P curriculum seeks to train people who can bridge the health gap between individual and population approaches. Because such people will vary widely in their interests and career goals in the health care system, the curriculum is maximally flexible, with a number of different options for satisfying core requirements.

Course work includes core courses in clinical epidemiology; biostatistics for health care professionals; critical appraisal of the health care literature; strategies of prevention; organization and financing of the health care system; and environmental health. Beyond this, the curriculum is individualized, including elective courses and the opportunity for independent study. A practicum experience, a Master's Paper, a comprehensive examination, and an oral presentation are also required. The program can be completed in 12 months, or can be spread out over a longer period of time. We discourage students from trying to complete the degree in less than 12 months. Faculty in the program are from both the Gillings School of Global Public Health and the School of Medicine.

The following is the HC&P **Mission Statement** and **Statement of Core Competencies**:

#### **Mission:**

- (1) To provide an educational program of the highest quality that has a focus on population and social sciences for medical students, residents, fellows, and physicians and surgeons.
- (2) To help students in the HC&P concentration integrate population and clinical sciences into a life course that will prepare them contribute to improving the health of the public broadly, with foci on the needs of populations as well as individual patients.

### **Statement of Core Competencies**

Upon graduation, students who earn an MPH in the HC&P concentration of the Public Health Leadership Program should be able to

- (1) Apply the basic principles of the core public health disciplines: clinical epidemiology; biostatistics; prevention science; public policy; and environmental health;
- (2) Critically appraise medical and public health literature;
- (3) Understand the importance of rigorous analysis of health evidence of many types, such as health system, economic, effectiveness, and patient-reported outcomes data;
- (4) Demonstrate and use knowledge of the critical issues facing our health care system today in assuring access, improving quality of care, and assessing cost of care;
- (5) Discuss in depth the implications of their rigorous analysis of at least one area of population health;
- (6) Use enhanced communication skills, with a particular emphasis on clear writing and speaking to a variety of stakeholders;
- (7) Demonstrate leadership skills, including an appreciation of one's own strengths and weaknesses in interacting with others.

Also see the [PHLP Breadth Requirements section](#).

### **A Vision of Leadership**

When its founding faculty created the HC&P concentration, their intention was to help you become a "different kind of doctor:" one who will not only deliver the highest quality of care to the patient in front of you, but who will comprehend the health of entire populations as well. One of the facets of your difference will be your leadership. Whether as a physician leader in your practice, your health system, or the health system of the state, the nation, or the world, you will have the potential to influence the delivery of health care by seeing clearly both the threats to and the opportunities for better system performance, by forging paths away from the former and toward the latter, and by helping others to follow the paths with you. Leadership recognizes every chance to make the system better, wisely knowing when not to meddle with things that are already flourishing. Leadership sees and nurtures the future leader in every follower. Leadership embraces the complexity of systems as it cherishes within them the elegant simplicity and power of our shared enterprise: to improve the human condition. The coursework you complete and the skills you attain during your MPH education will help you develop yourselves as leaders in health care and public health.

## **Part 2 – HC&P Program Requirements**

### **Introduction**

Information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures is published annually in *The Graduate School Handbook* and other guidebooks that can be found at this website: <http://handbook.unc.edu>. The

following guidelines for the MPH degree were developed to conform to Gillings School of Global Public Health and University requirements.

### **Requirements at-a-Glance Health Care & Prevention Track**

Credit hours minimum of 42 required

5 School-wide core courses (required):

PUBH 760 (3) Epidemiology (Clinical Measurement/Evaluation) (fall)

PUBH 741 (4) Biostatistics (Quantitative Methods for Health Care Professionals) (fall)

PUBH 706 (3) Policy (Advanced Health) (summer or fall)

PUBH 750 (3) Prevention (Strategies of Prevention for Clinicians) (fall)

ENVR 600 (3) Environmental Health (online course) (fall or spring)

Encouraged:

PUBH 751 (2) Critical Appraisal of the Medical Literature I (fall)

PUBH 752 (1) Seminar in Critical Appraisal of the Medical Literature (spring)

PUBH 749 (0.5) MPH Year and Career Seminar Series (required): A series of 10 evening seminars that occur throughout the MPH year (fall and spring, 5 sessions each semester). Register for the series in the fall & spring (0.5 credits earned for attendance in fall and spring, for a total of 1 credit).

