2017-2018
Effective August 15, 2017
Department of Public Health Sciences
College of Health and Human Services
CHHS building, Suite 431
704-687-7191

http://publichealth.uncc.edu/
mphprogram@uncc.edu
Cover photo: Some of our Spring 2017 MPH graduates. From left: Kimberly Scales, Bhakti Dave, and Morium Bally.
Congratulations and Welcome! into the Master of Public Health (MPH) program at UNC Charlotte. This is an exciting time to enter the field of public health with many challenges and opportunities. The MPH program at UNC Charlotte is accredited by the Council on Education for Public Health (CEPH) and we are a member of the Association of Schools and Programs of Public Health (ASPPH); thus we are prepared to offer our students rigorous education and training related to public health.

This manual, which is provided to students as a PDF file at orientation and is available on the departmental website (publichealth.uncc.edu), is a primary resource for MPH students. It addresses program specific information such as expectations, policies, and requirements and summarizes and/or directs students to key Graduate School and University resources and policies. The summaries of higher unit policies and procedures included in this manual are intended to provide context and coordination of ideas with program and department policies. Should a conflict exist between a program or department policy and that of a higher unit, the higher unit policy will prevail.

I post my open office hours for each semester outside my office. If my door is closed, please do not disturb me except in an emergency. If I am unavailable, schedule an appointment with me via email or through our support staff.

Note: Students are expected to check their @UNCC.edu email accounts at least once per day.

On behalf of the faculty, students and administrators, we look forward to working with you to facilitate your success in our program and in your future careers in public health.

Sincerely,

Jan Warren-Findlow, MBA, PhD
Associate Professor, Public Health Sciences
Director, MPH Program
jwarren1@uncc.edu
704.687.7908
Table of Contents

The Field of Public Health ........................................................................................................ 1
  The Core Functions of Public Health ...................................................................................... 1
  The 10 Essential Public Health Services ................................................................................ 1
  Career Areas in Public Health ................................................................................................ 2
  Resources for Information about Public Health ...................................................................... 2

The Department of Public Health Sciences ............................................................................. 5
  Public Health Programs .......................................................................................................... 6
  Program Contact Information .................................................................................................. 6
  Department Contact Information .............................................................................................. 6
  Department Degree Programs .................................................................................................. 7
  Supported Graduate Programs .................................................................................................. 7
  Department Faculty .................................................................................................................. 7
  Advisory Board ........................................................................................................................ 8
  Accreditation ............................................................................................................................ 9

Program Overview .................................................................................................................... 10
  MPH Program Goals ................................................................................................................. 11
  MPH Program Design .............................................................................................................. 12

Conceptual Model ..................................................................................................................... 14
  Core Disciplines in Public Health .............................................................................................. 15
  Interdisciplinary & Cross-cutting Competencies ....................................................................... 15
  MPH Track-specific Competencies ........................................................................................... 16
  Relating Competencies to the Conceptual Model ..................................................................... 16
  The following table presents the core disciplinary, interdisciplinary and cross-cutting and track specific competencies and their associated conceptual domain. .............................................................. 16
  Relating Competencies to Courses .......................................................................................... 17
  Discipline-based Competencies and Assessments .................................................................... 19
  MPH Student Learning Outcomes ............................................................................................. 22
  Program Requirements ............................................................................................................. 23
  MPH Curriculum [45 credits] .................................................................................................... 23
  Optimal Credit Load and Course Sequence .............................................................................. 23
  Dual Degree Options ............................................................................................................... 25
  Internship Experience ............................................................................................................. 27
  Capstone Project ....................................................................................................................... 28

Policies & Procedures ................................................................................................................. 30
  Code of Student Academic Integrity ......................................................................................... 30
  Advising .................................................................................................................................... 31
  Alternate Specialty Areas ........................................................................................................ 32
  Evaluation Standards ............................................................................................................... 32
  Program Dismissal Policy ......................................................................................................... 33
  Recourse for Violations ............................................................................................................ 34
  Grades of Incomplete/In Progress ............................................................................................ 34
  Transfer Credit [Waivers, Transfers & Other Exceptions] ........................................................ 34
  Residency Requirement ......................................................................................................... 36
  Graduation Requirements .......................................................................................................... 37
  Deadlines .................................................................................................................................. 38
  Policy Appeals .......................................................................................................................... 38
  Non-discrimination Policy ........................................................................................................ 38
The Field of Public Health

**What is Public Health?** Public health is the science and art of promoting health, preventing disease and injury, and prolonging life through organized efforts of society. Public health activities focus on entire populations rather than on individual patients, and public health professionals monitor and diagnose the health concerns of entire communities and promote healthy practices and behaviors to assure our populations stay healthy.

**The Core Functions of Public Health**

In the *Future of Public Health*, issued in 1998, the Institute of Medicine defined the three core functions of public health as assessment (understanding a community’s needs), programming (designing and implementing programs that respond to those needs), and assurance (evaluating the quality and impact of those programs). In 1995, Johns Hopkins faculty added communication, a cross-cutting function of effectively informing stakeholders of all phases of public health activity.

**The 10 Essential Public Health Services**

These functions were later translated by the Public Health Functions Steering Committee of the US Centers for Disease Control and Prevention into 10 essential services:

1. **Monitor** health status to identify community health problems
2. **Diagnose and investigate** health problems and health hazards in the community
3. **Inform, educate, and empower** people about health issues
4. **Mobilize** community partnerships to identify and solve health problems
5. **Develop** policies and plans that support individual and community health efforts
6. **Enforce** laws and regulations that protect health and ensure safety
7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable
8. **Assure** a competent public health and personal health care workforce
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services
10. **Conduct** research for new insights and innovative solutions to health problems
Career Areas in Public Health

The Council on Education for Public Health (CEPH), the body that accredits schools and programs in public health, has defined 5 core areas (or disciplines) of public health. Each accredited public health degree program must address student competence in these areas, as appropriate to the academic or professional nature of the specific program. These five areas are:

**Epidemiology:** Due to a nationwide shortage, opportunities abound for specialists trained in the systematic study of the distribution and determinants of disease or disability in population groups.

**Biostatistics:** Career opportunities in this area involve the application of statistical procedures, techniques, and methodology to characterize or investigate health problems and programs.

**Behavioral Sciences/Health Education:** These specialists use specific methods, skills, and program strategies to help people choose healthier lifestyles, to make more efficient use of health services, to adopt self-care practices, to participate actively in the design and implementation of programs that affect health.

**Environmental Health Sciences:** Environmental health includes many diverse disciplines such as chemistry, toxicology, and engineering, and is concerned with the identification and control of factors in the natural and man-made environment (e.g., air, water, land, housing) which affect health.

**Health Services Administration:** Persons seeking careers in administration or resource management in the public or private sectors of health service delivery can specialize in health planning, organization, policy formulation and analysis, finance, economics, or marketing.

