

**Doctoral Program Handbook**

# Maternal and Child Health

2021 -2022

# Table of Contents

|  |  |
| --- | --- |
| **General Policies and Procedures** | 4 |
| Department Academic Policies | 4 |
| Procedures for Exemption or Waiver from Standard Departmental Policies | 4 |
| Residency | 5 |
| Full-time/Part-time Status | 5 |
| Time Limitations and Leaves of Absence | 5 |
| Procedures for Appeal of a Grade | 6 |
| Necessary Forms for Documenting Progress in Doctoral Program | 7 |
| Faculty Mentor (Advisor) | 9 |
| The Doctoral Curriculum Committee | 9 |
| Department Resources and Financial Support | 11 |
| Funding Guides and Establishing Residency | 11 |
| Training Grant and Research Assistantships | 12 |
| Gillings School of Global Public Health Resources | 12 |
| UNC Graduate School Resources | 12 |
| University Resources | 13 |
| Other Sources of Funding on Campus | 13 |
| Federal Sources of Funding | 14 |
| Other Campus Resources | 14 |
| **Doctoral (PhD) Track** | 15 |
| Program Competencies | 15 |
| Competency Assessment | 15 |
| Gillings School of Global Health Requirements | 16 |
| Department of Maternal and Child Health Requirements | 16 |
| Teaching Internship | 18 |
| Research Internship | 18 |
| Areas of Proficiency | 20 |
| Declaring a Formal Minor | 20 |
| Department of Maternal and Child Health Recommendations | 22 |
| **Master’s to Doctoral (MtD) Track** | 24 |
| Requirements for the MSPH Degree | 25 |
| **Culminating Experiences** | 26 |
| The Written Comprehensive Examination | 26 |
| The Dissertation | 30 |
| **Graduation and Beyond** | 36 |
| **Appendix A: Forms, Checklists, and Sample Documents** | 37 |
| Required and Recommended Coursework by Semester | 37 |

|  |  |
| --- | --- |
| Checklists |  |
| Requirements for Students Entering with Master’s | 39 |
| Requirements for MSPH to PhD (MtD) Students | 40 |
| Doctoral Curriculum Committee (DCC) Form | 41 |
| MCH Written Comprehensive Examination Form | 42 |
| Proposal for Formal Minor Form | 43 |
| Checklist of Forms | 43 |
| Core Course Exemption Form | 44 |
| **Appendix B: Sample Internship Documents** | 45 |
| Sample Proposal for MHCH 840 (001): Teaching Internship | 45 |
| Sample Proposal for MHCH 840 (003): Research Internship | 48 |
| **Appendix C. Example Materials for Curriculum Committee Meetings** | 49 |
| Attachment A: Proposed Coursework by Semester | 50 |
| Attachment B: Proposed Coursework by Proficiency Area | 51 |
| Attachment C: Statement of Dissertation Interests and Plans | 52 |
| Attachment D: CV | 52 |
| Attachment E: Public Health and MCH Competencies | 52 |
| **Appendix D. Illustrative Sequence and Timetable** | 53 |

**General Policies and Procedures**

The Department of Maternal and Child Health (MCH), founded in 1950, awarded its first doctoral degree, the Doctor of Public Health (DrPH), in 1973. In 1998 the department began offering a second doctoral degree with the addition of a Doctor of Philosophy (PhD) program. Over the next 15 years demand for the PhD greatly surpassed that for the DrPH and, in 2015, the latter degree program was discontinued. Today, the department offers a consolidated doctoral training program leading to the PhD degree. This handbook provides detailed information about our doctoral program in maternal and child health covering general academic policies, coursework, exams, and the dissertation.

## Department Academic Policies

Generally, the curriculum requirements that are in effect at the time of a student’s matriculation remain in effect for that student, regardless of curriculum changes that occur during the time of the student's progress through the program. Students have the option of switching to curriculum requirements implemented after their matriculation, with the approval of their faculty mentor, doctoral curriculum committee, and the MCH Director of Graduate Studies (see later entries in this handbook which describe each of these groups/persons).

All policies and procedures described in this handbook, including requirements specific to the Doctoral Program in Maternal and Child Health, must comply with the policies and procedures of The Graduate School at the University of North Carolina at Chapel Hill. Please refer to the Graduate School Handbook (<https://handbook.unc.edu/> ) for general academic requirements and specific regulations for the doctoral degree (<https://handbook.unc.edu/phd.html>).

## Procedures for Exemption or Waiver from Standard Departmental Policies

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

1. A student who wishes to be granted a waiver or exemption from Departmental policy or a course requirement should discuss the matter with their faculty mentor and, when appropriate, their doctoral curriculum committee. If the faculty mentor (and when appropriate, the student’s doctoral curriculum committee) agrees with the request, the faculty mentor will transmit it to the Doctoral Committee for approval. If a student wishes to waive a course requirement, they should complete the “Required Course Exemption Form” (see Appendix A). If the faculty mentor is not in agreement, the student may take the request directly to the Doctoral Program Director.
2. If the student is not satisfied with the decision of the Doctoral Committee, they may request that the Doctoral Committee consult with the Director of Graduate Studies for final resolution.

## Residency

All out-of-state students who are U.S. citizens (or U.S. Permanent Residents) are strongly encouraged to undertake the steps to obtain NC Residency immediately upon moving to North Carolina. In order to be considered for in-state residency status for tuition purposes, any student admitted to and enrolled in a graduate degree program administered by The Graduate School with nonresident status is required to request a residency reconsideration via the [Residency Determination Service](https://ncresidency.cfnc.org/residencyInfo/) in order to be considered for in-state tuition benefits.

Please follow the link below to the Graduate School Residency information page for full details, including a link to the residency application:

<https://gradschool.unc.edu/studentlife/resources/residency/>

Doctoral students are required to complete a minimum program residence credit of four full semesters, either by full-time registration, or by part-time registration over several semesters. At least two of the required four semesters of residence must be earned in contiguous registration of no fewer than six credit hours at UNC-Chapel Hill. While summer session registration is not required to maintain consecutive registration, any credits of three to six hours per session will be computed on the usual basis as part of the required two-semester contiguity. For full details, please refer to the “Credit and Residence Requirements” (<https://handbook.unc.edu/phd.html>) and the “Residence Credit” (<https://handbook.unc.edu/residencecredit.html>) sections in The Graduate School Handbook.

## Full-Time/Part-Time Status

Beginning with entry into the program, the MCH Department requires that students maintain full-time status (nine or more credit hours per semester) until the completion of coursework required by the doctoral program and the student's Doctoral Curriculum Committee.

In special cases, midway through coursework, a student may request a transfer to part- time status. The request should be submitted first to the student's faculty mentor. If the mentor agrees, the mentor forwards the request to the Department’s Doctoral Committee for approval. If the student is not satisfied with the decision of the Doctoral Committee, they may request that the Doctoral Program consult with the Director of Graduate Studies of the Department for final resolution.

After completion of required coursework, a student may reduce their status to part- time if the faculty mentor agrees.

## Time Limitations and Leaves of Absence

A doctoral student admitted directly into the doctoral program (rather than being admitted to the masters-to-doctoral program) has eight calendar years from the date of first registration in the doctoral program to complete the doctoral degree (example: if the date of first registration is August 2020, the eight-year time limit expires at Commencement, August 2028.

A student admitted to a master's program and later given formal permission to proceed to the doctoral degree (i.e., those admitted to the masters-to-doctoral program) has eight calendar years from the date of receipt of the master's degree to complete the doctoral degree.

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

Before the leave period, the student submits a [**Request for Leave of Absence Form**](http://gradschool.unc.edu/pdf/loareq.pdf) to The Graduate School. Submission of this form requires approval by the Department’s Doctoral Committee. If the Graduate School approves the leave of absence, the time of that leave will not count against the total time allowed for the degree. [**Readmission**](http://handbook.unc.edu/admission.html#readmission) to The Graduate School after an approved leave of absence is usually a formality. A leave of absence may not typically be renewed.

## Procedures for Appeal of a Grade

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

1. Arithmetic or clerical error
2. Arbitrariness, such as possible discrimination based on race, color, gender, national origin, age, religion, creed, disability, veteran’s status, sexual orientation, gender identity, gender expression, etc.
3. Personal malice
4. Student conduct "cognizable" under the Instrument of Student Judicial Governance

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

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

The Chair must adhere to the following procedures, described in detail in the *Graduate School Handbook*:

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

Note: Grade appeal policies for courses offered in other departments may vary.