General areas: Breadth of coursework in the population sciences, usually including such areas as health assessment, policy development, and health care assurance (many courses satisfy these requirements)

Electives: May be from a variety of departments, depending on interests of student

Master's Paper: 3 credits (PUBH 992) (register for credit in final semester)

Practicum Experience: 3 credits (PUBH 886) (spring or summer) (register for credit in the semester in which you begin the practicum work)

Comprehensive Exam: 0 credits (spring or summer) (students must be registered in the semester in which they take the exam)

Oral Presentation: 0 credits (spring or summer)

## PUBLIC HEALTH LEADERSHIP PROGRAM

### Sample Health Care and Prevention MPH Course of Study - Fall Admission

*A sample schedule for students who begin the HC&P program in the fall  
Minimum of 42 credit hours required*

<u>Fall Semester (maximum of 21.5 credit hours)</u>		
PUBH 706*	Advanced Health Policy for Clinicians (W 2:30 pm - 5:30 pm)	3
PUBH 741*	Quantitative Methods for Health Care Professionals I (T/Th 9:30 am - 12:15 pm)	4
PUBH 749**	MPH Year and Career Seminar Series (five fall seminars meet Thursdays 5:00 - 6:30 pm)	0.5
PUBH 750*	Strategies of Prevention for Clinicians (T/Th 3:30 - 4:45 pm)	3
PUBH 760*	Clinical Measurement/Evaluation (T/Th 12:30 - 1:45 pm)	3
ENVR 600*	Environmental Health (online course - may also be taken in the spring in order to take a fall elective)	3
PUBH 751***	Critical Appraisal of Medical Literature I (Mon 1:25 - 3:05 pm)	2
ELECTIVE		3
<b>Fall Semester Credit Hours</b>		<b>21.5</b>

<u>Spring Semester (maximum of 19.5 credit hours)</u>		
PUBH 749**	MPH Year and Career Seminar Series (five spring seminars meet Thursdays 5:00 - 6:30 pm)	0.5
PUBH 752***	Critical Appraisal of Medical Literature II (Mon 1:25 - 2:15 pm)	1
PUBH 886*	Field Practicum in Public Health (3-6 hours) (may be in spring or summer; register for credit in the semester in which you begin the practicum****)	3
ELECTIVE		1-3
<b>Spring Semester Credit Hours</b>		<b>17.5-19.5</b>

<u>Summer Session (3 credit hours)</u>		
PUBH 992*	Master's Paper (register for credit in your final semester)	3
<b>Summer Session Credit Hours</b>		<b>3</b>

<b>TOTAL Credit Hours</b>	<b>42-44</b>
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\* School of Public Health required course (all but ENVR 600 are especially designed for HC&P students)

\*\*Health Care & Prevention required course

\*\*\*Strongly encouraged

\*\*\*\*Pre-practicum paperwork required before undertaking practicum

Notes: Scheduled Comprehensive Exam can be taken in late spring semester or early summer (must be enrolled in classes)

Required Oral Presentations will be scheduled in late spring/early summer

## Registration – HC&P Track

### Classes

Most HC&P students will be taking the core courses in the fall. Details on how to register for courses are provided at <https://registrar.unc.edu/registration/registration-video-series/>. Students who encounter registration issues should contact the PHLP Student Services Manager. **Please note that the only required course available in the spring is the online Environmental Health course. If there is a non-required fall course that you would especially like to take, or if you are not sure about this, please talk with one of the HC&P Director and Associate Director (Dr. Cindy Feltner or Dr. Sue Tolleson-Rinehart, respectively) as soon as possible to consider whether this would be a reasonable option for you. We discourage taking more than 20.5 credits in one semester.**

For spring courses, there is one registration period in early November. We encourage students to register for classes as early as possible, as many classes fill quickly. In October one of the Year and Career seminars will include discussion of various options for spring courses.