Resources for Information about Public Health

**What is Public Health?**
- Thisispublichealth.org [https://thisispublichealth.org/](https://thisispublichealth.org/)
- Mecklenburg County Health Department [http://charmeck.org/mecklenburg/county/HealthDepartment/Pages/Default.aspx](http://charmeck.org/mecklenburg/county/HealthDepartment/Pages/Default.aspx)


**Public Health Program Accreditation and Individual Licensure**

- Council on Education for Public Health [http://ceph.org/pg_about.htm](http://ceph.org/pg_about.htm)

**Public Health Employment Search**

- Public Health Employment Connection [http://cfusion.sph.emory.edu/PHEC/phec.cfm](http://cfusion.sph.emory.edu/PHEC/phec.cfm)
- Public Health Career Mart [https://www.apha.org/professional-development/public-health-careermart](https://www.apha.org/professional-development/public-health-careermart)
- Partners for Information Access for the Public Health Workforce [http://phpartners.org/jobs.html](http://phpartners.org/jobs.html)
The Department of Public Health Sciences was originally founded as the Department of Health Behavior and Administration on July 1, 2002 as part of the transformed College of Health and Human Services. The new Department was conceived in response to recommendations derived from UNC Charlotte's Health Commission report (2000) as well as a variety of initiatives placing emphasis on population health and health behavior research. In May 2007 the Department was renamed to Public Health Sciences to better reflect the unit's larger-scale set of current and planned research programs, degree offerings, and service activities. Faculty research programs focus on individual and population health including: the prevention and management of disease across the lifespan; the health status of diverse, urban communities; and population health and health care analytics. Our goals include creating North Carolina's second accredited School of Public Health.

The Department favors the development and implementation of collaborative academic programs and interdisciplinary scholarship; and embraces the University's core values encouraging diversity and equal educational and employment opportunities throughout the University community. The University's non-discrimination policies, the Council on University Community, and the Multicultural Resource Center support these values.

Our excellence is rooted in the competence of our highly collegial faculty and staff; support from the university's administrative leadership; expert peer review; and the understanding and enthusiasm of our community partners including advisory board members, part-time instructors, and internship preceptors. We welcome your advice and guidance; your collaborations and partnerships; your support and contributions; and your commitment to excellence.

**Vision Statement.** Healthy People. Healthy Places. Healthy Communities.

**Mission Statement.** To develop leaders in practice and research who advance the public’s health

**Values.** Collaboration, community engagement, diversity, innovation, professionalism, health equity, social justice

**Collaboration.** We value creative, team-based, interdisciplinary, and multidisciplinary approaches to improve the public’s health.

**Community Engagement.** We value public engagement and work with communities to build and foster lasting relationships.
Diversity. We celebrate the value of multiple backgrounds, views, and orientations to meet the public health needs of all population groups.

Innovation. We embrace idealism, excellence, entrepreneurship, and creativity to generate solutions that improve the health and well-being of all.

Professionalism. We follow a code of conduct guided by integrity, ethical standards, and respect for others.

Health Equity. We believe that all people have the right to live in environments that optimize health and well-being.

Social justice. We advocate for fair and equitable opportunities for all members of society.

Public Health Programs

Collectively, the academic programs offering the BSPH, MPH, and PhD degrees constitute our Public Health Programs. Each of the public health degree programs has embraced the department’s mission, vision and values as consistent with our goals relating to learning, research, service and diversity.

- **Goal 1** (instructional): Develop student competence in the core areas of public health, providing them with the knowledge, skills, and abilities to become effective practitioners and researchers.
- **Goal 2** (research): Engage students in the development and translation of new knowledge to improve the effectiveness and efficiency of public health services and contribute to the development, implementation, and evaluation of public health practice.
- **Goal 3** (service): Promote collaborations with community partners and stakeholders to advance the public’s health and foster participation in local, regional, national, and international organizations that advance the public health profession.
- **Goal 4** (diversity): Address the health and public health workforce needs of a dynamic, emerging urban environment and its increasingly diverse population.

Program Contact Information

**Program Director:** Dr. Jan Warren-Findlow  
CHHS 427B; jwarren1@uncc.edu; 704-687-7908

**Administrative Support Associate:** Julie Howell  
CHHS 335; jhowel35@uncc.edu; 704-687-7191

Department Contact Information

**Department Chair:** Dr. Lyndie Forthofer
Administrative Assistant: Shashi Gnanasekeran; sgnanase@uncc.edu
Location: CHHS Bldg, Suite 431
Telephone: 704-687-8742; 704-687-1644 fax
Mailing Address: Department of Public Health Sciences, UNC Charlotte
9201 University City Blvd.
Charlotte, NC  28223-0001

Department Degree Programs
Undergraduate Programs
- Bachelor of Science Public Health (BSPH; CEPH accredited)
- Bachelor of Science Health Systems Management
- Minor in Public Health

Graduate Programs
- Master of Public Health (MPH; CEPH accredited)
- Master of Health Administration (MHA; CAHME accredited)
- PhD in Public Health Sciences (behavioral sciences concentration; CEPH accredited)
- PhD in Health Services Research
- Graduate Certificate in Public Health Core Concepts

Supported Graduate Programs
- Intercollege Professional Science Master’s in Health Informatics
- Intercollege Graduate Certificate in Health Informatics

Department Faculty
- Ahmed Arif, PhD, CPH, Associate Professor, Occupational Epidemiology
- Chris Blanchette, PhD, MS, MA, Associate Professor, Health Services Research
- Jessamyn Bowling, PhD, MPH, CHES, Assistant Professor, Health Behavior
- Camina Davis, MS, CHES, Lecturer, Undergraduate Programs
- Mark DeHaven, PhD, Colvard Distinguished Professor, Health Behavior
- Michael Dulin, PhD, MD, Professor
- Lyndie Forthofer, PhD, Professor and Chair, Health Behavior/Health Education
- Andrew Harver, PhD, Professor, Health Behavior
- Larissa Huber, PhD, Professor, Reproductive Epidemiology
• **L. Michele Issel**, PhD, RN, Professor, Nursing and Health Services

• **James Laditka**, PhD, Associate Professor, Health Services Research

• **Sarah Laditka**, PhD, Associate Professor, Healthcare Management

• **Rajib Paul**, PhD, Associate Professor, Statistics

• **Crystal Piper**, PhD, MPH, MPA, Associate Professor, Health Services Policy & Management

• **Elena Platonova**, PhD, Associate Professor, Healthcare Management

• **Sharon Portwood**, JD, PhD, Professor, Health Behavior

• **Elizabeth Racine**, DrPH, Professor, Maternal & Child Health

• **Monika Sawhney**, PhD, Associate Professor & HSMT Director, International Health

• **Windsor Schmidt**, JD, LLM, Metrolina Distinguished Professor, Public Law

• **Gary Silverman**, D Env, RS, Professor, Environmental Health

• **Michael E. Thompson**, MS, DrPH, Associate Professor & MHA Director, Health Services Research

• **Jan Warren-Findlow**, PhD, Associate Professor & MPH Director, Community Health Sciences

• **Pilar Zuber**, MSPH, PhD, MCHES, CPH, Lecturer and BSPH Program Director, Health Services Research

