

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: HSR 01-05-13

Proposal Title: Revision of the Health Services Research Ph.D. Curriculum

Originating Department: Health Services Research Doctoral Program

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	DEPARTMENT CHAIR (Program Director) <i>Yvette Huel</i> [print name here:]
3/27/13	3/28/13	4/12/13	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR <i>[Signature]</i> [print name here:]
4/12/2013	4/12/2013	4/15/2013	Approved	COLLEGE FACULTY CHAIR (if applicable) <i>Jane B. Neese</i> [print name here:] Jane B. Neese
4/12/2013	4/12/2013	4/15/2013	Approved	COLLEGE DEAN <i>Jane B. Neese</i> [print name here:] Jane B. Neese
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses only)
4-29-13	5-7-13	6-3-13	Approved	GRADUATE COUNCIL CHAIR (for graduate courses only) <i>Rob Roy M. Gregos</i>
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

Revision of the Health Services Research Ph.D. Curriculum

University of North Carolina at Charlotte

Revised Graduate

Course and Curriculum Proposal from: The Interdisciplinary Health Services Research Doctoral Program

PROPOSAL SUMMARY.

The Health Services Research Ph.D program proposes to change the required courses in the curriculum as follows:

- Decrease the total of 64 required credits to 57 credits
- Decrease the 15 credits in Theory Courses to 9 credits students must take HSRD 8001 Introduction to Health Services Research but may choose from 2 of a selected 4 courses instead of specifying the courses to be taken.
- Decrease the 25 credits of Methods and Methodological issues required to 14 credits.
- Increase the Electives required from 6 credits to 12 credits
- Add a HSRD 8200, seminar (1h) to be taken every spring for the first 4 years.
- Increase the total number of transferable graduate credits to the graduate school allowable to 30 credits.

JUSTIFICATION.

1. Upon assessment of the current HSRD Curriculum it has been determined that 64h requires both a total number of courses and the number of formal required courses are excessive, and limit a students' ability to focus on their individual research.

This is an interdisciplinary research degree program and as such should have flexibility in course work to be tailored for the area of research, thus the required and elective courses have been restructured.

In addition, this is an interdisciplinary program that is not housed in a specific department and as such, students need to have a structure for getting to know one another, discuss scientific research papers and support an intellectual community. In order to provide this structure we are proposing a seminar course every spring for all students in their first 4 years of the program.

2. No changes are being made to pre or co-requisites

3. This proposal will improve the quality of the program by improving the scientific culture for the students with the addition of the Seminar course. The other changes will improve the ability of students to complete the requirements of the program as fewer courses must be taught every year and graduate courses that are important for specific sub-areas in Health Services Research can be taken by our students.

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4. Allowing students to transfer the maximum number of credits allowable under Graduate School policy will ensure that students are not retaking courses and instead are learning new information and skills.

A. IMPACT

These changes will impact the students in the HSRD program in a positive way. As stated above, the ability of our students to think more broadly when choosing electives can improve the ability of students to complete the requirements as well increase the graduate enrollments in courses in that previously may have had low enrollment numbers. Finally, these changes will positively impact the graduate students in the HSRD program as it will allow them to tailor their course work more specifically to their research area, within the spectrum of health services research areas.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

- A. **PERSONNEL.** None. Other than the Seminar HSRD 8200 course, no courses have been added or eliminated. The changes are simply to shift the courses from required to elective status. Because the total number of required courses will decrease, the need to teach as many courses every year will decrease, which frees up faculty to teach the 1h HSRD 8200 course
- B. **PHYSICAL FACILITY.** Adequate Physical Facilities exist.
- C. **EQUIPMENT AND SUPPLIES:** None needed
- D. **COMPUTER.** None needed
- E. **AUDIO-VISUAL.** None needed.
- F. **OTHER RESOURCES.** None needed
- G. **SOURCE OF FUNDING.** None needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [*Consultation on Library Holdings*](#)).
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** Not applicable