### Independent Study

In special circumstances, independent studies can be arranged. Contact your adviser for further information on independent study opportunities. NOTE: A formal learning contract will need to be developed, reviewed and approved by the PHLP Curriculum Committee in the semester before an independent study can be taken.

### Time Expectations

Students enrolled full-time (i.e., nine or more credit hours and up to 20.5 credit hours per semester) ordinarily take at least 12 months to complete all degree requirements. Part-time students need more time to meet the same requirements. The time required for the degree may be modified when course credit (up to 8 credit hours upon review and approval by PHLP – see Transfer Credits section below) is transferred from another university or another program at UNC. All requirements for the MPH degree must be completed within five years of matriculation.

### Attendance and Preparation for Class

This is a graduate school; we adhere to the principles of adult education. Basically, you get out of a class what you put into it. Most classes have been structured to build on the preparatory readings/assignments rather than to repeat those assignments during class. **Thus, preparatory assignments usually do not compensate for what is lost in not coming to class.** Good attendance, good preparation for class, and class participation are often taken into account in grades. These aspects of true participation in graduate education may also affect the faculty's willingness to write future letters of recommendation.

Even in classes where attendance is not taken, faculty know when students miss more than an occasional class.

We suggest that you make every effort to attend all classes, always. Think of it as your “job.” Certainly you would not be late for morning rounds in the hospital, and you would not fail to show up for a rotation. If circumstances outside your control prevent attendance, we suggest that you communicate that to the course faculty at the earliest possible time. We believe our faculty will be sympathetic and helpful wherever possible.

## Structure

Students generally find that attending graduate school (in the Gillings School of Global Public Health or elsewhere) is much less structured than is attending the School of Medicine. With a few exceptions, we will not tell you what to do or be on your back when you have missed a deadline. This may require some adjustment. Success in this program involves becoming self-directed in a new kind of way – developing an internal drive that keeps you moving, different from the external drive of other programs. Usually, things will not be done for you – we will expect you to do them for yourself. It is a time to take charge of your own education rather than leaving it to others. We encourage you to be pro-active. Do not wait for us to remind you about something. Understand the program and make it work for you. We are always happy to meet/talk with you about anything at all – academics, problems, life, career, etc. Just let us know.

**NOTE: It is your responsibility to be sure you meet all MPH requirements as well as the minimum number of credit hours (42) required for graduation.** You can access this information through ConnectCarolina (<http://connectcarolina.unc.edu>) and concentration your progress by completing the [Graduation Checklist Worksheet for HC&P Concentration Students](#).

## PHLP Breadth Requirements

Each PHLP MPH HC&P Track student is encouraged to develop their own academic program with program leaders and with his or her own adviser, based on what he/she would like to get out of the program. We encourage students to develop a broad program that helps meet the competencies of the program. As can be seen from the competencies enumerated above, these can be considered in 3 broad areas: **assessment of health, policy development, and assurance of health.** Students in HC&P should confer with their advisers and concentration directors (Cindy Feltner and Sue Tolleson-Rinehart) to identify the specific ways they would like to tailor their academic program to meet these competencies. The 3 areas are described more fully below. As there is some overlap in these basic areas, some courses can meet more than one requirement.

## Assessment of Population Health

1. Assess the health of populations: understand the need for and difficulties in collecting, analyzing, and interpreting information on the health status, health needs, and health resources of a defined population. This objective implies knowledge of methods to access data on issues such as mortality, disability, health services, socioeconomic resources, environmental health, other public health and health services concerns, and local governmental and non-governmental agencies influencing the public health and health care status of the population.
2. Critically appraise the health literature: understand the process of critical appraisal of existing medical research literature as the foundation of understanding and adopting evidence-based

practice. This objective implies an understanding of the methods and techniques used to conduct medical research, and an ability to apply that understanding to the literature, with a goal of separating better from less good evidence.