## Necessary Forms for Documenting Progress in Doctoral Program

The following list includes the forms, in the order they must be completed, as the student reaches certain milestones in the doctoral program. **The student is responsible for completing the forms, obtaining the appropriate signatures, and submitting them to the Academic Coordinator (AC).** More information and sample forms are found in Appendix A, and Appendix D notes the Illustrative Sequence and Timetable which may be helpful to view when examining the timing of the necessary forms. Except for the Doctoral Curriculum Committee Form and the Required Course Exemption Form, all are available on the Graduate School website:

(<https://gradschool.unc.edu/academics/resources/forms.html>)

* [**Doctoral Curriculum Committee (DCC) Form**](https://sonportal.unc.edu/files/2017/06/Example_Report-of-Doctoral-Committee-Composition-Approval_Title.pdf) (located inAppendix A)**.**

This is an internal MCH doctoral program form that should be submitted to the department’sAcademic Coordinator after the first curriculum committee meeting and then updated after the second meeting of the curriculum committee.

* [**Minor Declaration Form**](https://gradschool.unc.edu/documents/minordeclaration.pdf)

Submitted to the Academic Coordinator. For formal minors recognized by the Graduate School, dated signatures from the Directors of Graduate Studies in the major and minor programs are required before the Academic Coordinator forwards the form to the Graduate School for final approval.

* [**Doctoral Exam Report Form - Part I: Report of Preliminary Written Examination**](https://gradschool.unc.edu/pdf/wdexam.pdf)

Two forms are required to document completion of the written comprehensive exam.The first form (“MCH Written Comprehensive Examination Form”) is an internal form used by the Academic Coordinator to track student progress (see Appendix A). The second form is Part I of the Graduate School’s “Doctoral Exam Report Form.” Once the student has successfully passed the written exam, Part I (“Report of Preliminary Written Examination”) should be signed and dated by the dissertation committee chair and submitted to the Academic Coordinator.

* [**Part I: Report of Doctoral Committee Composition**](https://gradschool.unc.edu/pdf/wdcomm.pdf)

**Part I** is used to report committee member names and relevant faculty status and, as stated in the Graduate School Handbook, “must be submitted to and approved by The Graduate School before the examination [i.e., proposal defense].”

* [**Part II: Report of Approved Dissertation Project**](https://gradschool.unc.edu/pdf/wdcomm.pdf)

**Part II** (Report of Approved Dissertation Project) is used to document the approval of and title of the dissertation project.

* [**Doctoral Exam Report Form - Part II: Report of Oral Examination**](https://gradschool.unc.edu/pdf/wdexam.pdf)

Part II of the Graduate School’s “Doctoral Exam Report Form” also should be completed when the student successfully defends the dissertation proposal.

The student is responsible for obtaining both the Part II Report of Approved Dissertation Project Form and the Part II Doctoral Exam Report Form from the Academic Coordinator prior to the proposal defense meeting, bringing both forms to the meeting, and returning both forms to the Academic Coordinator following the meeting.

**Admission to Candidacy.** This milestone occurs when the student has passed both the doctoral written and first oral examination, submitted an acceptable dissertation prospectus, completed all courses required by the major and minor programs, and satisfied any foreign language or language substitute requirements. Approximately 4-6 weeks after receiving the signed Committee Composition form (Parts I and II) and the signed Doctoral Exam (Parts I and II) from the Academic Coordinator, the Graduate School will update the student’s Milestones item in the student’s record in Connect Carolina to indicate ABD/Advanced to Candidacy. ABD indicates that the student has completed “all but dissertation”. Transcripts for students admitted to candidacy will contain the statement “Advanced to Candidacy for Doctorate” at the end of the term in which posted.

* [**Doctoral Exam Report Form - Part III: Report of Final Oral Examination**](https://gradschool.unc.edu/pdf/wdexam.pdf)

Part III of the Graduate School’s “Doctoral Exam Report Form” is completed when the student successfully defends the dissertation.

* [**Doctoral Exam Report Form - Part IV: Report of the Final Dissertation**](https://gradschool.unc.edu/pdf/wdexam.pdf)

Part IV of the Graduate School’s “Doctoral Exam Report Form” is completed when the majority of the dissertation committee has judged the dissertation to be acceptable. This portion of the form may be completed at the time of the final oral examination (i.e., dissertation defense) or, if additional edits are required by the committee, at a later date.

# Faculty Mentor (Advisor)

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

Student-faculty communication is viewed as a mutual responsibility. Meetings are scheduled on a periodic basis as requested by the student or the faculty mentor. The faculty mentor will serve as the major source of guidance until the student’s Doctoral Curriculum Committee is in place. Students are also encouraged to consult with other department faculty for advice. In addition, other MCH students who are more advanced in their studies are often helpful in providing information.

If it becomes necessary to change faculty mentors, the student should discuss this first with the current and intended mentors. The student should then write a brief letter formally requesting the change to the Department Doctoral Committee. The student may also consult with the Director of Graduate Studies for assistance to expedite the change. The Doctoral Committee will notify the Department’s Academic Coordinator about the change

## The Doctoral Curriculum Committee

Each doctoral student's course of study is guided by the student’s faculty mentor and a Doctoral Curriculum Committee (chaired by the mentor). During the student's first semester, they and their mentor will identify potential faculty members to serve on the Doctoral Curriculum Committee. The Doctoral Curriculum Committee must include no fewer than three members. Typically, at least two of the faculty members are full-time, tenured, tenure-track, or fixed term members of the regular MCH Department faculty; however, arrangements can be made for other types of MCH faculty to serve on students’ doctoral curriculum committees. Fixed term appointees to the Graduate Faculty may serve on committees of students and, at the request of the program and approval of the Graduate School, may chair a doctoral committee. These appointees may include: faculty emeriti, clinical or research professors, scholars from other institutions, independent scholars, and practitioners.) Since all PhD students complete a minor, one of the faculty committee members must be from the minor Department. The academic faculty mentor and minor faculty mentor must be different people. Students enrolled in the **masters-to-doctorate track** (MtD) should form their doctoral curriculum committee after they have completed their master’s coursework, during the first year of their doctoral coursework (see the doctoral timeline below).

The responsibilities of Doctoral Curriculum Committee members are to advise in the selection of courses during the student’s second and subsequent semesters and approve the overall course of study. Ideally, the first formal meeting of the Doctoral Curriculum Committee will be held by the end of the student's first academic semester, but should occur no later than the end of the spring semester of the first academic year. Students enrolled in the **masters-to- doctorate track** (MtD) should form their doctoral curriculum committee after they have completed their master’s coursework and by the end of the student’s second semester of doctoral coursework. The student must declare at least three areas of proficiency, two of which will be “maternal and child health” and “research methods.” The third area should be the student’s substantive specialty area (e.g., perinatal health services, substance abuse, etc.). Substantive specialty areas can be individualized for each student; there is no predetermined list of specialty areas. Students should discuss the selection of their specialty area with their faculty mentor. A fourth area of proficiency is the student’s minor coursework. **(*Note:* One course may serve in two areas of proficiency. However, courses counting for the formal minor cannot also be counted toward the MCH required courses.)** Appendix C has an example of the paperwork that students should prepare for their first meeting of the Curriculum Committee.

The main purpose of the first Curriculum Committee meeting is to define a course of study that will provide competence in the selected areas. At this meeting, the committee will review the student's previous education and work experience, courses taken in the first semester, and any preliminary ideas for dissertation research. The committee members will also discuss and approve the student's proposed areas of competence.

The student's second curriculum meeting is held near the time of completion of the student's coursework (usually the end of the second year of study). The purpose of this meeting is to determine whether the student is prepared to take the Maternal and Child Health Written Comprehensive Examination. The committee will review the student's progress in coursework and plans for dissertation research. The committee may recommend additional courses before the student can take the Written Comprehensive Examination. The committee must approve the student's readiness to take the exam.

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

* + An up-to-date curriculum vitae
  + A list of courses proposed and taken (with grades if available), organized in two ways: chronologically and by area of proficiency
  + A brief statement of dissertations interests or plans

An example set of materials is in Appendix C. After each curriculum committee meeting, the student prepares a brief written summary of how the meeting progressed and the important decisions made at the meeting. This summary is reviewed by the faculty mentor and then distributed to all committee members and the Department's Academic Coordinator.

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

## Department Resources and Financial Support

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

## Funding Guides and Establishing Residency

Information about funding through the Graduate School is available on their website:

### <http://gradschool.unc.edu/funding/>

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

For the current residency requirements, please consult the extensive information and guidance available at the UNC Graduate School website:

<https://gradschool.unc.edu/studentlife/resources/residency/>

## Training Grant and Research Assistantships

Beyond tuition remission, there are two types of financial support available directly from the MCH Department and/or MCH faculty: training grant support and graduate research assistantships (GRA). The MCH financial status form, used to request aid, must be completed and filed with the MCH Academic Coordinator's office. There are a limited number of one-year fellowships available from the MCH Center of Excellence training grant.