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V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. ORIGINATING UNIT. The Originating Unit is the College of Health and Human Services. The HSRD Advisory Board met and discussed this proposal in December of 2012 and all members of the Advisory Board approved of the changes.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- € The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.
2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word "track changes" feature (or use **red text with "strikethrough"** formatting for text to be deleted, and adding **blue text with "underline"** formatting for text to be added).
 - a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

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For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

- b.* If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.
4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).
5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Attachment 1



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Yvette Huet
From: John Norris
Date: March 15, 2013
Subject: HSRD 8002 Seminar Health Services Research

Summary of Librarian's Evaluation of Holdings:

Evaluator: John Norris **Date:** March 15, 2013

Please Check One:

Holdings are superior _____
Holdings are adequate _____ X
Holdings are adequate only if Dept. purchases additional items. _____
Holdings are inadequate _____

Comments:

Resources available through Atkins Library are more than adequate provided journal subscriptions are maintained.

John Norris

Evaluator's Signature

March 15, 2013

Date

OAA jdp

Revised 10/29/08

Revised 02/05/13
OAA/mjw

Attachment 2
THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
COLLEGE OF HEALTH AND HUMAN SERVICES
HSRD 8002 Seminar Health Services Research
Spring 20XX

Course Number and Title: HSRD 8002. Seminar in Health Services Research

Catalog Description. (1) Prerequisite: Enrollment in the PhD in Health Services Research program or permission of the instructor. Guided reading and presentation course introducing the peer reviewed literature in health services research. Students will be introduced to reading, reviewing and presenting literature. This course is required course for the HSR PhD program. Graded on a Pass/Unsatisfactory basis only. (Every spring semester)

Pre-and Co-requisite. Enrollment in the PhD in Health Services Research program or permission of the instructor. Graduate standing in the HSRD Program or permission of the instructor/HSRD Program Director

Course Objectives.

1. Discuss the basic tenets of the scientific method used in health services research.
2. Develop a definition of Health Services Research as an area of study.
3. Critically read, discuss and present literature related to the theoretical basis, seminal theories, access, cost, quality, health disparities, social determinants of health, principles, methods, and ethics of science as related to the field of Health Services Research.

Instructional Method. This is an in person course that will utilize readings, presentations and in class discussions

Student Evaluation.

- **Article Presentation:** Students may be assigned to present and lead a discussion on an article(s) from the peer-reviewed HSR literature. Presentations are to include: (1) a handout including the main points of the article (5 points) and the presentation and discussion (30 points for visual presentation, 35 points for presentation skills and 30 points for ability to respond to questions).
- **Review and Discussion of presentations :** Students are expected to read the articles to be presented and engage in discussion of the papers at each class meeting. Assessment of their preparation and engagement in the classroom will be based on the questions asked and their ability to participate in the discussions.

Policies.

- **Code of Student Responsibility:** "The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights

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that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/ps-104.html>

- **Academic Integrity:** Academic integrity refers to cheating and plagiarism. Plagiarism is when you use or borrow another person’s words or ideas without giving them credit – in other words, stealing that person’s work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person’s work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g., the name of the President of the United States is something that most people would know and you would not have to cite where you found this information). It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The university has a process led by the Dean of Students that investigates a report and can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the event.

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Students are expected to report cases of academic dishonesty to the course’s instructor.

- **Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD). Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be

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arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

- **Diversity Statement:** UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.
- **Religious Accommodation:** It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html>. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).
- **Inclement Weather Policy:** It is rare for classes in Charlotte to be cancelled due to inclement weather. In cases of inclement weather, please listen to local radio/television stations and check for updates at <http://www.uncc.edu>.
- **Grading:** This course is graded Pass/Unsatisfactory. You may earn a total of 100 points in this course. The grading for this course is as follows:

80 - 100	P
Below 80	U

Attachment 3a

2012-2013 Graduate Catalog: Ph.D. in Health Services Research

This interdisciplinary program in [Health Services Research](#) includes coursework in biostatistics, health economics, healthcare organizational structures and processes, epidemiology, health policy, personal behaviors, and social factors that affect access to health care, quality and cost of health care, and health outcomes. Graduates are prepared to conduct interdisciplinary research utilizing quantitative methods supplemented with qualitative methods to advance knowledge to support innovations in health care delivery systems and health policy. All students are required to complete a series of core and special emphasis courses individually developed between the student and their advisor. The cornerstone of the program is the student's dissertation, which is expected to be a significant contribution based on original and independent research leading to publications in peer reviewed, indexed journals. Graduates are prepared to work in healthcare delivery systems, academia, or government positions.