3. Communicate health information: Objectives #2 and #3 require skills in culling important information from research reports and publications and presenting it so it is readily understood by health care providers, policy makers, administrators, legislators, and interested members of the general public. After you have acquired and absorbed this information, you must be able to communicate it to the public, policy-makers, and other stakeholders to improve health decisions.

### **Policy Development**

1. Develop and evaluate policy options: examine public health, health policy, and health services issues from an interdisciplinary perspective; understand the process of formulating and evaluating policy strategies for addressing these issues. This goal requires an understanding of the politics of the health care system, since what can and cannot be done to create health policy is often as much or more a matter of what will be politically feasible than of any other consideration.
2. Set priorities and implement policy: understand approaches to setting priorities for health needs based on the magnitude and seriousness of the problems and the political feasibility and acceptability, economic feasibility, and effectiveness of interventions. Consider strategies to implement policy, addressing issues of organizational design and management, leadership, communication, economic issues, community participation, ethics, and values.
3. Develop strategies: understand approaches to gather and organize information on health care system, governmental, media, and public actions that may affect the public's health. This objective implies an understanding of the importance of relationships among people and between organizations in the policy process, including between providers and the public, health care systems and providers, the dance of legislation and regulation, and the different perspectives of different constituencies. It also involves an understanding of the importance and role of networking with public and private agencies to achieve goals.

### **Assurance of Population Health**

1. Formulate program objectives: an understanding of approaches to developing measurable program objectives designed to improve the health of the public.
2. Program administration: an understanding of approaches to developing management plans for providing essential public health or other health care services.
3. Program evaluation: an understanding of approaches to monitoring and evaluating public health or other health services programs for their effectiveness and quality. This objective implies awareness of scientifically proven strategies to analyze interventions and awareness of methods to evaluate organizational performance.

4. Targeting resource use: an understanding of approaches to targeting scarce resources to best implement programs designed to assure priority health services for needy populations.
5. Implementation of high quality health services: understanding the most feasible approaches to implementing high quality, effective health services to improve the health of the public. Developing an understanding of approaches to communicating the need for such services to decision-makers at all levels.

### **ILE/Master's Paper – HC&P Track**

The HC&P master's paper requirements do not substantially differ from the PHLP MPH Master's Paper information detailed earlier. Additional information that may be of use for the HC&P Track is provided as follows. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your concentration.*

As a reminder, the development, content and writing of the master's paper is to be completed in accordance with the UNC Honor Code.

**The Master's Paper has been the most troublesome requirement for many past HC&P students.** It may also be the most rewarding. The MPH Year and Career Seminar Series, which meets through the fall and spring semesters, will help you begin this process in the fall and move ahead with it in the spring.

All five ways to satisfy the paper requirement must include a critical review of some part of the medical/health literature. We also expect that all students will choose a topic that deals with an important issue in the health of the public or in the health care system. All papers should discuss the implications of their conclusions for public health.

**We expect students to complete their master's papers by mid-July, in order to qualify them for August graduation. Medical students should make an effort to finish their papers by late June, to allow them to return to rotations at the end of that month. Although students must be registered in the semester(s) in which they undertake/complete their master's papers, they need not be registered in the semester in which the degree is to be awarded, provided that no use of University faculty time or facilities is required, and as long as they were registered appropriately in prior terms, unless other conditions (employment, immigration, etc.) require registration.** Students who do not meet the Master's Paper CDR submission deadline have an option to graduate in the subsequent academic term without being required to enroll or pay tuition, as long as ALL degree requirements have been met BEFORE the first day of classes of that term.

### **THE MASTER'S PAPER REQUIREMENT CAN BE SATISFIED IN FIVE GENERAL WAYS [Note: We are flexible, so if you have a sixth approach, check with us.]:**

1. A full and extensive systematic review of the research literature related to a specific health-related topic. This must be a critical review and summary for the purpose of making

recommendations for development of a program, change in policy, establishment of standards, program evaluation, etc.

2. An evaluation of a public health or clinical program (including curriculum, intervention, project, etc.). This may involve developing an evaluation plan without actually collecting the data to perform the evaluation, or it may involve collecting or examining existing data that bear on an existing evaluation plan.