**Advisory Board**

**Christopher C. Dobbins, MPH** *(2015-2018)*
Director
Gaston County Health and Human Services Department

**Marquis Eure, MPH, CHES** *(2015-2017)*
Contract Coordinator, Ryan White Program
Mecklenburg County Health Department

**Donald K. Jonas, PhD** *(2016-2018)*
Executive Director
Care Ring

**Michael P. Kennedy, MGA, MPH, CHES** *(2015-2017)*
Public Health Education, Grants and Special Projects Coordinator
Mecklenburg County Health Department

**Diana M. Manee, MSPH, CHES, CPT** *(2016-2018)*
Youth Empowered Solutions (YES!), Question Why West Program Coordinator, Asheville, NC
Haywood County Health Department, TRU-6 Tobacco Prevention Coalition Program Coordinator, Waynesville, NC Past President, North Carolina Society for Public Health Education

**Susan Long-Marin, DVM, MPH (2015-2017)**
Epidemiology Manager Mecklenburg County Health Department

**April McTindal, CHES (2017-2019)**
Wellness Consultant NFP Corporate Benefits

**William F. Pilkington, DPA, MPA (2016-2018)**
CEO, Cabarrus Public Health Interest Public Health Director, Cabarrus Health Alliance

**Janice Williams, MS Ed (2013-2015)**
Injury Prevention Specialist Carolinas Center for Injury Prevention and Control Carolinas Medical Center

**Accreditation**

UNC Charlotte is accredited by the Southern Association of School and Colleges. Among the University's many professional accreditations (see [https://assessment.uncc.edu/accreditations/professional-accreditations](https://assessment.uncc.edu/accreditations/professional-accreditations)), the Department’s MHA program is accredited by CAHME (Commission on the Accreditation of Healthcare Management Education).

Our Public Health Programs received its initial (5-year) accreditation from the Council on Education for Public Health (CEPH) in June 2009. Our program was re-accredited for a 7 year period through 2021.
The Master of Public Health (MPH) Program was designed to prepare students to be competent members of the public health workforce. The MPH curriculum is based on the collective needs, expectations, and requirements of the following public health partners:

- **The UNC Charlotte Public Health Advisory Board**
The Public Health Advisory Board of the Department of Public Health Sciences provides strategic guidance for meeting the needs of the region's public health workforce by providing firm guidance on the necessary skills for evidence-based practice. The Board is comprised of a range of community development, health care, health promotion, and public health partners from the greater Charlotte metropolitan region.

- **The Council on Education and Public Health (CEPH)**
The Council on Education and Public Health (CEPH, [www.ceph.org](http://www.ceph.org)) is an independent agency recognized by the US Department of Education that accredits schools or programs of public health. The Council's focus is the improvement of health through the assurance of professional personnel who are able to identify, prevent, and solve community health problems. The Department of Public Health Sciences has been accredited since June 2006.

- **The Association of Schools and Programs of Public Health (ASPPH)**
We are a member of the Association of Schools and Programs of Public Health (ASPPH, [www.aspph.org](http://www.aspph.org)). ASPPH is the only national organization representing the deans, faculty, and students of the accredited member schools and programs of public health and other programs seeking accreditation as schools or programs of public health. ASPPH has developed a framework of core competencies needed in public health programs.

- **National Commission for Health Education Credentialing Inc. (NCHEC)**
The National Commission for Health Education Credentialing (NCHEC; [http://www.nchec.org/aboutnchec/mission/](http://www.nchec.org/aboutnchec/mission)) sets the standards of competence and provides the certification for Certified Health Education Specialists (CHES) through the CHES examination. The CHES designation after a health educator's name is one indication of professional competency and commitment to continued professional development.

- **The National Board of Public Health Examiners (NBPHE)**
The National Board of Public Health Examiners (NBPHE, [www.nbphe.org](http://www.nbphe.org)) was established in September 2005 as an independent organization, the purpose of which is to ensure that students and graduates from schools and programs of public health accredited by the Council on Education of Public Health (CEPH) have mastered the knowledge and skills relevant to contemporary public health. This purpose will be accomplished by developing, preparing,
administering and evaluating a voluntary certification exam and awarding the CPH (certified in public health) credential.

**MPH Program Goals**

The MPH Program achieves its mission through a set of complementary and reinforcing instructional, research, service, and diversity goals that reflect the program’s values and provides a framework for defining, assessing, and evaluating both students and the curriculum.

**Goal 1 (instructional):** Provide public health students with knowledge, skills, and abilities to become effective practitioners and researchers through educational activities, a course of study, and related internship experiences.

**Goal 2 (research):** Develop new knowledge and innovative re-conceptualizations of theories that improve the effectiveness and efficiency of public health services and contribute to the development, implementation, and evaluation of public health practice, with a primary focus on the Charlotte region.

**Goal 3 (service):** Promote collaborations with community partners and stakeholders through faculty and students, helping to lead the development of the public health profession in the Charlotte region.

**Goal 4 (service):** Foster participation in local, regional, and national/international organizations that advance the public health profession.

**Goal 5 (diversity):** Address the health and public health workforce needs of a dynamic, emerging urban environment and its increasingly diverse population.

**Expectations of Graduates**

Graduates of the UNC Charlotte Graduate Programs in Public Health are prepared to:

- Respond to health-related problems using an ecological framework that addresses financial, socio-cultural, environmental, and political conditions.
- Design, conduct, analyze, and interpret the results of studies, projects, and programs related to the public’s health.
- Initiate, plan, manage, monitor, and evaluate interventions in the field of public health.
- Communicate public health messages to diverse audiences.
- Advocate for sound public health policies and practices.
- Function as public health professionals.
**MPH Program Design**

The MPH Program is built around a conceptual model of core competencies related to professional practice in public health (see Figure 1). The first year of the full time 21-month curriculum provides students a conceptual overview of the diverse profession of public health and to the team-oriented approach to professional practice. Students are exposed to the breadth of core public health disciplines and some elective/specialty content. The summer between the first and second years is the optimal time for internships and initial work on the capstone thesis/project. The second-year curriculum integrates public health knowledge, skills, and methods in a professionally and personally relevant practice context. Thus, the third and fourth semesters provide for specialty and elective work combined with the capstone thesis/project experience.

The courses are sequenced to build upon each other, facilitating the integration and application of knowledge, skills, and experience. Beyond the curriculum, students are encouraged (and expected) to become involved in faculty-led research and other formal and informal opportunities for practical experiences at UNC Charlotte and the larger practice community.
Figure 1 depicts the conceptual model underpinning the design, organization, and sequencing of the UNC Charlotte MPH Program and its related Graduate Certificate Programs. The diagrammatic structure is modified from that developed by the Association of Schools of Public Health as part of its Core Competency Project (see www.aspph.org), notably our addition of research and evaluation methods as a core area (outer ring) consistent with our choice of offering an MPH (rather than an MHP) program.

Figure 1. Conceptual Model: UNC Charlotte Core MPH Competencies
The inner box encompasses a number of interdisciplinary or cross-cutting themes and competencies that are not specific to any one disciplinary base.

**Core Disciplines in Public Health**

**Biostatistics** is the development and application of statistical reasoning and methods in addressing, analyzing, and providing interpretation for solving problems in public health, healthcare, and biomedical, clinical, and population-based research.