Faculty with funded research projects may have research assistantships available. Information about openings are typically disseminated through email announcements. However, it is also very helpful if students let their faculty mentors know if they are looking for funding.

## Gillings School of Global Public Health Resources

Gillings offers various funding resource opportunities for students in the form of awards, scholarships, and jobs: [**https://sph.unc.edu/students/financial-aid/**](https://sph.unc.edu/students/financial-aid/)Additionally, information regarding global health internship and funding opportunities can be found here: [**https://sph.unc.edu/global-health/ggg-internships-and-funding/**](https://sph.unc.edu/global-health/ggg-internships-and-funding/)

**Training Program in Reproductive, Perinatal, and Pediatric Epidemiology**. The overall goal of the training program in Reproductive, Perinatal, and Pediatric Epidemiology (RPPE) is to train outstanding researchers and scholars for productive careers in the field. The program cuts across three departments: Epidemiology, Nutrition, and Maternal and Child Health (note: eligibility is restricted to doctoral students with a formal major or minor in epidemiology).

Participants must complete a curriculum based on courses in Epidemiology, Biostatistics, Maternal and Child Health, Nutrition and Biology; attend seminars on developing research topics; and conduct research guided by an experienced Program Faculty member (research preceptorship and the dissertation). Students are typically funded for a period of 1 year and

then re-apply for subsequent years with maximum funding duration of 3 years. Questions about the program, including how to apply, should be directed to Dr. Julie Daniels.

## UNC Graduate School Resources

The Graduate School awards fellowships for on-campus as well as off-campus dissertation research. The MCH department’s internal deadline for receipt of dissertation completion fellowships is **three weeks before** the stated Graduate School deadline. For information about fellowships and Teaching Assistantships and Research Assistantships go to [**http://gradschool.unc.edu/fellowships\_and\_funding/index.html**](http://gradschool.unc.edu/fellowships_and_funding/index.html)

The Graduate School also operates the Graduate Funding Information Center (GFIC), which has online portals to help students search for both internal and external sources of funding. They also offer periodic trainings on how to search for funding. For more information go to [**http://gradfunding.web.unc.edu/**](http://gradfunding.web.unc.edu/)**.** It Is highly recommended that students subscribe to the grad funding listserv per the instructions provided at the GFIC site.

## University Resources

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

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

**Foreign Language Area Studies Fellowships.** Students interested in studying a ‘lesser commonly taught language’ may also apply for the Foreign Language Area Studies (FLAS) awards. These awards cover tuition, fees, and stipend. They are federally funded by the Department of Education but competitive at the University level. Students undertake language coursework in addition to “area studies” coursework, which can often include existing courses in MCH or the School of Public Health. In order to apply, students must apply through the area studies center of interest. Deadlines are typically in January for the following academic year. For more information, go to [**https://areastudies.unc.edu/flasunc/**](https://areastudies.unc.edu/flasunc/)

## Other Sources of Funding on Campus

**The Carolina Population Center**. The Carolina Population Center (CPC) provides fellowship support for doctoral study in preparation for careers in population research. Applications are typically due at the end of January (check website for specific date). Further information about the Predoctoral and Postdoctoral Training Programs in Population Research is available on the Center’s website [**(**](http://www.cpc.unc.edu/training)[**https://www.cpc.unc.edu/training**](https://www.cpc.unc.edu/training)[)](http://www.cpc.unc.edu/training).

**Carolina Consortium on Human Development.** The Carolina Consortium on Human Development, housed at the Center for Developmental Science, provides a dissertation support for students working in the area of human development who are completing their doctorates. Applications are due early and require faculty sponsorship. The deadline may change from year to year. Further information is available from [**http://cchd.web.unc.edu/**](http://cchd.web.unc.edu/)[**,**](http://www.cds.unc.edu/fellowship.htm)100 E. Franklin St., Suite 200, UNC-CH, Chapel Hill, NC 27599- 8100. (Contact by phone (919) 962-6200, email [**cchd@unc.edu** or](mailto:cchd@unc.eduor) visit this website[:](http://cds.web.unc.edu/training/predoc/) <http://cchd.web.unc.edu/cchd-predoctoral-training-program/)>

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

## Federal Sources of Funding

**NIH F31 Ruth L. Kirschstein Predoctoral Individual National Research Service Award**. These are individual NIH awards for predoctoral trainees. Students enrolled in a doctoral program may apply, with support of the department and faculty mentors. Students should consult with faculty mentors for details.

**NIH F31 Ruth L. Kirschstein Predoctoral National Research Service Award Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (Parent F31 – Diversity).** “The purpose of this program is to enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from population groups that have been shown to be underrepresented in the biomedical, behavioral, or clinical research workforce.” Students should consult with faculty mentors for details.

Please consult the NIH website for complete details on these F31 fellowships:

<https://researchtraining.nih.gov/programs/fellowships/f31>

**NIH Research Supplements to Promote Diversity in Health-Related Research (Administrative Supplement).** Supplements are sometimes available to enable faculty holding NIH research grants to enhance the diversity of the research workforce by recruiting and supporting students from diverse backgrounds, including those from groups that have been shown to be underrepresented in health-related research. Supplements are sought on an individual basis as appropriate. Students should consult with faculty mentors for details.

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

## Other Campus Resources

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

The Graduate School’s Diversity and Student Success Program aims to support the successful degree completion of each student through targeted academic and professional development programs: [**http://graddiversity.web.unc.edu/**](http://graddiversity.web.unc.edu/).

There are a variety of services related to research offered through the School of Public Health:

[**http://www.sph.unc.edu/research**.](http://www.sph.unc.edu/research) (NOTE: some services may only be available for faculty).

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

# Doctoral (PhD) Track

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

## Program Competencies

Upon satisfactory completion of the PhD, graduates will be able to:

1. Summarize, synthesize, and critically evaluate research evidence on a maternal and child health (MCH) topic of public health significance.
2. Identify at least one theory--and summarize any related evidence—that links maternal, infant, child, and/or adolescent health to health and well-being at a different period in the life course.
3. Drawing upon MCH-relevant theory, formulate a testable research hypothesis that will make a novel contribution to the knowledge base.
4. Demonstrate familiarity with the main experimental and non-experimental designs and methods used by MCH program evaluators
5. Understand and appropriately formulate an MCH program impact evaluation protocol.

## Competency Assessment

Incoming doctoral students should discuss these competencies with their faculty mentors when they first enter the program (at baseline). Students are also encouraged to formulate an Individual Development Plan (IDP) utilizing the American Association for the Advancement of Science's (AAAS) website ([http://myidp.sciencecareers.org/)](http://myidp.sciencecareers.org/). After baseline, the competency assessment is completed two more times. The second time is just before the second meeting of the Curriculum Committee meeting that precedes taking written comprehensive exams. This allows the committee to review any areas in which students feel they have weaknesses, and to discuss ways to strengthen those skills. The third completion is at graduation.

## Gillings School of Global Public Health Requirements

Upon entry to graduate school, all public health students are required to take two web- based trainings to prepare them to conduct research with human participants. This includes:

Human Research Ethics Training at [**http://research.unc.edu/offices/human- research-ethics/getting-started/training/**.](http://research.unc.edu/offices/human-research-ethics/getting-started/training/)

Conflict of Interest (COI) Training at [**https://apps.research.unc.edu/coi-training/.**](https://apps.research.unc.edu/coi-training/)

PhD students must also complete EPID 600, 710, or an approved substitute (EPID 711, PUBH 760), and BIOS 600 or another approved substitute if they have not already completed a similar course in their master’s work. These courses are recommended to be taken in the fall of the student’s first year of study, and do not count towards research methods or multivariate statistics requirement. Student should talk with their faculty mentors about appropriate course selection based on coursework from their Master’s.

## Department of Maternal and Child Health Requirements

For the PhD, the MCH department requires 38 semester hours in the major plus 15 hours for the minor course of study, totaling a minimum of **53 credit hours**.

The following are the required courses:

1. **MCH Master’s Core Course Sequence (MHCH 701 & 702).** PhD students entering without an MPH in Maternal and Child Health will take the MCH Department’s year-long MCH master’s core course, “Foundations of Maternal and Child Health”), or have a record of equivalent courses or knowledge. A description of this course can be found on the department’s web page. This course is typically taken in the first year of doctoral study. Course instructors may authorize exemption from MCH core course requirements by evidence of equivalence, knowledge, or by examination.
2. **MCH Doctoral Research Seminar (MHCH 801).** The MCH Doctoral Seminar provides a forum for first year MCH doctoral students to hone their skills in developing research questions, searching scientific literature, and preparing comprehensive literature reviews for publication.

Activities center on skill building, particularly locating scientific research studies and critical review and synthesis of the scientific evidence to address important MCH questions.