3. A research design complete to the data collection phase including construction of data collection instruments, plans to pilot test measurement instruments, and methods of analysis of data.

4. An analysis of original data collected by the student or collected by others (e.g., a faculty member), or a secondary data analysis of data collected for other reasons. This may be written in either of two ways: (1) as a typical Master's Paper; or (2) as a research paper potentially suitable for submission to a journal for publication. If the student chooses option #2, the Master's Paper must also include appendices that provide more in-depth information about the research question (including a systematic review of what is known on the topic), more discussion of research methods and why the research design and measurement/analysis approach was chosen, and a more in-depth discussion section that considers strengths and weaknesses of the research and implications for future practice or research. This paper may be either quantitative or qualitative research.

5. A policy analysis in which an important issue in health policy is analyzed rigorously and carefully, concluding with recommendations for practice, research, or further policy change. This policy analysis will, typically, triangulate methods, including reviewing relevant literature and gathering original data or re-analyzing secondary data from a variety of possible sources, including aggregate, survey, pilot, health services, economic, and other forms of data.

**Please note: Duke medical students must satisfy both UNC criteria and also the criteria outlined by Duke.**

**TO BE ACCEPTED, THIS PAPER SHOULD SATISFY THE FOLLOWING FIVE REQUIREMENTS:**

1. The paper includes a critical review of some part of the health or health-care literature.
2. The paper demonstrates thinking from a population perspective.
3. The paper demonstrates in-depth thinking, well beyond the superficial level.
4. The paper includes a consideration of the implications of the paper for
  - health care policy;
  - future research; and
  - the health of a population of people.
5. The paper demonstrates the ability to communicate clearly and precisely in writing.

## Human Subjects Review

All research that involves collection of data from human subjects must be reviewed by the School's Institutional Review Board (IRB) for Research Involving Human Subjects. The purpose of this review is to determine whether adequate procedures for informed consent have been followed and adequate protection is provided for subjects at risk. Instructions and forms may be obtained from the IRB website: <http://ohre.unc.edu>. Advisers should be involved in preparation of the IRB application and must sign the IRB application form online <https://apps.research.unc.edu/irb/>. Note that Duke students must satisfy the requirements of both UNC and Duke IRBs.

## Advisers & Readers

*For Duke medical students, the second reader must be an appointed Duke faculty member. The adviser must approve the choice of the second reader. The two readers will work very closely with you throughout the entire process of developing and completing the Master's Paper.*

**Ideally, the student should have a Master's Paper topic and two readers by early January at the latest.** The student should understand that readers may need 2-3 weeks or more to give feedback on a draft of the Master's Paper.

## APE/Practicum Experience

Other than the minimum required hours (140 hours), this concentration does not deviate from the PHLP Practicum Experience information detailed previously. *To ensure you are meeting all requirements, be certain to consult both this document and the Sakai page for your concentration.*

## Oral Presentation Requirement

**Topic:** Students must give an oral presentation on an important topic in health care during the MPH year. Many people choose to focus on either their practicum or Master's Paper, but this is not required. A work-in-progress may also be appropriate.

**Purpose:** The presentations will be no more than 10 minutes long, with 5 minutes for questions and feedback. The purpose of the oral presentation exercise is to help people practice and improve their skills at communicating orally. Thus, the point of the question and answer period is to learn how to improve your communication skills. The actual topic/content is of secondary importance.

**Outline:** Many (but not all) topics will lend themselves to the following outline:

1. organization of the talk – what you plan to talk about;
2. background of the problem you're addressing;
3. the goals/objectives for the experience/paper (i.e., what you wanted to learn from doing this);
4. methods used/to be used (i.e., how you did/will accomplish your goals/objectives);
5. results (i.e., what you learned or anticipate learning);

6. conclusion (i.e., what it means, how it fits with work others have done, what is to be done from here to continue work on this problem)

**Technology:** We encourage a one-page handout at the end of the talk; you may use overheads, slides, or a PowerPoint presentation. Other topics may require a different outline. It is important, however, to have an organized approach to your talk.