**Epidemiology** is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

**Environmental and Occupational Health Sciences** are the study of environmental factors including biological, physical, and chemical factors that affect the health of a community.

**Health Services Planning and Administration** is a multidisciplinary field of inquiry and practice concerned with the design, delivery, quality, and costs of healthcare for individuals and populations. This definition assumes managerial, planning, health systems analysis, and policy concerns with the structure, process, and outcomes of health services including the costs, financing, organization, outcomes, and accessibility of services.

**Social and Behavioral Sciences** are the behavioral, social, political, and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

**Research and Evaluation Methods** are processes and techniques necessary to conduct sound inquiries and evaluations to develop and improve public health research and programming. Research and Evaluation Methods provide the methods to create the knowledge base for evidence-based practice.

**Interdisciplinary & Cross-cutting Competencies**

**Frameworks of Public Health Practice** are the various frameworks that underlie public health practice for conceptualizing health and disease, investigating problems, conducting research, and planning, implementing, and evaluating programming.

**Systems Thinking** is the ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments (to appreciate the forest while observing the trees).

**Leadership** in public health is the ability to create and communicate a shared vision for a changed future; to champion solutions for organizational and community challenges; and to energize commitment to goals.

**Communication and Advocacy** in public health is the ability to collect, manage, and organize data to produce information and meaning; to gather, process, and present information to different audiences in-person, through information technologies, or through
media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

**Ethics, values, and cultural diversity** address the ability of public health professionals to interact with diverse individuals and communities, with integrity and shared values, to produce or influence an intended public health outcome.

**MPH Track-specific Competencies**

**Community Health Practice** is the integration of educational, social, and environmental actions to promote health and well-being within a defined population.

**Relating Competencies to the Conceptual Model**

The following table presents the core disciplinary, interdisciplinary and cross-cutting and track specific competencies and their associated conceptual domain.

<table>
<thead>
<tr>
<th>MPH Core Competencies</th>
<th>Conceptual Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>2. Apply appropriate descriptive and inferential statistical techniques to answer questions related to public health practice and research.</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>3. Identify environmental conditions linked to specific population health outcomes.</td>
<td>Environmental/Occupational Health</td>
</tr>
<tr>
<td>4. Interpret key environmental health concepts for non-technically trained audiences.</td>
<td>Environmental/Occupational Health</td>
</tr>
<tr>
<td>5. Conduct an evaluation of environmental health quality based on credible sources.</td>
<td>Environmental/Occupational Health</td>
</tr>
<tr>
<td>6. Calculate and interpret epidemiology measures to describe a public health problem in terms of magnitude, person, time, and place.</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>7. Apply the principles of planning, design, development, budgeting, management and quality assessment to organizational and community initiatives.</td>
<td>Health Services</td>
</tr>
<tr>
<td>8. Identify and analyze the main components and issues of public health systems, organization financing, and delivery of health services.</td>
<td>Health Services</td>
</tr>
<tr>
<td>9. Critique the role of social, cultural, political, and community factors in both the onset and solution of public health problems.</td>
<td>Social/Behavioral</td>
</tr>
<tr>
<td>10. Summarize basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.</td>
<td>Social/Behavioral</td>
</tr>
<tr>
<td>11. Using the social ecological model, distinguish key partners, resources, and stakeholders involved in effective public health practice.</td>
<td>Social/Behavioral</td>
</tr>
<tr>
<td>12. Critique the design, strengths and weaknesses, analysis, and findings of published studies across the various public health disciplines.</td>
<td>Research &amp; Evaluation</td>
</tr>
</tbody>
</table>
13. Prepare methodologically sound programming and evaluation plans and research proposals.

**Interdisciplinary and Cross-cutting Competencies**

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>Frameworks of PH Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.</td>
<td></td>
</tr>
<tr>
<td>15. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making across the public health core disciplines.</td>
<td></td>
</tr>
<tr>
<td>16. Analyze inter-relationships among different components of systems that influence the quality of life of people in their communities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Assess public health organizations in terms of their stated mission, set of core values, and vision.</td>
</tr>
<tr>
<td>18. Demonstrate leadership through effective team building, negotiation, and conflict management skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication &amp; Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Demonstrate effective written and oral skills for communicating public health concepts, data and solutions with diverse professional and lay audiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethics, Values &amp; Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Apply basic principles of ethical analysis to issues of public health data, practice, research and policy.</td>
</tr>
<tr>
<td>21. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.</td>
</tr>
<tr>
<td>22. Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.</td>
</tr>
</tbody>
</table>

**Specialty Area Competencies**

<table>
<thead>
<tr>
<th>Conceptual Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health Practice/Health Promotion</td>
</tr>
<tr>
<td>23. Apply major concepts related to community health, health education, and health promotion.</td>
</tr>
<tr>
<td>24. Practice methods utilized in completing a community diagnosis and needs assessment using vital statistics and public health records.</td>
</tr>
<tr>
<td>25. Design theory-based health promotion interventions to improve community health outcomes.</td>
</tr>
<tr>
<td>26. Apply knowledge of quantitative and qualitative research methods to the 4 core functions of public health.</td>
</tr>
</tbody>
</table>

**Relating Competencies to Courses**

The following table presents the core disciplinary, interdisciplinary and cross-cutting and track specific competencies with the course offerings that build those competencies and assess them. Various assessment methods are used to assure students graduate from the MPH Program having mastered those competencies. A full presentation of the measurement model and its relationship to student and program outcomes can be found in the CEPH Self-study document accessed via the department website.
## Discipline-based Competencies and Assessments