Additional Admission Requirements

In addition to the general requirements for admission to the graduate school, the following are required for study in the Ph.D. Program in Health Services Research:

- 1) Master's Degree from an accredited university in a health-related field
- 2) An overall graduate grade point average (GPA) of at least 3.5 out of 4.0 from an accredited graduate program
- 3) [The Graduate Record Examination \(GRE\) is required. Please see the Doctor of Philosophy in Health Services Research website, Applications and Admissions section, for further information.](#)
- 4) Completed at least one graduate level course with a grade of B or above in each of the following areas
 - a. Statistics or biostatistics
 - b. Health policy
 - c. Epidemiology

Note: Applicants will be considered for admission if they have not completed one or more of the above three prerequisite graduate courses. Admitted students lacking any of these courses are able to be admitted; however, the prerequisite courses must be successfully completed before enrolling in the corresponding doctoral level course. Master's level courses in these areas that are taken to fulfill the prerequisite requirements are not counted toward the 57 credit total for the Ph.D.

- 5) An essay addressing professional and academic experiences, motivation for pursuing the degree, specialty area of emphasis to pursue in the program, and [how the program fits your career plans](#). The essay should also identify at least two members of the HSR PhD Program Faculty or Participating Faculty with whom the applicant would like to work, based on shared research interests. The applicant must include a statement indicating how his or her specific research interests align with those of at least two specific member of the HSR PhD Program Faculty or Participating Faculty that the applicant may wish to have as a mentor..

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- 6) A current curriculum vitae (CV)
- 7) A score on the Test of English as a Foreign Language (TOEFL) examination, which meets university requirements for those applicants whose native language is not English
- 8) An interview with the Director or the Director's designee and possibly potential mentor(s) either in person or by telephone. Before the interviews, the applicant should provide the Program Director and potential mentor(s) with a current curriculum vitae and a record of completed degrees, with their grade averages.
- 9) Three letters of reference, at least one of which is from a former graduate faculty member and one from a former supervisor

Degree Requirements

The Ph.D. acknowledges the value of coursework for background and preparatory to conducting research. This program emphasizes courses in research methods and analysis, as well as experiences working with faculty on research to support the development of research skills in order to carry out the dissertation on a significant research problem in the area of health services research.

Total hours required

The program requires 57 post-master's credit hours. Because of the interdisciplinary nature of the program, all students will be required to take the general curriculum that includes a sequence of core courses as shown below.

HSRD 8200. Seminar This course must be taken every spring semester for the first four years

GRAD 8002 (2) Professionalism and the Responsible Conduct of Research

Interdisciplinary Theoretical Base (9 credit hours)

Includes Introduction to Health Services Research, Health Policy, Economics of Health and Healthcare, Health Care Systems and Delivery, and Analytical Epidemiology. There is a prerequisite of a Master's level course in Epidemiology for the Analytical Epidemiology course and a Master's level course in Health or Social Policy for the Health Policy course. If not completed before admission, these courses must be completed before the student takes the course for which each is a prerequisite. These courses cannot be applied toward the Area of Interest requirement.

Methods and Methodological Issues (14 credit hours)

Includes Applied Biostatistics: Regression, Design of Health Services Research, Applied Biostatistics: Multivariate, Advanced Data Analysis for Health Services Research, Advanced Design of Health Services Research, Large Data Sets and Health Services Research, Seminar in Grant Proposal Writing, Program Evaluation, Outcomes and Quality and a seminar in Research Ethics. Additionally, six semester hours in an Area of Interest. Students each develop a set of courses in a chosen area of interest that is designed mutually with their advisor. These courses may be at the Master's or Doctoral level in areas such as research methods, mental health, gerontology, public policy, or health disparities.