**Keep in mind these points:**

1. do not put too much on one slide
2. do not try to say more than you have time for
3. speak slowly and distinctly
4. leave time for questions and comments

The oral presentation is a requirement for receiving the PUBH MPH HC&P Track degree. Opportunities to present your work will be offered in May and June. Students are required to attend the entire session of oral presentations for which they are signed up, not just their own presentation, to support one another, learn about their student colleagues' work, and learn to give feedback.

**NOTE:** In-class presentations or any presentation made to fulfill course requirements do not satisfy the HC&P oral presentation requirement, nor do presentations made at another venue. All students must present at the scheduled HC&P oral presentation days in May or June.

## **Comprehensive Examination**

The HC&P Track adheres to all the regulations specified previously. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your concentration.* In addition, HC&P has the following policies:

The exam is designed to assess the student's basic understanding of the core concepts in the HC&P Track of PHLP's MPH degree and provide an opportunity for the student to demonstrate mastery of the program's core competencies (see above). Students must answer 3 of 5 questions addressing these competencies. Passing answers will demonstrate a thorough grasp of the concepts, background, and tools necessary to answer the questions. The exam is graded (pass or fail) by the Director and Associate Director of the HC&P Track acting as a committee. The student must pass each of the 3 questions that the student answers. If the student fails a question, he/she must have an oral examination by the directors of the HC&P Track. The student who fails the oral examination must develop a documented study plan and request to re-take the exam in one month that will be reviewed by the UNC Graduate School to allow a student to be eligible to retake the written examination, since the Graduate School requires a three-month waiting period. Each student must pass the comprehensive examination to receive the MPH degree.

## **Working with your Adviser**

Your principal adviser, and the person who will be the first reader of your master's paper, should be one of the principal HC&P faculty members. Your adviser will work closely with you to identify and develop a master's paper topic, practicum, and any other ancillary experience you

may pursue. You may have additional advisers for your practicum experience or for other, additional experiences. Your practicum adviser may also act as your practicum preceptor in some cases. Please inform us of any other project advisers with whom you are working; such an adviser may become the second reader of your master's paper, if the project is amenable to becoming your master's paper work.

Sometimes the first adviser the student chooses does not work out, for some reason. It is okay for the student to change advisers at any time during the year. We do expect that the student will let the HC&P directors know about any change in adviser.

The "backup" adviser for all students is the HC&P Director (Cindy Feltner) and Associate Director (Sue Tolleson-Rinehart). We are always available to discuss any issues that come up with students. Should any student encounter a problem or any unexpected circumstance that could affect the student's academic performance, we ask that one of these program leaders be contacted in addition to the adviser.

### **Course Advising – HC&P Concentration**

Advisers may or may not know much about which Gillings School of Global Public Health courses would be most useful for the student. It is fine to discuss this issue with advisers, but we suggest you also discuss this with the program leaders. For all students, decisions about spring courses are best made by late October, so you will be prepared when the registration period opens in early November. In October, we will have a group session for students to discuss spring courses.

### **Meetings with Advisers – HC&P Concentration**

It is the responsibility of the student to contact and set up meetings with the adviser. The adviser may not pro-actively contact the student at all. Although everyone is busy, advisers are interested in talking with you regularly. We suggest that you meet with your adviser at least twice each semester, and more often if the adviser is also involved with your Master's Paper or practicum.

### **Applying for Graduation**

Students must also formally apply to graduate. Complete the Graduation check-out page in ConnectCarolina's Self Service area: Log into ConnectCarolina: in your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the dropdown box, and then click the double arrows. There is no penalty for applying and then not graduating for any reason, but you will not be able to graduate without submitting this graduation application form by the deadline for the relevant semester. You can check the deadlines as part of the application process. Please note that if you do not graduate in the semester for which you applied, you must submit a new application for the semester in which you actually graduate.