1. **MCH Theoretical Perspectives on Maternal & Child Health (MHCH 859).** This seminar reviews theories guiding MCH research and develops skills in preparing research proposals (e.g., F31; dissertation).
2. **Maternal and Child Health Program Impact Evaluation (MHCH 862).**  Program impact evaluation analytic skills seminar. Topics: selectivity, research designs, instrumental variables, difference-in-differences, fixed and random effects, regression discontinuity, matching, and selection models. Required preparation, knowledge of Stata or SAS; proficiency in inferential statistics and multiple regression analysis.
3. **Research Methods**. All students must complete at least two 3-credit courses in research methods (qualitative, quantitative, or mixed). These courses can be taken outside of the MCH Department, but must be approved by the student’s faculty mentor.
4. **Three Analytic Courses**. One of the analytic courses is MHCH 862, as described above. A minimum of two other quantitative analytic course that include multivariate analysis. These may be taken in other UNC departments (e.g., Biostatistics, Epidemiology, Health Policy and Management, Psychology, Sociology) or schools (e.g., Education; Social Work; Nursing), and must be approved by the student’s faculty mentor. In addition, students are encouraged to take BIOS 511 or HPM 880 if they have little or no experience with a statistically package such as SAS (BIOS 511) or Stata (HPM 880), in their first semester of study. However, these programming classes do not count toward the analytic course requirements.
5. **Teaching Internship (MHCH 840, Section 001, Teaching).** Students are expected to spend an average of 3-5 hours per week on the internship. In the semester of the internship students should register for MHCH 840, Section 1 (Teaching) for one course credit. See additional information later in the Teaching Internship section of this Handbook.
6. **Research Internship (MHCH 840, Section 003, Research).** Students are expected to spend an average of 3-5 hours per week on the internship; this should be negotiated with the research internship preceptor and the student’s academic mentor. In the semester of the internships students should register or MHCH 840, Section 3 (Research) for one course credit. See additional information in the Research Internship Section of this Handbook.
7. **Formal Minor.** PhD students must declare a formal minor course of study in another department or program in the School of Public Health or in the Graduate School. Fifteen hours of coursework in the minor department are required. See additional information in the Formal Minor section of this Handbook.
8. **Doctoral Dissertation (MHCH 994).** Students must enroll in at least six credit hours of this course after the completion of all other required courses and passing the written comprehensive exam.

After completion of required doctoral courses, students must pass these milestones in the following in the following order:

* 1. The MCH Written Comprehensive Examination
  2. The First Oral Examination, which is the defense of the dissertation proposal
  3. The Second Oral Examination, which is the defense of the completed dissertation

**Teaching Internship (MHCH 840, Section 1).** The teaching internship is intended to increase doctoral students’ instructional skills. MCH courses with the greatest need for teaching interns are:

Top Priority Courses: MHCH 713 Research Methods in Maternal and Child Health & MHCH 713L (Lab)MHCH 723 Introduction to Monitoring and Evaluation

Second Priority Courses:

MHCH 728 Introduction to Implementation Research and Practice in MCFH

MHCH 862 Program Impact Evaluation\*

Third Priority Courses:

MHCH 701 Foundations of MCH I

MHCH 702 Foundations of MCH II

\*Doctoral students may not serve as a teaching intern in MHCH 862 until they have successfully completed MHCH 801.

The teaching internship must include some direct teaching experience in the course or an associated lab. Other appropriate activities related to learning objectives of the internship include development of lectures and/or class activities, leading lab discussions, and grading classroom assignments (with preceptor review). Teaching interns can also help with course logistics, including setting up the course Sakai site, arranging for course reserve readings, and communicating with students and guest lecturers, etc., but these managerial activities should not be the primary focus on the Teaching Internship.

Doctoral students who are ready to enroll in the teaching internship have four options, described below. Students should submit the required information for their selected options to the academic coordinator and the Chair of the doctoral committee via the **Request for a Teaching Internship** **Qualtrics Survey:**

<https://unc.az1.qualtrics.com/jfe/form/SV_5zgcnTWlNBLVfYa>

(Note: a copy of the survey is available in **Appendix B**). This survey must be submitted by April 1 for teaching internships in the following fall semester (e.g., submitted by April 1, 2022, for teaching internships in fall 2022) and by November 1 for teaching internships in the following spring semester (e.g., submitted by November 1, 2022, for teaching internships in spring 2023). The doctoral committee will review and approve all teaching internship requests.

Option 1 - MHCH Courses

Students who would like to complete the teaching internship in an MHCH course should submit the Qualtrics survey with their preferences and rank orders (i.e., first, second and third preferences) for up to 3 MHCH courses in which they would like to complete the teaching internship. The doctoral committee will review all submissions and match students with a course. Note that some students may not be matched with their first choice depending on the number of students requesting a specific course, priority courses for teaching interns, and faculty preferences about having a teaching intern during a given semester. Students requesting to complete the teaching internship in an MHCH course will be asked to specify their rationale for preferred courses, the skills and knowledge relevant to teaching that they expect to gain from the experience, and the skills and knowledge that position them to support the course (e.g., skills in Stata for MHCH 713).

Option 2 - SPHG Core Courses

If students receive a paid teaching assistantship (TA) with the SPHG Core, this can be used to meet the requirements for the MCH teaching internship. Students requesting that the paid teaching assistantship in the SPHG core to count toward the MHCH teaching internship will be asked to complete the **Request for a Teaching Internship Qualtrics Survey** and specify the skills and knowledge relevant to teaching that they expect to gain from the teaching internship experience and the activities that they will complete to meet the requirements for the teaching internship (this is in addition to those activities that are completed for pay).

Option 3 – Courses in the Student’s Minor Field of Study

Students can request to complete the teaching internship in a course offered in their minor if the minor is within the School of Public Health (e.g., minor in Epidemiology, Health Behavior, Health Policy and Management). The student should talk to their minor advisor and administrative staff in their minor department to learn about the process for requesting a teaching assistantship and/or internship in that department. Students requesting to complete the teaching internship in their minor area will be asked to complete the **Request for a Teaching Internship Qualtrics Survey** and specify the skills and knowledge relevant to teaching they expect to gain from the experience and the activities (in addition to those completed for pay if applicable) that they will complete to meet the requirements for the teaching internship.

Option 4 – Other courses in the SPH

In rare cases, students can submit a ‘special circumstance’ request to complete their teaching internship in a course within the School of Public Health that does not include the options listed above. Students will be asked to complete the **Request for a Teaching Internship Qualtrics Survey** and specify their rationale for selecting this course, the relevance of the course to their planned career trajectory, the skills and knowledge relevant to teaching they expect to gain from the experience, and the activities (in addition to those completed for pay if applicable), that they will complete to meet the requirements for the teaching internship.

Once the Chair of the doctoral committee notifies the student about which course has been approved for their teaching internship, students will complete the **MCH Teaching Internship Proposal** **Form** available in **Appendix B** of this handbook.  This proposal documents competencies, activities, and outcomes of the internship. Both the student and faculty instructor must sign this form signifying that they approve of the activities to be undertaken, and then return the form to the academic coordinator.

**Research Internship (MHCH 840, Section 3).** The research internship is intended to increase doctoral students’ exposure to and participation in various stages of research. Collaborations with faculty who are preparing grant proposals have priority as contexts for the fulfillment of the research internship. If no faculty members are working on a grant application during the internship semester, the student will collaborate with a faculty member on other research activities, typically data analysis and manuscript preparation.

Faculty mentor approval is needed where a research internship involves non-SPH faculty. Students should consult with their faculty mentor about options before registering for their internship. Appropriate research activities include, but are not limited to: literature search, retrieval, and/or summary; data analysis; writing; and manuscript review. In consultation with the faculty research internship preceptor and faculty mentor, the student prepares an internship agreement that indicates at least three MCH competencies to be addressed in the internship. The agreement should also specify the activities to be undertaken to achieve the stated competencies. For additional details, see the Research/Teaching Internship Proposal form in Appendix B.

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

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

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

**Areas of Proficiency.** Each doctoral student is expected to develop and demonstrate proficiency in at least four areas:

1. Core maternal and child health content
2. Research methods
3. A chosen substantive area of specialization
4. The student’s selected minor

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

|  |  |  |  |
| --- | --- | --- | --- |
| Family planning | Reproductive health services | Perinatal epidemiology | Perinatal health services |
| Infant mortality | Breastfeeding | Child abuse and neglect | Child health policy |
| Health disparities | Adolescent health | Adolescent sexuality | Injury prevention |
| Maternal morbidity and mortality | STIs, HIV/AIDS | Child care health and safety | Substance abuse |
| Intimate partner violence/gender- based violence | Child survival in developing countries | Neighborhood effects on health | Program and policy development for children |

**Formal Minor**. PhD students must also choose a fourth area of proficiency, namely, a minor course of study in another department in the School of Public Health or in the Graduate School. For a minor to be recognized by the Graduate School (i.e., appear on the student's transcript), a student must minor in a **program that offers a graduate degree and an official minor**. However, the MCH Department (but not the Graduate School) also recognizes several unofficial minors, such as in Population Studies, as fulfilling the department's minor requirements. The following disciplines are illustrative minors, based on their provision of extensive methods training and/or complementary theoretical/disciplinary foundations.