Dissertation (18 semester hours)

Proportion of Courses Open Only to Doctoral Students

Health Services Research Program courses are only open to doctoral students, except with written approval of the instructor and the Director. Students from other university doctoral programs may enroll.

Grades Required

A student must maintain a cumulative average of 3.0 in all coursework taken in the program. The seminars will be graded on a Pass/Unsatisfactory basis and therefore will not be included in the cumulative average. An accumulation of two C grades will result in termination of the student's enrollment in the doctoral program. A second failure in any of the following results in dismissal from the program the candidacy examination; the dissertation proposal defense; or final dissertation defense. If a student makes a grade of *U* or *NC* on any course, enrollment will be terminated. A doctoral student whose enrollment has been terminated because of grades is ineligible to register in any semester or summer session.

Amount of Transfer Credit Accepted

Only courses with grades of A or B may be accepted for transfer credit. With approval of the student's advisor, and the Doctoral Program Director, a maximum of thirty hours of transfer credit for post-baccalaureate coursework earned at a regionally or nationally accredited university will be accepted. [Only courses appropriate for the program and curriculum in which the student is enrolled may be transferred.](#)

College of Health and Human Services Seminars

Doctoral students are expected to attend seminars sponsored by the College.

The Dissertation Process

1. The student selects a dissertation Chair. The Chair must be a member of the HSR Ph.D. Program Faculty, or a member of the HSR Ph.D. Participating Faculty with a co-Chair who is a member of the Program Faculty. Students should consult with their faculty advisor and the Program Director as they develop their plans for selecting the dissertation committee chair, and for forming the dissertation committee. The student should work closely with the Chair on identifying other committee members, and typically should approach other faculty about serving on the committee only after consulting with the Chair.
2. Select Dissertation Committee. Must be at least 5 members. Four must be from the HSR Ph.D. Program Faculty or Participating Faculty (one of whom is the Chair). The student submits the form, "Appointment of Doctoral Committee." The Graduate School appoints the 5th member. The five members of the dissertation committee will serve as the student's committee for the refinement of the dissertation topic, the development and defense of the dissertation proposal, the development of the dissertation, and dissertation defense.
3. The Chair of the dissertation committee and the student together select the dissertation topic. The Chair is responsible to ensure that all members of the committee are actively involved and agree to the direction and the specifics of the proposal (e.g., data, methods). Ensuring this involvement and agreement is a major goal of the Topic Approval Meeting. When the Chair approves the topic and approach to the dissertation, the student schedules the Topic Approval Meeting with the Dissertation Committee. The student submits a 2-3 page description of the dissertation plan to the Dissertation Committee at least 2 weeks prior to the Topic Approval Meeting. This single-spaced description of the topic includes the following sections: (1) Specific

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Aims, (2) Background and Significance, (3) Research Design and Methods. The topic approval meeting is not typically open to visitors. Students will present a brief oral summary of: the dissertation topic, the context of related research literature, data and methods, and implications for policy and practice, followed by questions and discussion among the committee and the student. The topic approval meeting may be repeated as needed.

4. Following the Topic Approval, the student writes the dissertation proposal and prepares for the Oral Proposal Defense. The proposal is written in the form of a grant proposal. The student is expected to use NIH PHS398 format, except that she or he is not required to use the NIH forms, and that the proposal does not require preliminary data, biographical sketches, letters of collaboration, or budgets. Thus, the proposal includes the following standard NIH sections:
 - a. Specific Aims
 - b. Background and Significance
 - c. Research Design and Methods
 - d. Human Subjects

The entire proposal (not including the Literature Cited section) is limited to 15 single-spaced pages (12 point font). At the discretion of the Chair, additional material may be included in appendices, such as additional details about the analysis, table shells, and so forth. However, it is the expectation of the HSR Ph.D. program that the central elements of the dissertation proposal should be embodied in the 15 page maximum. This requirement is designed to ensure that students have experience writing the dense prose required for a successful grant narrative. It also provides a narrative that is appropriate for submission for funding the dissertation work. All members of the committee must receive the full proposal at least 2 weeks before the Proposal Defense.