### **School of Medicine Credit for MPH Work**

The UNC School of Medicine will allow the transfer of 1 month of elective credit (up to 6 credit hours) from the School of Public Health for medical students who complete their MPH degree

requirements and graduate from the Gillings School of Global Public Health in August of the term in which they return from Leave to the medical school curriculum.

### **Returning to the School of Medicine**

The HC&P concentration of the Public Health Leadership's MPH Program and the UNC School of Medicine encourage medical students to complete their MPH requirements before returning to the School of Medicine. To allow adequate time to complete the practicum and master's paper requirements, we strongly recommend that students plan to return to the School of Medicine in July. (Note that for August graduation, the completed master's paper must be submitted by early to mid-July.)

**Students will not be approved to register for the School of Medicine's block 0 rotation in June unless they have completed all MPH requirements.**

## **Section III. Gillings MPH in Leadership in Practice concentration**

### **Leadership in Practice (LP) concentration overview**

Designed to teach current and aspiring public health professionals to apply leadership principles in a public health context, the Leadership in Practice concentration will provide you with the knowledge and skills you need to lead teams, projects, organizations and systems in eliminating inequities, improving conditions and fostering change in local and global communities. With this concentration, you will be prepared to empower populations to live their best lives, no matter their location.

As a student in the Leadership in Practice concentration, you will gain the skills to:

- Use critical-thinking, design-thinking and system-thinking to solve problems.
- Advance knowledge using evidence-based research and practice-based evidence.
- Mobilize others in order to strategically align organizations and systems and accomplish large-scale change.

The next generation of public health leaders needs to build strong relationships, not only with members of their own team, but also with leaders from other sectors, political parties and disciplines. Skills in public health leadership are needed at every level in clinical, community-based and workplace settings, and hiring new talent with fresh perspectives is a priority for nongovernmental and governmental clinical and public health organizations.

Courses are offered in both online and residential formats, although not all courses are offered in both formats.

### **Career Information**

Hosted by the Gillings School's Public Health Leadership Program, the Leadership in Practice concentration is designed to support professionals at every level of public health practice, with specific regard to those currently in public health management and leadership roles. Graduates with this concentration will be well-equipped to move into a variety of roles, commensurate with their level of work experience.

The UNC Gillings School's on-campus Leadership Program has graduated more than 1,400 public health professionals across the country and around the world. Our graduates serve as leaders in global, national, state and local settings.

Gillings graduates are prepared to:

- Step into leadership roles in which they may be responsible for working with multidisciplinary leadership teams, governing boards and system partners.

- Work as program and organizational managers responsible for supervising teams that focus on complex research, community and interorganizational collaborations.
- Serve as team leaders and in project management roles in local, state, national and international public health organizations and industries.

### **Concentration Competencies**

1. Prioritize public health values and ethics in a philosophy of leadership relevant to adaptive public health challenges.
2. Demonstrate effective communication skills to promote a compelling public health agenda.
3. Facilitate inclusive engagement and collaborative decision-making across professions and with diverse stakeholders to lead in public health practice.
4. Design transformational systems and innovative approaches to ensure effective public health practice.
5. Integrate research and practice-based evidence to continuously improve the quality of public health practice.
6. Develop structures of accountability to promote good governance and stewardship of resources to improve population health.

<b>Course Name</b>	<b>Course Number</b>	<b>Competency Assessed</b>
Core Principles in Public Health Leadership	PUBH 791	1, 6
Systems Design for Implementation	PUBH 718	4
Quality Improvement Leadership	PUBH 730	5
Program Planning, Evaluation/Assessment	PUBH 745	3
Policy for Social Transformation	PUBH 748	2

## **Leadership in Practice (LP) Concentration Program Requirements at-a-Glance**

**Credit hours** at least 42

**Courses** 5 MPH core courses (12 credits)

**SPHG 711 Analysis (2)**

**SPHG 712 Methods and Measures (2)**

**SPHG 713 Understanding Public Health Issues (2)**

**SPHG 721 Conceptualizing Public Health Solutions (2)**

**SPHG 722 Implementing Public Health Solutions (4)**

**Required Leadership in Practice Courses (15 credits)**

**PUBH 791 Core Principles of Public Health Leadership (3)**

**PUBH 718 Systems Design for Implementation (3)**

**PUBH 730 Quality Improvement Leadership (3)**

**PUBH 745 Program Planning, Evaluation/Assessment (3)**

**PUBH 748 Policy Development for Social Transformation (3)**

**Other courses, including one in each of the PHLP core competencies: leadership, assessment, policy development, and assurance (9 credits)**