<table>
<thead>
<tr>
<th>MPH Core Competencies</th>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Assessment</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.</td>
<td>HLTH 6203</td>
<td>xT*</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply appropriate descriptive and inferential statistical techniques to answer questions related to public health practice and research.</td>
<td>HLTH 6203</td>
<td>xT</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6204</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify environmental conditions linked to specific population health outcomes.</td>
<td>HLTH 6205</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Interpret key environmental health concepts for non-technically trained audiences.</td>
<td>HLTH 6205</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conduct an evaluation of environmental health quality based on credible sources.</td>
<td>HLTH 6205</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Calculate and interpret epidemiology measures to describe a public health problem in terms of magnitude, person, time, and place.</td>
<td>HLTH 6202</td>
<td>x</td>
<td>xT (calc)</td>
<td>x</td>
<td>xT (interpret)</td>
</tr>
<tr>
<td>7. Apply the principles of planning, design, development, budgeting, management and quality assessment to organizational and community initiatives.</td>
<td>HLTH 6206</td>
<td>x</td>
<td>xT (org)</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
<td>xT (comm)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Identify and analyze the main components and issues of public health systems, organization financing, and delivery of health services.</td>
<td>HLTH 6206</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Critique the role of social, cultural, political, and community factors in both the onset and solution of public health problems.</td>
<td>HLTH 6201</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6220</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Summarize basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.</td>
<td>HLTH 6201</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6220</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Using the social ecological model, distinguish key partners, resources, and stakeholders involved in effective public health practice.</td>
<td>HLTH 6201</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Critique the design, strengths and weaknesses, analysis, and findings of published studies across the various public health disciplines.</td>
<td>HLTH 6202</td>
<td>x</td>
<td></td>
<td>xT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6204</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6222</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Prepare methodologically sound programming and evaluation plans and research proposals.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
<th>xT</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6207</td>
<td>xT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTH 6222</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6204</td>
<td>xT</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>xT</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6222</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6207</td>
</tr>
<tr>
<td></td>
<td>HLTH 6221</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6204</td>
<td>xT</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>xT</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making across the public health core disciplines.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6201</td>
</tr>
<tr>
<td></td>
<td>HLTH 6202</td>
</tr>
<tr>
<td></td>
<td>HLTH 6203</td>
</tr>
<tr>
<td></td>
<td>HLTH 6204</td>
</tr>
<tr>
<td></td>
<td>HLTH 6205</td>
</tr>
<tr>
<td></td>
<td>HLTH 6206</td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6201</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6202</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6203</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6204</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6205</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6206</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Analyze inter-relationships among different components of systems that influence the quality of life of people in their communities.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6201</td>
</tr>
<tr>
<td></td>
<td>HLTH 6202</td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
</tr>
<tr>
<td></td>
<td>HLTH 6220</td>
</tr>
<tr>
<td></td>
<td>HLTH 6221</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6201</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>xT</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6220</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Assess public health organizations in terms of their stated mission, set of core values, and vision.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6206</td>
</tr>
<tr>
<td></td>
<td>HLTH 6221</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6206</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6221</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Demonstrate leadership through effective team building, negotiation, and conflict management skills.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6206</td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
</tr>
<tr>
<td></td>
<td>HLTH 6220</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6206</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6220</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Demonstrate effective written and oral skills for communicating public health concepts, data and solutions with diverse professional and lay audiences.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6201</td>
</tr>
<tr>
<td></td>
<td>HLTH 6202</td>
</tr>
<tr>
<td></td>
<td>HLTH 6203</td>
</tr>
<tr>
<td></td>
<td>HLTH 6204</td>
</tr>
<tr>
<td></td>
<td>HLTH 6205</td>
</tr>
<tr>
<td></td>
<td>HLTH 6206</td>
</tr>
<tr>
<td></td>
<td>HLTH 6207</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6201</td>
<td>x</td>
<td>x</td>
<td></td>
<td>xT</td>
</tr>
<tr>
<td>HLTH 6202</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6203</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6204</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6205</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6206</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Apply basic principles of ethical analysis to issues of public health data, practice, research and policy.

<table>
<thead>
<tr>
<th>Interdisciplinary and Cross-cutting Competencies</th>
<th>HLTH 6204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLTH 6201</td>
</tr>
<tr>
<td></td>
<td>HLTH 6204</td>
</tr>
<tr>
<td></td>
<td>HLTH 6205</td>
</tr>
</tbody>
</table>

### Interdisciplinary and Cross-cutting Competencies

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6201</td>
<td>x</td>
<td></td>
<td></td>
<td>xT</td>
</tr>
<tr>
<td>HLTH 6204</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>HLTH 6205</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6206</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6221</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6222</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6206</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td>xT</td>
</tr>
<tr>
<td>HLTH 6220</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6221</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6222</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Specialty Area Competencies

**MPH Specialty Areas Competencies: Community Health Practice/Health Promotion (also Graduate Certificate in Community Health Promotion Competencies)**

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6207</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6220</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6221</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6222</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6221</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>x</td>
<td></td>
<td></td>
<td>xT</td>
</tr>
<tr>
<td>HLTH 6220</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. Apply knowledge of quantitative and qualitative research methods to the 4 core functions of public health.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Assignment</th>
<th>Exam</th>
<th>Internship</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6222</td>
<td>xT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*xA – denotes Terminal assessment where data will be collected and reported to CEPH. These assessments require detailed rubrics.
Student Learning Outcomes

The UNC Charlotte MPH Program is committed to continuous improvement of student learning. Student Learning Outcomes (SLOs) allow the MPH Program to describe, assess, and evaluate the degree to which students acquire specific knowledge, skills, and abilities related to Public Health. Upon successful completion of the UNC Charlotte MPH Program, students should experience the following outcomes:

**Student Learning Outcome 1:** Students will be able to respond to health-related problems.

Assessment of SLO 1 includes elements of the final paper in HLTH 6201, research proposal in HLTH 6205, and student and preceptor evaluations from HLTH 6471.

**Student Learning Outcome 2:** As a part of a group and as individuals, students will be able to design, conduct, analyze, and interpret the results of studies and programs related to public health.

Assessment of SLO 2 includes elements of the final project in HLTH 6202, final project in HLTH 6204, and student and preceptor evaluations from HLTH 6471.

**Student Learning Outcome 3:** As a group and individuals, students will be able to initiate, plan, manage, monitor, and evaluate interventions in the field of public health.

Assessment of SLO 3 includes elements of the intervention proposal in HLTH 6207, and student and preceptor evaluations from HLTH 6471.

**Student Learning Outcome 4:** Students will be able to communicate public health messages to diverse audiences.

Assessment of SLO 4 includes student and preceptor evaluations from HLTH 6471.

**Student Learning Outcome 5:** Students will be able to advocate for sound public health policies and practices.

Assessment of SLO 5 includes student and preceptor evaluations from HLTH 6471.

**Student Learning Outcome 6:** Students will be able to function as public health professionals.

Assessment of SLO 6 includes elements of the preceptor evaluations from HLTH 6471, professional certification exams, and job placement or continuing education post-graduation.
Program Requirements

**MPH Curriculum [45 credits]**

**Core (21 credits)**
- HLTH 6201 Social and Behavioral Foundations of PH (3)
- HLTH 6202 Community Epidemiology (3)
- HLTH 6203 Public Health Data Analysis (3)
- HLTH 6204 Public Health Research Methods (3)
- HLTH 6205 Environmental Health (3)
- HLTH 6206 Health Services Administration (3)
- HLTH 6207 Community Health Planning and Evaluation (3)

**Additional Requirements (24 credits)**
- HLTH 6471 Internship (3)
- †HLTH 6219 Capstone Course (3) OR HLTH 6900 Research and Thesis in Public Health (6) OR HLTH 6901 Public Health Project (3)
- Specialty Area (9 credits, see below)
- Electives (6-9 credits)

**Concentration areas***
- **Community Health Practice (9 credits)** **
  - HLTH 6220 Health Behavior Change (3)
  - HLTH 6221 Community Health (3)
  - HLTH 6222 Methods in Community Health (3)

*Beginning in Fall 2018 the HLTH 6900 Thesis and HLTH 6901 Project will be phased out.

**Optimal Credit Load and Course Sequence**

While the MPH program can be completed within two academic years (including summer semester in between the first and second year), 5 semesters (2 ½ years) is the expected time to completion for full-time students. Full-time students should anticipate taking 9-12 credits/semester and to complete their internship during the summer (which requires registering for 3 credits) between their first and second years. Completing the MPH Program within two years requires that most semesters be at 12 credits (offset by transfer credits and summer classes). Part-time MPH students (less than 9 credits/semester) are expected to complete the program within 5 years (10 semesters).