*In SPH:*

Epidemiology, Biostatistics, Health Behavior, Environmental Sciences and Engineering offer official minors. Unofficial minors include Health Policy and Management, Implementation Science, Nutrition and Population Studies. These unofficial minors will fulfill MCH departmental requirements; however, unofficial minors will not appear on the

official transcript. The graduate student will need to work with a minor advisor in these programs to determine appropriate coursework.

*Outside SPH:*

Anthropology, Economics, Education, Psychology, Public Policy, Sociology, Population Studies (MCH recognition only). Minors outside these areas, or self-designed minors, are possible but must be approved by the academic faculty mentor, the Director of the Doctoral Program, and the Director of Graduate Studies.

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

A minor advisor must be selected when a minor is declared. The minor advisor should be a faculty from the department in which the minor is being taken, or a department represented in the program. (For the latter, for example, a minor advisor for Population Studies might be from sociology, economics, etc. and must be a faculty fellow at the Carolina Population Center.) The minor advisor serves on the student's Doctoral Curriculum Committee and also on the Doctoral Dissertation Committee. The minor advisor and faculty mentor cannot be the same person. A minor advisor for Population Studies may be a MCH faculty member who is also a faculty fellow at the Carolina Population Center.

The minor coursework plan is approved by the student's Doctoral Curriculum Committee and by the department in which the minor is taken. Students are advised to contact the Academic Coordinator and Director of Graduate Studies in their respective departments to determine required courses for their potential minors, since courses for minors are often taken in sequence and require advanced planning. Students may need to work with faculty in their minor department or take coursework during their 3rd year if minor courses conflict with required MCH courses.

For a minor in Population Studies, courses approved by the CPC Training Committee are eligible, but at least 6 credits toward the minor must be “substantive” population courses, as designated by the CPC Training Committee. Once approved, the plan reflected in the

"[**Minor**](http://gradschool.unc.edu/documents/minordeclaration.pdf)[**Declaration Form**"](http://gradschool.unc.edu/documents/minordeclaration.pdf) (Rev 7/09) is signed by the Director of Graduate Studies in both the major (MCH) and minor programs. For official minors, the original copy is sent by the Academic Coordinator to the Graduate School for approval and retention in the student's permanent file. Copies should also be filed with the Academic Coordinator in the minor department and the MCH Academic Coordinator. The student should provide a copy of the unofficial minor form to the MCH Academic Coordinator for the student’s file. Minimum requirements for a formal minor are also found in the *Graduate School Handbook*.

Each of the three competency areas and the minor area should be discussed and approved during the first Doctoral Curriculum Committee meeting. A faculty member with expertise in the selected specialty area (often the student’s faculty advisor) should be included on the committee.

## Department of Maternal and Child Health Recommendations

**Independent Study Courses.** A student’s Doctoral Curriculum Committee may recommend Independent Study courses to help the student achieve learning goals or to prepare for dissertation research. Students will need to contact relevant faculty members to arrange these courses. As with internships, a learning agreement should be drafted that states the goals of the independent study, activities to be undertaken as part of the independent study, and any “products” (e.g., manuscripts, reading lists, etc.) from the course of study.

**Statistical Computing and Data Management.** Recognizing that statistical computing skills are a prerequisite for MCH research, students are advised to acquire proficiency in SAS, Stata, and/or other types of statistical programming software. Students without previous knowledge and experience in using SAS or Stata are strongly encouraged to enroll in BIOS 511 (for SAS), HPM 880 (for Stata), or an equivalent class. Students without previous knowledge and experience in using Stata are strongly encouraged to enroll in HPM 880 or an equivalent class. Students need a strong foundation in statistical computing and data management to successfully complete quantitative courses and dissertation research.

**Multivariable Statistical Analysis.** Typically, students take statistical analysis courses as part of a multi-course series. Most, but not all, analytical series begin in the Spring and are offered as two or 3 course series. However, some students choose courses from different series to meet their individual needs. Biostatistics, Epidemiology, Health Behavior, Health Policy and Management, Social Work, and Sociology are popular departments that offer series in multivariate statistics. Most series will require BIOS 600 (or its equivalent) as a prerequisite, and some series will have additional requirements. Students should email the relevant department to confirm course sequencing, prerequisites, and availability.

Additional coursework in multivariate statistical analysis beyond the two required courses is strongly encouraged.

**A Course in Which Students Analyze Data and Report Their Findings.** Students are encouraged to enroll in a course or complete projects with faculty through which they can apply their statistical and computing skills. In particular, students are strongly encouraged to collaborate in the development, writing, and publication of peer-reviewed manuscripts.

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

**Auditing Courses**. Audited courses do not count toward degree requirements. See Academic Coordinator for the procedures to submit and Audit form.

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

# Master’s to Doctoral (MtD) Track\*

*(\*this information applies to all current students in the MtD track. The MtD track is not accepting new students for the Fall 2022 cohort)*

The Department of Maternal and Child Health has established a doctoral degree track for students who hold a bachelor's degree but have not yet completed a master's degree.

Students in this degree track earn the MCH Master of Science in Public Health (MSPH) degree before completing the requirements to earn the PhD. As with the MCH PhD track that requires a master’s degree for eligibility, the MSPH-to-Doctorate (MtD) track is intended for applicants who plan a research career, whether in basic or applied research, that focuses on the MCH population.

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

**Curriculum Requirements.** Students enrolled in the MtD track complete a minimum of **95- credit hours** (e.g., 42 credit hours for the master’s degree, 38 credit hours for the PhD, and 15 credit hours for the minor, if no minor credits were completed as a master’s student. If minor credits were completed in the master’s program, and those credits did not count toward the minimum master’s degree major requirements, they can be applied toward the 15 hours minor degree requirement. Coursework towards the master’s includes the 12-credit Gillings MPH Core, two core MCH courses, and three MCH skills courses.

MSPH master’s students are required to take at least six weeks of field training; pass an oral comprehensive examination, and complete an empirical master’s paper that is suitable for journal publication. More detailed requirements are listed below. See also the MtD Checklist in Appendix A.

**Eligibility to Proceed to Doctoral Study.** After successfully completing all the requirements for the MSPH, a MtD student is eligible for doctoral study. A student may proceed to take doctoral coursework and master’s coursework in the same semester if they are finishing credits for their MSPH. For example, if a student has three credit hours left to complete their Master’s after their first year, and is taking 12 hours in the fall semester, they may count three hours towards their Master’s and the remaining nine towards their doctoral requirements. **Once eligible for doctoral study, a student on the MtD track MUST enroll for the next regular semester (fall or spring) after the master’s degree is completed.** In doctoral study, students complete additional required MCH doctoral coursework, additional multivariate statistics courses, a formal minor, written comprehensive exams, and a doctoral dissertation.

## Requirements for the MSPH Degree

See MtD Checklist in Appendix A for course requirements. The MCH Master’s Handbook may provide additional information regarding Master of Science in Public Health (MSPH) degree requirements.

# Culminating Experiences

*The culminating experiences provide students an opportunity to synthesize, integrate and apply knowledge and skills learned in coursework and other learning experiences and require students to demonstrate attainment of program competencies.*

## The Written Comprehensive Examination

The MCH Written Comprehensive Exam fulfills the Graduate School’s written exam requirement.

**Purpose**. The purposes of the MCH Doctoral Written Comprehensive Exam are:

1. To document students’ mastery of the MCH knowledge base and current MCH practice (as covered in the core master’s and doctoral course sequence MHCH 701, 702); and
2. To document’ students’ knowledge and use of theory, review of the literature, research design, and analytic approaches in addressing a MCH question (as covered in MHCH 801, MHCH 859, and MHCH 862).

**Eligibility to Take the Exam.** Students are eligible to take the exam after they have successfully passed all of the required MCH core and analytic coursework, and the students’ Curriculum Committee members agree the student is ready to take the exam. Students may take the exam if they still have additional coursework for their minor or substantive areas with approval from their committee. In exceptional circumstances, students may take the exam before they have completed required MCH and analytic coursework, with approval from the Curriculum Committee, and the student may complete one of their two required internships after the exam with the approval of their curriculum committee.