Oral Defense of the Dissertation Proposal

5. The submission of the proposal is followed by the Oral Proposal Defense. In the HSR Ph.D. program, the Oral Proposal Defense is open to HSR Ph.D. faculty and HSR Ph.D. students. The student must provide the title of the proposed dissertation, and the date, time, and location of the Oral Proposal Defense to the Program Director no later than two weeks prior to the Oral Proposal Defense.

The student should prepare a PowerPoint presentation approximately 20 minutes in length summarizing the research proposal. Following the student's presentation, the committee will ask questions about the research plan. The student will be excused from the meeting to permit the committee to discuss the merits of the proposal, after which the student will return to the meeting to receive the committee's comments and required modifications to the research plan. After successful completion of the Oral Proposal Defense, the student submits two forms, "Graduate School Petition for Topic Approval" and "Application for Admission to Candidacy."

Advancement to Candidacy

A doctoral student advances to candidacy after the dissertation topic and approach has been approved by the student's advisory committee and the Dean of the Graduate School. NOTE: Completing Step 3 above, the topic approval meeting, does not constitute advancement to candidacy. Advancement to candidacy requires approval of both the topic and the detailed dissertation plan at the time of the oral proposal defense, including any required plan for the protection of human subjects. **If Human Subjects are involved, the Petition for Topic Approval requires the attachment of the IRB approval.**

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In addition to the oral examination on the dissertation proposal, the Qualifying Examination includes an oral examination on the HSR Ph.D. student's doctoral portfolio. The doctoral portfolio presents all work completed by the student in the program, including:

- A detailed cover letter.
- Current curriculum vitae.
- Papers completed during courses taken in the HSR Ph.D. program.
- Research papers published or in press since admission to the program.
- Abstracts representing research presented at professional conferences since admission to the program.
- A professional personal statement (typically 2 to 3 pages) covering, at a minimum, the student's research focus area(s), and the student's 2- to 3-year research plan.
- Additional manuscripts under development.
- Syllabi developed by the student since admission to the program (where relevant).
- Student and faculty evaluations of the HSR Ph.D. student's teaching (where relevant).
- A statement of teaching philosophy (where relevant to the student's career plan).

Retake of the Qualifying Examination

A student who fails to complete the Oral Proposal Defense / Qualifying Examination satisfactorily may be given the opportunity to revise components of the research proposal and/or the doctoral portfolio under the direction of the Chair and/or to repeat the Oral Proposal Defense, at the discretion of the Dissertation Committee; a second failure results in dismissal from the Ph.D. program.

HSRD 8801: Dissertation Research (18 Credits)

Completion of the dissertation is the final component of the doctoral degree. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of health services research. Under the direct supervision of the Dissertation Committee Chairs, students are encouraged to consult regularly with their Dissertation Committee members during the planning, conducting, and writing of the dissertation. The dissertation defense is a public defense. Notice of the location and time will go to the campus community.

Following the approval of the dissertation topic and advancement to doctoral candidacy, students are required to maintain continuous enrollment in HSRD 8801 for dissertation study until work is completed. Continuous enrollment begins in the semester after the dissertation topic is approved.

Evaluation

A student must maintain a cumulative average of 3.0 in all coursework taken in the program. The seminars will be graded on a Pass/Unsatisfactory basis and therefore will not be included in the cumulative average. An accumulation of two C grades will result in termination of the student's enrollment in the doctoral program. Students will be allowed to repeat the Candidacy Exam, proposal defense, dissertation defense only once. A second failure of the candidacy examination, the dissertation proposal defense, or the final dissertation defense will result in dismissal from the program. If a student makes a grade of U or NC on any course, enrollment will be terminated. A doctoral student whose enrollment has been terminated due to inadequate grades is ineligible to register in any semester or summer session. Please also see the section of the *Graduate Catalog* on [Degree Requirements and Academic Regulations](#).

UNC Charlotte Residency Requirement

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The student must satisfy the UNC Charlotte residency requirement for the program by completing 21 credit hours. Residence is considered to be continuous if the student is enrolled in one or more courses in successive semesters until 21 hours are earned.