Students working outside the university while enrolled in a graduate program are strongly encouraged to plan a manageable credit load. Students are expected to spend on average (e.g., not uniformly distributed throughout the semester) two to three hours per week preparing outside of class for each hour spent in class (i.e., each three credit class involves about 9-12 hours of outside preparation effort per week; therefore a 12 credit load requires...
about 36-48 hours/week in preparation outside of class). For this reason, graduate assistants supported by the university are limited to a maximum of 20 hours of work/week while also maintaining full-time enrollment.

**MPH Program**

The table below presents the optimal sequence for students pursuing the MPH on a full-time basis. Part-time students should strive to complete year 1 courses then year 2 courses. All students are encouraged to consult their advisor or the MPH Program Director to clarify appropriate course sequences. [Not shown: 6-9 credits of electives.]

### MPH Sequence

<table>
<thead>
<tr>
<th>2016/2017</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>HLTH 6200 Intro PH*&lt;br&gt;HLTH 6201 Soc/Behav Fndtns (3)&lt;br&gt;HLTH 6202 Epi (3)&lt;br&gt;HLTH 6203 Data Anal (3)</td>
<td>HLTH 6204 Res Methd (3)&lt;br&gt;HLTH 6205 Env Hlth (3)</td>
<td>HLTH 6471 Internship (3) (or fall)&lt;br&gt;HLTH 6900/6901 (1-2, optional)</td>
</tr>
</tbody>
</table>

**Community Health Practice**

- HLTH 6221 Com Health (3)

<table>
<thead>
<tr>
<th>2017/2018</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>HLTH 6206 Hlth Serv Admin**&lt;br&gt;HLTH 6900 to total 3 or HLTH 6901 to total 6 credits</td>
<td>HLTH 6207 Planning/Eval (3)</td>
</tr>
</tbody>
</table>

**Community Health Practice**

- HLTH 6220 Beh change (3)<br>HLTH 6222 CH Methods (3)

*recommended for MPH students not having had comparable coursework/professional experience prior to matriculation.

** Could take HLTH 6206 in Fall of year 1, if not needing HLTH 6200

*NOTE: The planned sequence of course offerings is subject to change.*
Dual Degree Options
Below are descriptions of the one formally established dual degree program the MPH/HI PSM dual degree programs. The MPH/HI PSM program was formalized in Spring 2014. Formalizing the dual program means its availability and hybrid curriculum requirements are published in the university catalog and other promotional materials, greatly streamlining the admissions and advising processes for those students.

MPH/HI PSM

Students may pursue a dual MPH and Health Informatics PSM (professional science master’s). This option is suitable for students who wish to add specialization in medical information and its secure exchange between health care consumers and providers, to the extensive interdisciplinary curriculum gained in the MPH program. Interested individuals are required to submit separate and simultaneous applications to the MPH and Health Informatics PSM programs. Please contact the MPH Program Director and HI-PSM Program Director before submitting applications.

Students in the dual MPH/HI PSM programs develop a program of study, working with the MPH Program Director and the HI-PSM Program Director. An example of the full-time program of study appears below.

### MPH-HI PSM Degree Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6201</td>
<td>Social and Behavioral Foundations of PH</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6202</td>
<td>Community Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6203</td>
<td>Public Health Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6204</td>
<td>Public Health Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6205</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6207</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6220</td>
<td>Health Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6221</td>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 6222</td>
<td>Methods in Community Health</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCIP 5375</td>
<td>Computer Vocabularies &amp; Classification Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCIP 6102</td>
<td>Healthcare Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HCIP 6380</td>
<td>Introduction to Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HCIP 6385</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCIP 6400</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCIP 5376</td>
<td>Introduction to Programming -Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HCIP 6201</td>
<td>Computer Security, Privacy and Legal Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 6900(2)</td>
<td>Research and thesis in Public Health</td>
<td>6</td>
</tr>
<tr>
<td>HCIP</td>
<td>Restricted Elective- Data Science Track</td>
<td>3</td>
</tr>
</tbody>
</table>
HCIP Restricted Elective- Data Science Track 3 hours
HCIP Restricted Elective- Data Science Track 3 hours

**Project Option**
HLTH 6901 Public Health Capstone Project 3 hours
HLTH Elective 3 hours
HCIP Restricted Elective- Data Science Track 3 hours
HCIP Restricted Elective- Data Science Track 3 hours
HCIP Restricted Elective- Data Science Track 3 hours

**Capstone Course Option**
HLTH 6219 Public Health Capstone Course 3 hours
HLTH Elective 3 hours
HCIP Restricted Elective- Data Science Track 3 hours
HCIP Restricted Elective- Data Science Track 3 hours
HCIP Restricted Elective- Data Science Track 3 hours

**MPH-HI PSM Dual Degree Program Total** 60 hours

Note: Under the MPH/HI PSM dual degree option, students must take a minimum of 9 HCIP courses (27 hours) and 11 HLTH courses (33 hours). Additionally, the Graduate School considers any deviation from the approved plan of study as requiring a Special Request approval.

**Ad hoc dual degree programs**

In certain instances, it may be possible for a student to pursue simultaneously degrees in two master’s programs through the development of an integrated curriculum. Such dual degree programs require special advance arrangement and are not standard practice. Dual programs may require as little as 75% of the credits required if pursuing the programs consecutively. No degree program is obligated to enter into such an arrangement.

Although other restrictions may apply, as indicted in UNC Charlotte materials, basic admission and degree requirements are specified below:

- The student must apply to each program separately and be admitted to both degree programs. No admission requirements established by the Graduate School or by either individual program may be waived. For example, if one degree requires acceptable scores for the GRE and the other the GMAT, the applicant must take both standardized exams to be considered for admission to both degrees.

- Once admitted, the student must develop a suitable plan of study that is acceptable to both programs and to the Graduate School. This plan of study must be approved within the first semester of matriculation and in conjunction with both program directors. The plan of study must be forwarded to the Dean of the Graduate School for review and approval.
**Internship Experience**

The internship experience will focus on student opportunities to synthesize and apply basic knowledge and skills while functioning in community health settings. As the emphasis is on the integration and application of newly acquired knowledge and skills into one’s professional practice, waivers are not given for this requirement. The following is a brief summary of the internship experience. Full details, including timelines (which include deadlines that are a minimum of several weeks to several months before the intended start of the internship), policies, procedures, and evaluation methods are found in the separate **HLTH 6471 Internship Manual**, available via the department website or on the internship canvas site. A syllabus outline also is posted each semester. There is also an internship canvas project site. To access this site, login to canvas, go to “my courses” and click on “projects.” This restricted site will include materials supporting the planning of the internship, on-site internship activities (such as progress reports) and internship completion phases of the internship. **Please note:** if you intend to apply the HLTH 6471 Internship to both the MPH degree and another degree or certificate, the topic of the project should be selected in such a way as to meet the requirements of both programs (and approved in advance by both program Directors).