**ILE/Master's paper: PUBH 992 (3 credits)**

**APE/Field practicum: PUBH 886 (3 credits)**

**Comprehensive Exam\* 0 credits (must be a registered student to take exam)**

**\*Subject to change**

### **Sample Degree Plans**

Students in the Leadership in Practice concentration might undertake their MPH degree requirements as a full-time, residential (Chapel Hill based) student with the goal of completing in two years. A sample degree plan for this type of student would be based on the following outline.

**Gillings MPH LP Full-time, residential (Chapel Hill) student**

**EXAMPLE**

	<b>Fall (Aug – Dec)</b>	<b>Spring (Jan – May)</b>	<b>Summer (May – July)</b>	<b>Credit Hours</b>
<b>Year 1 (2018-2019)</b>	SPHG 713 (2) SPHG 711 (2) SPHG 712 (2) PUBH 791 (3)	SPHG 721 (2) SPHG 722 (4) PUBH 730 (3) PUBH 886 APE (.5) Elective (3)	PUBH 886 APE (.5)	<b>21</b>
<b>Year 2</b>	PUBH 718 (3) PUBH 748 (3) PUBH 886 APE (2) Elective (3)	PUBH 745 (3) Elective (3) PUBH 992 ILE (3) Comprehensive Exam (1 <sup>st</sup> Saturday in March)		<b>21</b>
<b>Total MPH Credits</b>				<b>42</b>

**Gillings MPH LP Full-time, residential (Asheville) student**

**EXAMPLE**

	<b>Fall (Aug – Dec)</b>	<b>Spring (Jan – May)</b>	<b>Summer (May – July)</b>	<b>Credit Hours</b>
<b>Year 1 (2018-2019)</b>	SPHG 713 (2) SPHG 711 (2) SPHG 712 (2) PUBH 791 (3)	SPHG 721 (2) SPHG 722 (4) PUBH 730 (3) PUBH 726 (1) PUBH 886 APE (1)	APE Experience PUBH 727 (2)	<b>19</b>
<b>Year 2</b>	PUBH 718 (3) PUBH 748 (3) PUBH 728 (3) PUBH 886 APE (2)	PUBH 745 (3) PUBH 729 (2) PUBH 992 ILE (3)  Comprehensive Exam (1 <sup>st</sup> Saturday in March)		<b>23</b>
<b>Total MPH Credits</b>				<b>42</b>

### **APE/Practicum Experience – Leadership in Practice (LP) Concentration**

The LP concentration does not deviate from the PHLP Practicum Experience detailed previously. *To ensure you are meeting all requirements, be certain to consult both this document and the Sakai page for your concentration .*

### **Comprehensive Examination – Leadership in Practice (LP) Concentration**

The LP concentration does not differ from the PHLP MPH Comprehensive Examination information detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your concentration .*

### **ILE/Master's Paper – Leadership in Practice (LP) Concentration**

The LP concentration does not differ from the PHLP MPH Master's Paper information detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your concentration .*

As a reminder, the development, content and writing of the master's paper is to be completed in accordance with the UNC Honor Code.

*Questions about any of the information in the PHLP Handbook or in the UNC Graduate School Handbook, please send to PHLP's Director of Graduate Studies (Lori Evarts, 4109 McGavran-Greenberg Hall, 919-966-9043 or [lori\\_evarts@unc.edu](mailto:lori_evarts@unc.edu)) or alert PHLP's Quality Coordinator (Joy Martin, 4106 McGavran-Greenberg Hall, 919-9661784 or [joybmartin@unc.edu](mailto:joybmartin@unc.edu)) with any feedback you have about the content of this Student Handbook.*