**Exam Format.** The exam is taken over 3 (typically consecutive) days. Allowance for a “break day” is possible with approval of the Director of Graduate Studies and Doctoral Program Director. Students have access to one question per day via email or Sakai, and will have 6 hours (plus an hour for breaks) to complete each question.

Students access a question beginning at 9:00 AM and are required to email their answer by 4:00 PM of that same day, or may receive the question at 8:00 AM and email their answer by 3:00 PM. Student preferences regarding start times will be accommodated by the Academic Coordinator, and student preferences will be solicited by the Academic Coordinator at least one month before the exam. The exam format is that of a take-home, open-book exam.

If a student perceives ambiguity in a question or has some other problem regarding the question, the student should state their interpretation of the question and answer accordingly. During the exam administration students may not ask questions to the faculty about the meaning or interpretation of questions.

Students answer one question per day for a total of three questions. These questions will be the same for all students. The questions will ask students to apply their knowledge of core MCH content and practice (information gained from MHCH 701 and 702), along with their knowledge of MCH-relevant theory, evidence, study design and analysis (information gained from MHCH 801, 859, and 862).

**Exam Coordination and Development.** The Director of Graduate Studies and the Doctoral Program Director coordinate the exam process. Students who plan to take comprehensive exams should notify the Department’s Academic Coordinator at the beginning of the semester in which they hope to take the exam. The Academic Coordinator provides the Director of Graduate Studies and the the Doctoral Program Director with a list of these students and the names of faculty who serve as academic faculty mentors for these students.

**Exam Timing.** The Director of Graduate Studies determines the timing of the exam. Typically, the exam is offered once a year in late spring when most students are eligible to take the exam. **The Graduate School requires enrollment in the term the comprehensive exam is undertaken; therefore, it must take place before the end of the spring academic semester.** All doctoral students taking the exam must take it on the same dates. Doctoral cohorts are responsible for sending their preference for exam dates and start times to the Academic Coordinator and Doctoral Program Director by March 31st. It is preferable that the cohort consults with each other and send a single email with the preferences and availability of the group. If this coordination is not possible, or if there are scheduling challenges within a cohort, students should alert the Academic Coordinator, who will help facilitate scheduling.

During some years, the exam may be offered at a different time of the year, with this timing determined by the Director of Graduate Studies, after reviewing the needs of students and faculty availability for exam preparation/grading.

**Honor Code, Style, and Response Length.** Students must sign an Honor Code pledge for each day of the exam. The Academic Coordinator will send the Honor Code to the students taking the exam one week before the first day of the exam so that students may prepare it for the exam. All exam responses must include citations and a reference list.

Reference lists and citations must be in AMA format. All exam responses must be word- processed according to the following specifications: double-spaced, one-inch margins on all four sides, and font size 11. Each exam question includes a suggested length for each part of the response. Answers are limited to six pages, excluding references.

**Grading**. Two faculty members, including one who participated in writing the question, anonymously grade answers to each exam question. All examination answers are individually graded either pass (P) or fail (F). In addition to assigning a grade, examiners provide the student with a narrative evaluation. Examination committee members have at least one week to read their assigned questions and submit their grades and narrative evaluations to the Director of Graduate Studies. If, after consulting with each other, the two faculty graders disagree on the grade for a given answer, another faculty member other than the student’s academic faculty mentor will be asked by the Director of Graduate Studies to read the answer to determine which grade will prevail. Students are notified of their grades via email from the Director of Graduate Studies, usually within two weeks of exam completion.

**Inadequate Exam Performance Procedures.** Failing one question on the first exam attempt is considered a “conditional pass.” Students who fail one question on the first attempt must rewrite their answer to that one question. Failing the re-written question constitutes failing the exam, and is reported to the Graduate School. When the first exam is failed, the student must take an entirely new exam (a second test of three new questions) after waiting at least three months. If the student fails one or more questions on the second exam, the entire exam will be considered a failure and is reported to the Graduate School. With two exam failures, a student is ineligible for further graduate work in the MCH department.

Failing two or more questions on the first exam attempt is considered as a failure of the exam, and is reported to the Graduate School. Students who fail two or more questions on the first exam attempt must take an entirely new, three-question make-up exam after waiting at least three months. If students fail one or more questions on the second exam, the entire exam is considered a failure and is reported to the Graduate School. With two exam failures a student is ineligible for further graduate work in the MCH department.

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

## The Dissertation

**Doctoral Dissertation Committee**. The Doctoral Dissertation Committee is formed shortly after the student **passes** the MCH Doctoral Written Comprehensive Examination. It consists of no fewer than five members, at least three of whom are full-time, tenured, tenure-track, or fixed term members of the regular MCH faculty. One member of the Doctoral Dissertation Committee must be the student’s minor advisor. The Chair of the Doctoral Dissertation Committee (i.e., who is typically the student’s academic faculty mentor) is the faculty member primarily responsible for assuring that the student meets all the necessary commitments to earn the degree, and as such, must be a full time, tenured, tenure-track or fixed term member of the regular MCH faculty. The Dissertation Advisor (i.e., the faculty member who works most closely with the student on their research project) can be from another department or institution. It is possible for a faculty member from another department to chair an MCH dissertation committee, but this must be approved by the student’s MCH faculty mentor, the Director of the MCH Doctoral Program, the Director of Graduate Studies in MCH, and the Graduate School. Likewise, if a student’s committee membership is not majority MCH faculty, committee makeup must be approved from the aforementioned parties. Students will then need to work with the Director of the MCH Doctoral Program to send a letter to the Graduate School, and the Graduate School must approve this committee membership. Other members of the committee may be "Special Appointees" (fixed term graduate faculty) approved by the Graduate School. Arrangements can also be made for appointed adjunct MCH faculty to participate on dissertation committees.

Although the student cannot officially form their dissertation committee before passing their comprehensive exams, students are encouraged to begin conversations with potential committee members during their 2nd year of study. Furthermore, students are encouraged to use MHCH 859, taken in the fall semester of the 2nd year of study, to work towards an NIH F31 grant to fund their dissertation project.

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

Nominations for Fixed Term Graduate Faculty are forwarded by program directors/chairs, and must include an indication that the prospective appointee has been reviewed by the academic program and found to have appropriately high qualifications. In the MCH department, the student's academic faculty mentor emails the Academic Coordinator the

CV of the nominated person, as well as a brief description of their qualifications; then, the Academic Coordinator will submit a formal request to the Graduate School. Any restrictions the nominating unit wishes to place on the appointee's service should be specified by the program to the appointee at the time of the nomination. Current Fixed Term appointees are listed here [**https://gradschool.unc.edu/policies/faculty-**](https://gradschool.unc.edu/policies/faculty-staff/faculty/)[**staff/faculty/**](https://gradschool.unc.edu/policies/faculty-staff/faculty/).

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

**Committee Process.** Prospective Doctoral Dissertation Committee members are invited individually by the student and their academic faculty mentor to be members of the committee. Although Doctoral Curriculum Committee members frequently continue to serve on the student's Doctoral Dissertation Committee, usually only those whose expertise is most relevant to the student's dissertation project will remain.

The Doctoral Dissertation Committee is approved by the Director of Graduate Studies using the "Report of Doctoral Committee Composition" form ([**http://gradschool.unc.edu/pdf/wdcomm.pdf**)](http://gradschool.unc.edu/pdf/wdcomm.pdf) which must be transmitted to the Graduate School for approval. The student begins the process by notifying the Academic Coordinator of the intent to defend and/or the exam date. The student and their doctoral committee chair (usually the academic advisor) are responsible for completing the form, obtaining the signatures, and returning the form to the Department’s Academic Coordinator, who then submits it to the Graduate School.

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

The responsibilities of Doctoral Dissertation Committee members are to:

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

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

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

When developing the proposal, students should consult with all the members of their committee. In addition, it will be helpful for students to examine past MCH dissertations which are available online via the UNC library.

When the Doctoral Dissertation Committee Chair agrees that the proposal is ready to be defended, it should be distributed at least two weeks (and preferably one month) before the date of the oral examination to all members of the committee. The student should notify every member of the committee of the time and place of the examination. The student must pass the written comprehensive exam prior to scheduling the oral examination / dissertation proposal defense.

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

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

**Final Oral Examination: Dissertation Final Defense.** The second formal meeting of the Doctoral Dissertation Committee is the "final oral examination." During this meeting, the committee examines the student on the dissertation for approval. The “defense” is usually composed of an “open” presentation by the student (which anyone may attend), followed by a “closed” meeting which includes only the student and the dissertation

committee**. Notice of the defense date and location, which includes a (maximum) one- page abstract of the dissertation, is distributed to SPH faculty at least one month before the defense.** Graduate School guidelines require that no fewer than five persons constitute the committee for the final oral examination. Of these, a majority of the members of the student's doctoral committee and a majority of the persons approving the student's doctoral dissertation must be full time tenured, tenure-track, or fixed term members of the Graduate Faculty.