**Internship Prerequisites and Requirements**

- Students must have completed or be concurrently completing HLTH 6201 – 6205 and a total of 18 credits before registering for the Internship Experience. Exceptions to this requirement are at the discretion of the Program Director.
- MPH students are expected to identify an organization and negotiate for an internship with that organization. The student's academic advisor and/or the MPH Director can also suggest organizations meeting a student’s specific interests and support the student in this process.
- In consultation with the practice site or organization, the student must develop a short set of goals and objectives related to the work or project to be accomplished during the internship. (See details in HLTH 6471 MPH Internship Manual)
- These objectives will be refined in consultation among the student, the practice site preceptor, and the MPH Program Director. The goal is to ensure that the proposed activities are at a graduate level and consistent with the competency development expected for the internship and that all stakeholders benefit from this arrangement, including the student, the agency, the university, and (foremost) the community served by the organization.
- Please note: All internships are expected to be completed onsite at the organization’s physical location. While it is permissible to count internship hours worked at home, this is not a telecommuting experience. Your goal is to be immersed in the culture and professional environment of this public health agency.
- This list of objectives (referred to as Appendix A) will be used to generate the university required preceptor agreement and/or affiliation agreement.
  - For voluntary positions, a formal affiliation between the agency and our college is required. The affiliation agreement process can take as little as one-two weeks to one-two months (or longer) depending on the levels of approval
required by both organizations in completing their due diligence and meeting their respective legal requirements.

**WE CANNOT** officially place students in a voluntary internship until an affiliation agreement is signed, the student has complied with all requirements outlined in that agreement, and a formal placement letter has been issued by the Department. {Students are free, however, to ‘volunteer’ at the agency, provided the agency will permit them to do so ahead of the formal internship placement.}

- **Given the unpredictability of this timeline, students are strongly advised to begin planning early in the spring semester prior to the intended internship period. We also recommend selecting from organizations with existing affiliation agreements where practicable.**
- **ALL students engaging in a voluntary internship must purchase and provide proof of student professional liability insurance. See details below and visit: http://publichealth.uncc.edu/student-resources/internship-common-administrative-requirements**
- Many organizations require criminal background checks, drug screens, and proof of immunization, among other organization-specific requirements. Unless borne by the organization, the student is responsible for these costs. The College and University have specific requirements for how these assurances should be gathered and paid for. In some cases, college and organization requirements will be duplicative.
- Students unable to arrange an internship due to issues surrounding the criminal background check, drug-screen or other requirements will be disenrolled from the MPH Program. Please see the Internship Manual and related College Policies for full details. **[Students are required to submit a form indicating they have read and understood this policy prior to the end of the add period of their first semester of enrollment. A copy of this policy is included in the HLTH 6471 Internship Manual.]**

- The student will complete a minimum of 160 hours of public health internship experience with the selected organization.
- The student will submit periodic progress reports to the MPH Program Director or designee.
- The MPH Program Director, or designee may make one site visit (alternately, a teleconference may be used) during the internship.
- The student will write a well-constructed report (10 – 20 pages, excluding appendices) detailing the internship experience, referencing and integrating core public health knowledge (see corresponding HLTH 6471 Internship Manual for detailed requirements).
- The student will be evaluated by his/her preceptor from the participating organization.
- The student will evaluate the internship experience.

### Capstone/Integrated Learning Experience

MPH students have 3 options for completing their capstone experience:
The capstone class (3 credits),
- an independent thesis (6 credits), or
- a project (3 credits),

The Capstone provides a semi-structured opportunity for students to synthesize and integrate knowledge in its application to professional practice.

The overarching objectives of the capstone experience are for each student to:
- Demonstrate substantive knowledge addressing, at a minimum, the core competencies/disciplines of public health and utilizing an appropriate paradigm/conceptual framework;
- Interpret data in the support of a decision or conclusion;
- Demonstrate oral and written communication and presentation skills;
- Justify the methods and conclusions when critiqued by an appropriate audience;
- Demonstrate practical considerations of conducting public health projects or activities.

The capstone experience is designed to:
- Accommodate the diverse interests, backgrounds, and capabilities of students and faculty;
- Provide flexible guidelines to enable creativity;
- Use existing course content and materials where possible; and
- Ensure that there are sufficient resources available and in place to complete the activity.

Full details, including timelines (which include deadlines that are a minimum of several weeks to several months before the intended start of the capstone), policies, procedures, and evaluation methods are found in the separate MPH Capstone Manual, which is available via the department website. This manual serves as the “syllabus” for the capstone options.

Note: All students will be required to demonstrate proof of completion of the university’s on-line tutorial in human subject research (CITI training, student modules found at https://www.citiprogram.org/). This activity is usually completed as part of HLTH 6204, but is, in all cases, required prior to holding a proposal defense.

Choosing your capstone option. Students must select between a 3 credit class, a 3 credit project, or a 6 credit thesis. Because a capstone class and project are only 3 credits, students must complete an additional 3 credit elective. The class, the thesis, and the project are equivalent capstone experiences, which demonstrate mastery and application of core competencies in a professionally relevant format. Further considerations are outlined in the MPH Capstone Manual; please consult that manual for full details.
Policies & Procedures

The Department of Public Health Sciences, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in the MPH Program. Because of the nature of professional public health practice, the Department of Public Health Sciences has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective public health professionals. All MPH students are expected to read, understand, know, and follow the applicable program policies and procedures. "Not knowing" does not excuse a violation.

In addition to the MPH Program policies and procedures discussed in this section, students are expected to know and abide by the policies outlined for the College of Health and Human Services, the Graduate School (see https://catalog.uncc.edu/index.php), and the University (university-level policies can be found at http://legal.uncc.edu/policies/)

University-level policies of direct import to MPH students include the following:

- **Student Appeals and Grievances** (http://legal.uncc.edu/policies/up-403)
- **The Code of Student Responsibility** (http://www.legal.uncc.edu/policies/up-406)
- **The Code of Student Academic Integrity** (http://legal.uncc.edu/policies/up-407)
- **Student Grievance Procedure** (http://legal.uncc.edu/policies/up-411)
- **Sexual Harassment Policy and Grievance Procedures** (http://legal.uncc.edu/policies/up-502)
- **Responsible Use of University Computing and Electronic Communication Resources** (http://legal.uncc.edu/policies/up-307).

**Code of Student Academic Integrity**

All MPH students are required to read and abide by the Code of Student Academic Integrity (http://legal.uncc.edu/policies/up-407). Violations include the following:

- **CHEATING.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

- **FABRICATION AND FALSIFICATION.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

- **MULTIPLE SUBMISSIONS.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
• **PLAGIARISM.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge. *(See APPENDIX C)*

• **ABUSE OF ACADEMIC MATERIALS.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material. Typical examples: Stealing or destroying library or reference materials needed.

• **COMPLICITITY IN ACADEMIC DISHONESTY.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Department faculty have developed a tutorial to assist students in being good scholars. The MPH program requires all students to complete this tutorial during their first semester of matriculation. Currently, the tutorial is accessible through [http://publichealth.uncc.edu/student-resources/good-scholar-tutorial](http://publichealth.uncc.edu/student-resources/good-scholar-tutorial) but will be hosted elsewhere in the near future. Links to the tutorial will be updated on the department student resource pages.