Time Limits for Completion

All requirements for the degree must be completed within 8 years after the first registration as a doctoral student or the registration for any course transferred into the program toward degree requirements. The student must receive admission to candidacy within 6 years after admission to the program and complete all requirements within 6 years of admission to candidacy for the Ph.D. degree. These time limits are maximums; students will be typically expected to complete the degree requirements within 5 years.

Attachment 3b

2012-2013 Graduate Catalog: Courses in Health Services Research (HSRD)

HSRD 8000. Topics in Health Services Research. (1-4) Prerequisite: Full graduate standing in the Ph.D. in Health Services Research program or permission of the instructor. Study of selected topics in health services research. May be repeated for credit. (Graded on a Pass/Unsatisfactory basis only). (*On demand*)

HSRD 8001. Introduction to Health Services Research. (3) Introductory course in models, theoretical frameworks and key components of health services research. Historical development of health services research will be traced. An in-depth study of social determinants of health will be explored. (*Fall*)

HSRD 8002. Healthcare Systems and Delivery. (3) Prerequisite: Enrollment in the Ph.D. in Health Services Research program or permission of the instructor. Doctoral seminar to provide a theoretical and empirical basis for understanding major organizational, delivery, and financing structures and related health outcomes comprising present day healthcare in the United States and globally. Evidence from health services research studies will be discussed as part of the identification of key areas for future research. (*Fall*)

HSRD 8003. Analytic Epidemiology. (3) Cross-listed as HCIP 6260, HLTH 6260, and PPOL 8665. Pre- or corequisite: a graduate introductory course in epidemiology such as HLTH 6202 or HADM 6104. Principles and methods of studying advanced epidemiology, with emphasis on the analytic approach. Includes: advanced techniques in the establishment of disease causation in groups and communities. Such topics as risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology are covered. Emphasis is also placed on quality assurance and control and communicating results of epidemiological studies in professional publications and settings. (*Alternate years*)

HSRD 8004. Economics of Health and Healthcare. (3) Cross-listed as ECON 6260 and PPOL 8667. Prerequisite: Enrollment in the interdisciplinary Ph.D. in Health Services Research program or the Ph.D. in Public Policy program, or permission of the instructor. Uses economic theory and econometrics to analyze the functioning of the healthcare sector and appropriate public policy. Topics include: how markets for medical care differ from other markets, the demand for medical care, the demand and supply of health insurance, the role of competition in medical markets, managed care, managed competition, and the role of the public sector in regulating and financing healthcare. The topic list is flexible and student input will be solicited and welcomed. (*Alternate years*)

HSRD 8005. Health Policy. (3) Cross-listed as PPOL 8663. Prerequisites: Full graduate standing in the Ph.D. in Public Policy or Health Services Research programs and a graduate level course providing an adequate introduction to the U.S. healthcare system such as HADM 6112, MPAD 6172, or permission of the Instructor. Examines the formulation, adoption, implementation, and evaluation of health policy at national, state, and local levels through extensive readings in relevant health and policy literatures. (*Alternate Spring*)

HSRD 8101. Design of Health Services Research. (3) Prerequisite: Master's level Applied Biostatistics course or equivalent. This course will provide an overview of quantitative and qualitative methods as applied to design and analysis of health services research problems. Qualitative topics: overview of philosophies of qualitative inquiry, characteristics of qualitative research design, managing qualitative data, and qualitative methods. Quantitative topics: categories and levels of quantitative

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research, characteristics of a good research design, relationship between theory and research, selection process for measurement tools, power analysis, sampling techniques, design sensitivity, and human subject protection. Open only to students admitted to the Ph.D. program in Health Services Research or permission of instructor. *(Fall)*

HSRD 8102. Advanced Design of Health Services Research. (3) Prerequisite: HSRD 8101. Corequisite: HSRD 8110 or STAT 8110. This course will provide an overview of advanced quantitative methods as applied to design and analysis of health services research problems. Topics include: cost-effectiveness analysis, missing data, endogenous variables, panel data methods, and duration analysis. Other current topics in the design and analysis of health services research will also be considered. Open only to students admitted to Ph.D. Health Services Research program or permission of the instructor. *(Spring)*