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

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

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

**Selecting the Dissertation Format.** In selecting the format, the student must consult with their faculty mentor and dissertation committee to determine the most appropriate format, given the dissertation subject matter and organizational possibilities. Choice

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

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

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

**The IRB**. All student research must be reviewed by a member of the UNC Non-Biomedical Institutional Review Board for the Protection of Human Subjects (IRB), which determines whether the proposed research is exempt from IRB review (not human subject research, NHSR), qualifies for expedited review, or requires full board review. Regardless of the kind of review, all applications use the same submission form. Some students will collect their own primary data, and others will analyze data collected by someone else (secondary data). Because it is not always clear whether secondary data analysis

constitutes human subjects research for IRB purposes, students proposing secondary analyses must submit an application form. Go to [**http://irbis.unc.edu**](http://irbis.unc.edu/) to submit your application to the IRB.

# Graduation and Beyond

**Commencement and Doctoral Hooding Ceremony.** In addition to the University and School of Public Health Commencement ceremonies, the Graduate School conducts a hooding ceremony for graduating doctoral students each spring. This ceremony is a long- standing tradition in graduate education in which the faculty mentor/dissertation chair places the hood of the commencement regalia on their doctoral student. This ceremonial hooding symbolizes the completion of doctoral training and the special bond between the student and dissertation mentor. Unless the student’s dissertation chair requests otherwise, the MCH dissertation committee chair participates in this ceremony with the student. For more information: [**https://gradschool.unc.edu/events/hooding/**](https://gradschool.unc.edu/events/hooding/)**.**

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

# Appendix A

## Required and Recommended Coursework by Semester

Courses in **bold** are requirements for MCH students to take in the below sequence. If a student wishes to take these courses out of sequence, they must obtain approval from their faculty mentor and the Doctoral Program Director. Courses with \* indicate that students must take these courses (or an equivalent substitute) if they did not take a similar course for their Master’s degree. Courses with a + (or an equivalent substitute) are recommended for those without exposure to a statistical package, though abbreviated statistical package training is available through short courses at the Odum Institute. The sequence of these courses is not required as with required MCH doctoral courses, but please note that BIOS 600 is a prerequisite for multivariate statistical courses, and EPID 710 is a prerequisite for many advanced Epidemiology classes. Students should work with their faculty mentor to determine the most appropriate sequencing for their goals and needs, since each student’s circumstances will differ. MtD sequencing will be slightly different due to coursework taken in the Master’s year(s).

|  |  |  |
| --- | --- | --- |
| **Fall of Year 1** |  |  |
| **MHCH 701** | **3** | **Foundations of MCH I (if master’s was not in MCH)** |
| **MHCH 801** | **3** | **Doctoral Research Seminar** |
| BIOS 600 | 3 | Principles of Statistical Inference\* |
| EPID 600 | 3 | Principles of Epidemiology for Public Health\* OR |
| or EPID 710 | 5 | Fundamentals of Epidemiology\* |
| BIOS 511 | 3 | Introduction to Statistical Computing and Research Data+ OR |
| or HPM 880 | 1 | Mathematical and Stata Tutorial+ |
| XXX | X | Minor Coursework (if BIOS/EPI coursework was completed during Master’s) |
| **Spring of Year 1** |  |  |
| **MHCH 702** | **2** | **Foundations of MCH II (if master’s was not in MCH)** |
| XXX | 3 | A course in multivariable statistics (usually linear regression) |
| XXX | 3 | Minor, substantive, research methods, or elective course |
| XXX | 3 | Minor, substantive, research methods, or elective course |
| **Fall of 2nd Year** |  |  |
| **MHCH 859** | **3** | **Theoretical Perspectives on Maternal and Child Health** |
| XXX | 3 | An advanced course in multivariable statistics |
| XXX | 3 | Minor, substantive, research methods, or elective course |
| XXX | 3 | Minor, substantive, research methods, or elective course |
| **Spring of 2nd Year** |  |  |
| **MHCH 862** | **3** | **Program Impact Evaluation** |

|  |  |  |
| --- | --- | --- |
| XXX | 3 | Minor, substantive, or multivariable statistics course |
| XXX | 3 | Minor, substantive, research methods, or elective course |
| XXX | 3 | Minor, substantive, research methods, or elective course |

At least one of the required internships (teaching or research) must be completed by the time the student takes their comprehensive exam. Other courses towards minor or elective hours may be taken after comprehensive exams with approval from the Curriculum Committee.

## Department of Maternal and Child Health Doctoral Checklist

|  |  |
| --- | --- |
| **PhD CHECKLIST (53 hrs): Minimum Requirements for Students Entering with a Master’s** | |
| SPHG 600: Intro to Public Health, if Masters was not CEPH accredited, 3 cr. |  |
| MHCH 701 & MHCH 702 (if MPH or MSPH not in Maternal and Child Health) | 5 |
| MHCH 801: Doctoral Research Seminar | 3 |
| MHCH 859: Theoretical Perspectives on Maternal and Child Health | 3 |
| MHCH 862: Program Impact Evaluation | 3 |
| Two Research Methods Courses | 6 |
| 1. [Course Name] |  |
| 2. [Course Name] |  |
| Two Multivariable Statistics Courses | 6 |
| 1. [Course Name] |  |
| 2. [Course Name] |  |
| MHCH 840: Two Internships | 2 |
| 1. Teaching Internship (Section 001) |  |
| 2. Research Internship (Section 003) |  |
| Electives in Substantive Area | 4 |
| 1. [Course Name] |  |
| 2. [Course Name] |  |
| 3. [Course Name] |  |
| Written Doctoral Comprehensive Exam |  |
| MHCH 994: Dissertation and Final Oral Defense | 6 |
| **TOTAL PhD CREDIT HOURS WITHOUT MINOR COURSEWORK** | **38** |
| **Requirements for Minor** | |
| Minor Department/Program: [Name] | |
| Formal/Informal Minor approval by MCH and minor department [Confirm Approval] |  |
| Approval sent to Graduate School, if a Formal Minor [Confirm Sent] |  |
| Minor Requirements | 15 |
| 1. [Course Name] |  |
| 2. [Course Name] |  |
| 3. [Course Name] |  |
| 4. [Course Name] |  |
| 5. [Course Name] |  |
| **TOTAL CREDIT HOURS MINOR COURSEWORK** | **15** |
| ***TOTAL PhD CREDIT HOURS MAJOR AND MINOR COURSEWORK*** | ***53*** |
| **Recommended Courses and Electives** | |
| Bios 511 |  |
| HPM 880 or Alternative (SAS/Stata skills) |  |
| Theory-related Course |  |

|  |  |
| --- | --- |
| **MtD CHECKLIST (95 hrs): Minimum Requirements for MSPH to PhD Students** | |
| SPHG 711: Data Analysis for Public Health | 2 |
| SPHG 712: Methods and Measures for Public Health Practice | 2 |
| SPHG 713: Understanding Public Health Issues | 2 |
| SPHG 721: Public Health Solutions: Systems, Policy and Advocacy | 2 |
| SPHG 722: Developing, Implementing, and Evaluating Public Health Solutions | 4 |
| At least one course relevant to health services delivery systems |  |
| MHCH 701-702 meets this requirement | 5 |
| Two Skills Courses (minimum two courses required, including MHCH 713/713L) | 7 |
| 1. MHCH 713/713L (4 hours) - required |  |
| 2. MHCH 723 Introduction to Monitoring and Evaluation (optional) |  |
| 3. MHCH 862 Program Impact Evaluation (optional) |  |
| Three Electives (Can be MCH or outside MCH; consult advisor if outside of Gillings) | 9 |
| 1. [Course Name] |  |
| 2. [Course Name] |  |
| 3. [Course Name] |  |
| Field Training | 6 |
| MHCH 717: Field Training in Maternal and Child Health |  |
| MHCH 718: Concurrent Field Training in Maternal and Child Health |  |
| Oral Masters Comprehensive Exam |  |
| MHCH 992 Master’s Paper | 3 |
| **TOTAL MSPH CREDIT HOURS** | **42** |
| **TOTAL DOCTORAL CREDIT HOURS MAJOR (see previous PhD checklist)** | **38** |
| **TOTAL CREDIT HOURS MINOR COURSEWORK (see previous Minor checklist)\*** | **15** |
| ***TOTAL MSPH to PhD CREDIT HOURS*** | ***95*** |

## Doctoral Curriculum Committee (DCC) Form

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

Student Name:

Date:

*First Meeting at end of the Semester*

Date: *Final Meeting to Determine Eligibility to take Written Comprehensive Exam*

DCC Faculty Members:

Minor Advisor

Anticipated Semester/Year of Written Comprehensive Exam:

Signature of Faculty Mentor:

## MCH Written Comprehensive Examination Form

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

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Began: Date Completed:

Grade (high pass/pass/fail):

Retake Grade (only of necessary): Number of Questions in Retake:

Date Began: Date Completed:

Grade (high pass/pass/fail):

### Exam Outcomes Reported to Graduate School:

Date:

Date of Retake: Date:

## Proposal for Formal Minor Forms

#### Please see <http://gradschool.unc.edu/documents/minordeclaration.pdf>.

**Checklist of Forms**

1. Report of Doctoral Curriculum Committee composition (filed when Doctoral Curriculum Committee is convened)

Date Submitted:

1. Minor Declaration Form (formal or informal; filed when form has been completed) Date Submitted:
2. Report of written comprehensive exam (filed when exam has been completed) Date Submitted:
3. Report of Doctoral Dissertation Committee composition (filed when Doctoral Dissertation Committee is convened)

Date Submitted:

1. Report of first oral comprehensive examination (filed with student defends dissertation proposal)

Date Submitted:

1. Report of approved dissertation project (filed when student has been admitted to candidacy)

Date Submitted:

1. Report of the final oral comprehensive examination (filed after final dissertation defense)

Date Submitted:

## Core Course Exemption Form

Student Name Faculty Mentor Name

Core Course to be Exempted:

### Basis for Exemption (please check one below):

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

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

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

### Required Signatures:

Does this action have the support of the student’s faculty mentor? ☐ yes ☐ no

Explain:

Faculty Mentor Signature Date

Does this action have the support of the course instructor? ☐ yes ☐ no

Explain:

Required Course Instructor Signature Date

Does this action have the support of the Director of Graduate Studies? ☐ yes ☐ no

Explain:

Director of Graduate Studies Signature Date

# Appendix B

## 

## Teaching Internship Survey Questions

Graphical user interface, text, application, email

Description automatically generated

Graphical user interface, text, application

Description automatically generated

Graphical user interface

Description automatically generated with medium confidence

Graphical user interface, text, application

Description automatically generated

# Appendix C

## Example Materials for Curriculum Committee Meetings

### Curriculum Committee Meeting for [Student] [DATE]

**12:30-1:30 pm McGavran-Greenberg, Room 2301 AGENDA**

**Attendance:**

|  |  |  |
| --- | --- | --- |
| Name (Chair) | MCH faculty | [email@unc.edu](mailto:docone@unc.edu) |
|  | MCH faculty | [email@unc.edu](mailto:docone@unc.edu) |
|  | MCH faculty | [email@unc.edu](mailto:docone@unc.edu) |

|  |  |
| --- | --- |
| **I.** | **Introduction and Meeting Purpose** |
| **II.** | **Review of Proposed Coursework**   1. Maternal and Child Health Coursework    * Research and teaching internship ideas? 2. Specialization Area Coursework    * Recommended courses or readings on social network analysis? 3. Research Methods Coursework 4. Minor Area Coursework |
| **III.** | **Student’s CV**  a) Review of pertinent items |
| IV. | **Student’s Public Health and MCH Competencies**  a) Review of pertinent items |
| V. | **Funding**   1. Current 2. Option’s for 2nd year funding 3. Third year options and suggestions |
| VI. | **Comprehensive Exams**  a) Will take after 2nd year |
| VII. | **Dissertation plans** |
| VIII. | **Open Discussion** |
| IX. | **Next Steps** |

**Attachment A: Proposed Coursework by Semester**

(Note: Course offerings are subject to change.)

|  |  |  |
| --- | --- | --- |
| **Fall of 1st Year (15 credits)** | | |
| MHCH 701 | 3 | Foundations of MCH I |
| BIOS 511 | 3 | Introduction to Statistical Computing and Research Data |
| EPID 705 | 2 | Introduction to Logic and Probability Logic in Epidemiology |
| EPID 710 | 5 | Fundamentals of Epidemiology |
| MHCH 801 | 3 | Doctoral Seminar |
| **Spring of 1st Year (13 Credits)** | | |
| MHCH 702 | 2 | Foundations of MCH II |
| EPID 715 | 5 | Theory and Quantitative Methods in Epidemiology |
| XXX | 6 | Courses in Research Methods/Analysis |
| **Fall of 2nd Year (12 Credits)** | | |
| MHCH 859 | 3 | Theoretical Perspectives on Maternal and Child Health |
| EPID 718 | 3 | Epidemiologic Analysis of Binary Data |
| EPID 719 | 1 | Readings in Epidemiologic Modeling |
| EPID 825/HBEH 802 | 3 | Social Determinants of Health: Theory, Method, and Intervention (cross-listed) or another elective |
| MHCH 840 | 1 | Doctoral Internship-Teaching |
| MHCH 802 | 1 | Teaching Seminar or elective if MHCH 802 not available |
| **Spring of 2nd Year (13 Credits)** | | |
| MHCH 716 | 3 | International Family Planning and Reproductive Health |
| MHCH 722 | 3 | Global Maternal and Child Health |
| MHCH 862 | 3 | Program Impact Evaluation |
| MHCH 726 | 3 | Adolescent Health or another elective |
| MHCH 840 | 1 | Doctoral Internship-Research |

### Attachment B: Proposed Coursework by Proficiency Area

(Note: Course offerings are subject to change.)

|  |  |  |
| --- | --- | --- |
| **Maternal and Child Health (23 Credits)** | | |
| MHCH 701 | 3 | Foundations of MCH I |
| MHCH 702 | 2 | Foundations of MCH II |
| MHCH 716 | 3 | International Family Planning and Reproductive Health |
| MHCH 722 | 3 | Global Maternal and Child Health |
| MHCH 801 | 3 | Doctoral Seminar |
| MHCH 802 | 1 | Teaching Seminar, or elective if MHCH 802 not available |
| MHCH 840 | 1 | Doctoral Internship-Teaching |
| MHCH 840 | 1 | Doctoral Internship-Research |
| MHCH 859 | 3 | Theoretical Perspectives on MCH |

|  |  |  |
| --- | --- | --- |
| **Research Methods and Analysis (24 Credits)** | | |
| EPID 705 | 3 | Introduction to Logic & Probability Logic |
| EPID 710 | 4 | Fundamentals of Epidemiology |
| EPID 715 | 5 | Theory and Quant Methods in Epidemiology |
| EPID 718 | 3 | Epidemiologic Analysis of Binary Data |
| EPID 719 | 1 | Readings in Epidemiologic Modeling |
| MHCH 862 | 3 | Program Impact Evaluation |
| SOWO 911 | 3 | Introduction to Social Statistics and Data Analysis |
| SOWO 913 | 3 | Advanced Research Methods in Social Intervention |
| SOWO 916 | 3 | Structural Equation Modeling |

|  |  |  |
| --- | --- | --- |
| **Substantive Area of Specialization: Social Networks & Adolescent Reproductive Health (12 Credits)** | | |
| MHCH 726 | 3 | Adolescent Health |
| EPID 825/HBEH 802 | 3 | Social Determinants of Health |

|  |  |  |
| --- | --- | --- |
| **Minor (15 credits):** | | |
| EPID 710 | 4 |  |
| EPID 715 | 5 |  |
| EPID 825 | 3 |  |
| EPID 718 | 3 |  |

### [NOTE: Additional courses can be found elsewhere in Gillings and around campus (Social Work; Sociology; Psychology; etc.]

**Attachment C: Statement of Dissertation Interests and Plans**

I am interested in . I also am interested in I hope to use data to explore these issues.

Note: It is encouraged to add any additional information available, such as the study design, analytic plan, timeline, etc.

## Attachment D: CV

[Add your CV here]

## Attachment E: Public Health and MCH Competencies

[Add your self-assessment of Public Health and MCH Competencies here]

# Appendix D

## Illustrative Sequence and Timetable

|  |  |
| --- | --- |
| **Academic Event** | **Semester after Entry** |
| Complete competency self-assessment | 1 |
| First meeting doctoral curriculum committee | 1 or 2 |
| Completion of minimum graduate-level course requirements | 4 |
| Completion of formal minor coursework | 4 |
| Completion of internships | 4+ |
| Complete 2nd competency self-assessment and e-portfolio | 4 |
| Second meeting doctoral curriculum committee | 4 |
| Written comprehensive examination | 4 |
| Selection of doctoral dissertation committee | 5+ |
| Oral qualifying examination (proposal defense) | 6+ |
| Admission to doctoral candidacy | 6+ |
| Submission of dissertation | 6+ |
| Final oral defense of dissertation | 6+ |
| Complete online evaluation of doctoral training | 6+ |
| Award of doctoral degree | 6+ |