HSRD 8103. Large Data Sets and Health Services Research. (3) Prerequisites: HSRD 8102; HSRD 8111 or STAT 8111; and enrollment in the Ph.D. in Health Services Research program or permission of the instructor. Health quality and outcomes issues addressed through secondary data analysis using large, public data sets will be examined. Issues related to secondary analysis and drawing items from multiple data sets will be discussed. Analytical techniques such as adjustments for missing data, transformations of data, and risk adjustment will be applied using public data sets. *(Spring)*

HSRD 8104. Healthcare Program Evaluation, Outcomes, and Quality. (3) Corequisite: STAT 8110, HSRD 8110, or permission of the instructor. Introductory course in evaluation research in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical problems in evaluating programs. Tasks of identifying quality and outcome indicators, choosing methods, assessing feasibility, assuring quality data, addressing population and program diversity, project management, and incorporating context into reports of findings are also examined. *(Alternate years)*

HSRD 8106. Advanced Data Analysis for Health Services Research. (3) Prerequisite: Enrollment in the Ph.D. in Health Services Research program or permission of the instructor. This course provides students with skills that will enable them to efficiently conduct advanced health services research with complex and multiple health-related databases. *(Alternate years)*

HSRD 8110. Applied Biostatistics: Regression. (3) Cross-listed as STAT 8110. Prerequisites: Graduate level Introduction to Biostatistics or approved Statistics course; basic knowledge of statistical software; or permission of the instructor. To understand and apply concepts and principles of regression based statistical methods (regression, linear models, logistic regression, Poisson regression) to health related studies. Selection of appropriate methods for analysis, development of skills to conduct the analysis of the data and capability to write in scientific language the results of the study will be studied. *(Spring)*

HSRD 8111. Applied Biostatistics: Multivariate Methods. (3) Cross-listed as STAT 8111. Prerequisites: HSRD 8110, STAT 8110, or permission of the instructor. Includes study of the concepts, principles and statistical methods of analysis of discrete and continuous multivariate data. Students will learn to use the most popular methods of multivariate data reduction, classification and clustering such as principal components, factor analysis and canonical correlation analysis. Design issues, verification of the assumptions and interpretation of the results will be discussed. Skills for concise presentation of the results of statistical analysis will be developed. *(Fall)*

HSRD 8200. Seminar in Health Services Research (1) Prerequisite: Enrollment in the PhD in Health Services Research program or permission of the instructor. Guided reading and presentation course introducing the peer reviewed literature in health services research. Students will be introduced to reading, reviewing and presenting literature. This course is required course for the HSR PhD program. Graded on a Pass/Unsatisfactory basis only. *(Every spring semester)*

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HSRD 8612. Seminar in Grant Proposal Writing. (3) Prerequisite: Enrollment in the Ph.D. in Health Services Research program or permission of the instructor. Seminar to develop a grant proposal using existing funding mechanisms from governmental or private funding agencies. This course uses a step-wise approach to writing all major sections of a grant proposal. Proposal development will also familiarize students with governmental guidelines, grant submissions and the peer review process.

(Alternate years)

HSRD 8800. Independent Study in Health Services Research. (1-6) Prerequisite: Full graduate standing in the Ph.D. in Health Services Research program or permission of the instructor. *Graded on a Pass/Unsatisfactory basis.* May be repeated for credit. *(On demand)*

HSRD 8801. Dissertation Research. (1-9) Prerequisite: Passage of comprehensive examination and approval of dissertation topic by student's advisory committee. Investigation of a topic in health services research which makes a substantial addition to the field. Maximum of 18 hours allowed under this course designation. *Graded on a Pass/Unsatisfactory basis. (Fall, Spring, Summer)*

~~**HSRD 8881. Seminar in Research Ethics. (1)** Prerequisite: Enrollment in the Ph.D. in Health Services Research program. Examination of ethical issues related to human subjects research with an emphasis on health services research including review of prominent scientific misconduct cases; federal and local (IRB) regulations, processes and procedures; and possible ethical issues with specific types of research (clinical trials, international research, research with existing data, collaborative research). *Graded on a Pass/Unsatisfactory basis. (Alternate years)*~~

Attachment 5

**Assessment Map for the Collection
Student Learning Outcomes Assessment Data
For Health Services Research PhD Program
College of Health and Human Services**

List all Student Learning Outcomes:

1. HSR PhD graduates will have an in-depth knowledge and skill relevant to Health Services Research (HSR) and apply alternative theoretical and conceptual models from a range of relevant disciplines to HSR.
- 2: HSR PhD graduates will use knowledge of the structures, performance, quality, policy, environmental context and **epidemiology** in health and health care to formulate solutions for health policy problems.
- 3: HSR PhD graduates will select appropriate interventional or observational study designs to address specific HSR questions; use conceptual model to specify study constructs for HSR question and develop variables that reliably and validly measure these constructs; and effectively communicate the findings and implications of HSR through multiple modalities.
- 4: HSR PhD graduates will ensure the ethical and responsible conduct of research in the design, implementation, and dissemination of health services research.
- 5: HSR PhD students will use appropriate analytical methods to clarify associations between variables and to delineate causal inferences.
- 6:

SLO #	Description of the Effectiveness Measure	Data Collection Instrument	Elements of instrument used to assess this SLO	Expected Performance Outcome	Where is Data Collected?	Frequency of Data Collection	Person Responsible for Data Collection
1	Course paper completed in HSRD 8001	Course Paper Rubric	1. Demonstrate in-depth knowledge and skill relevant to HSR 2. Apply alternative theoretical and conceptual models	80% or more of students will achieve score of B or better	HSRD 8001	Fall Semester	
1	Course paper completed in HSRD 8002	Course Paper Rubric	1. Demonstrate in-depth knowledge and skill relevant to HSR 2. Apply alternative theoretical and conceptual models	80% or more of students will achieve score of B or better	HSRD 8002	Alternate Spring Semesters	
2	Course paper completed in HSRD 8005/PPOL 8663 Or HSRD 8004/PPOL 8667 or HSRD 8003/PPOL 8665	Course Paper Rubric	1. Demonstrate knowledge of the structures, performance, quality, policy, and environmental context of health and health care to formulate solutions for health policy problems	80% or more of students will achieve score of B or better	HSRD 8005/PPOL 8663 Or HSRD 8004/PPOL 8667 or HSRD 8003/PPOL 8665	Alternate Spring or Fall Semesters	
2	Course paper completed in HSRD 8004/PPOL 8667	Course Paper Rubric	1. Demonstrate knowledge of the structures, performance, quality, policy, and environmental context of health and health care to	80% or more of students will achieve score of B or better	HSRD 8004/PPOL 8667	Alternate Fall Semesters	

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SLO #	Description of the Effectiveness Measure	Data Collection Instrument	Elements of instrument used to assess this SLO	Expected Performance Outcome	Where is Data Collected?	Frequency of Data Collection	Person Responsible for Data Collection
			formulate solutions for health policy problems				
3	Dissertation		<ol style="list-style-type: none"> 1. Select appropriate study design 2. Use conceptual model to specify study constructs 3. Develop variables that reliably and validly measure the constructs 4. Effectively communicate findings and implications 	90% or more of students will achieve score of "pass" on the dissertation		Fall and Spring Semesters	
4	Course paper completed in HSRD 881 GRAD 6240	Final Grade	1. Ensure the ethical and responsible conduct of research in design, implementation, and dissemination	80% or more of students will achieve score of "pass" in this course	GRAD 6240	Fall Semester	
4	Course paper completed in HSRD 8612	Course Paper Rubric	1. Ensure the ethical and responsible conduct of research in the design, implementation, and dissemination of HSR	80% or more of students will achieve score of B or better	HSRD 8612	Alternate Spring Semesters	
5	Homework completed in HSRD 8110	Homework assignment Rubric	1. Demonstrate appropriate analytical methods to clarify associations between variables and delineate causal inferences	80% or more of students will achieve score of B or better on the homeworks	HSRD 8110	Spring Semester	