*Note: Both the Graduate School and the College of Health and Human Services have adopted policies requiring students to demonstrate knowledge and awareness of academic integrity violations and policies. Both are in the process of developing required electronic tutorials on this subject. Please be alert for announcements regarding the availability of these tutorials.*

**Advising**

By default, the MPH Program Director serves as the academic advisor for all MPH students prior to matriculation. Once classes begin, the assigned academic advisor’s duties begin.

Each student is assigned an academic advisor. This advisor will work with the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, the internship, and additional matters appropriate for preparing students to meet their career objectives.

Students are expected to communicate with their advisor prior to registering for a given semester and when planning their internships and thesis/project. An advising hold is placed on each student’s account to ensure this dialogue takes place each semester. The advisor will counsel, but the final responsibility for the proper completion of the program, for familiarity with the University Catalog, for maintaining the grade average required, and for meeting all other degree requirements remains that of the student. [Note each advisor may have specific expectations for the frequency and timing of advising meetings. Please consult your assigned advisor.]

Students planning their internship should contact the Program Director to finalize the plans and gain permission to register for the course according to the schedule and processes outlined in the internship manual.

Students considering a thesis or project as their capstone experience will identify a faculty member to serve as the chair of his/her committee. As detailed in the MPH Capstone **Manual**, this faculty member must be a regular member of the graduate faculty and hold a primary (or in special cases a joint or adjunct) appointment in the Department of Public
Health Sciences. Once approved as the thesis/project chair, this faculty member becomes the student capstone advisor.

Alternate Specialty Areas

The MPH Program currently only offers the Community Health Practice (health education/health promotion) specialty area. As footnoted in the program requirements summary above, the MPH Program Director may approve an alternate configuration of courses to fulfill this requirement, if the student already has a background in health education/health promotion. Students desiring to pursue this option should consult their advisor and have the alternate courses approved by the Program Director IN ADVANCE of skipping any required courses. The advisor will discuss options for alternate specialty areas and provide information on the formal proposal you must prepare detailing the proposed specialty area, its competencies and an explanation of how you will still fulfill the Community Health Practice area competencies.

Evaluation Standards

To ensure the progression of competent students through the graduate programs, the following will be evaluated each semester for each student:

Grades and Grade Point Average. Graduate students are expected to earn a B or better in each course. Consequently, graduate students must maintain an overall GPA of at least 3.0 or they will be placed on academic probation or suspension by the Graduate School. (See Graduate School policies and procedures related to academic standing for further details.) Students should seek assistance as soon as possible, first from instructors and then their advisors and/or the Program Director, if they are falling behind in any classes or having other issues that might affect acceptable academic performance. Faculty formally alert students to potential unsatisfactory grades through the midterm grade reporting system. Students who receive a midterm unsatisfactory message should view this as cause for concern requiring, as a minimum, immediate follow-up with the course faculty. Note - Given the back loading of assignments common in graduate courses, such warnings are not always possible.

Attendance. Attendance policy is set by course faculty. Read each course syllabus carefully to determine expectations. Given that many classes involve group activities and assignments, experiential learning, and other practical demonstrations, students should anticipate that full attendance will be the normal expectation for all classes. If a student cannot make a scheduled class or event, he or she should, as a courtesy to the faculty member, communicate this to the instructor as soon as possible – preferably in advance of the absence. Extended absences should be communicated to the Program Director, or the Dean of Students if accommodation is required.

Professionalism. Students are advised to maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community. Students should know and abide by the six areas of ethics for a health educator (see APPENDIX B).
Program Dismissal Policy

The faculty members of the UNC Charlotte Graduate Programs in Public Health have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional Public Health practices. The following should be considered a summary. Full details of these standards and procedures are found in the Graduate School Catalog.

A student may be dismissed from our Graduate Program under the following circumstances:

- **Grade Point Average**: has a GPA that falls below 3.0 and remains below 3.0 after the stipulated remediation period.

- **Course Grades**: Students are expected to earn a B in each class. Students may choose to repeat classes in which a C was earned and, unless terminated or otherwise prohibited, must repeat classes in which a U was earned.
  
  - **Repeating courses**: Regardless of the cumulative GPA, a student may repeat AT MOST two classes. A course may only be repeated ONCE. Repeating a class does not remove the first grade from the transcript. The first grade is counted toward accumulated C/U credits, but is not included in the cumulative GPA.
  
  - **Accumulated low grades**: A total of 3 C grades or a single grade of U results in suspension. A suspended student may not register for classes unless s/he appeals and is approved for reinstatement. If the program reinstates a student, a subsequent grade of C or U will result in immediate termination from the program. If a program does not approve reinstatement, the student is terminated from the program.

- **Lack of progress**: Students also are subject to dismissal (regardless of GPA, etc.) due to lack of satisfactory progress. Factors included in such a classification include time to complete the degree and professionalism. A student facing discipline under this heading will receive a written warning (probation letter) stating the specific cause, specific remediation, and specific timeframe to reach compliance (typically one semester). Failure to comply will result in termination.
  
  - **Time**: Students are expected to complete the MPH program within 5 years (a sixth year is sometimes permitted with justification and advance notice).
  
  - **Professionalism**: Students are expected to demonstrate behavior consistent with the profession of public health and UNC Charlotte's academic integrity standards. Violations may include, but are not limited to: displaying problems for which the student does not respond to appropriate treatment or counseling within a reasonable period of time; engaging in public health practice for which the student has not been authorized; displaying conduct which violates the Code of Student Academic Integrity (see section on Academic Integrity on p. 17), violating the Code of Ethics for the Health Educators (see APPENDIX B), threatening the physical, emotional, mental, or environmental health or safety of others or the student himself or herself, or the inability to secure an internship site due to issues
surrounding administrative pre-requisites such as the criminal background check or drug screening.

**Recourse for Violations**

Please see the sections of the Graduate School Catalog and the University Code of Student Academic Integrity related to appeal of probation, suspensions, and terminations.

**Grades of Incomplete/In Progress**

In accordance with University policy, a grade of "I" (Incomplete) is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his or her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, but no later than 12 months after the term in which the "I" was assigned, whichever comes first. If the "I" is not resolved during the specified time, a grade of U (failing) is automatically assigned. The grade of "I" cannot be removed by enrolling again in the same course.

A grade of IP (in progress) is assigned for courses in which the work was reasonably not expected to be completed within the timeframe of the semester. This often happens with courses such as the internship or thesis/project. Grades of IP are assigned to indicate that the student is not “late” in completing course requirements. These grades of IP must be resolved within the timeframe stipulated by the instructor, typically during the next semester of enrollment, or a grade will be assigned based on the work completed at that time. (This might include, at the instructor’s discretion and in accord with any prior agreements with the student, an incomplete, a letter grade based on the work completed so far, or a failing grade (see section on suspension and dismissal).

In both I & IP cases, students are strongly advised to have written communication with the instructor to document expected timelines and deliverables and to maintain contact/negotiate changes in expectations in a timely manner. Responsibility for resolving these missing grades lies with the student.

**Transfer Credit [Waivers, Transfers & Other Exceptions]**

Per Graduate School policy, master’s students may transfer in up to 6 graduate credits earned outside of UNC Charlotte, provided, among other requirements, that a) the grade earned was a B or better, b) the credits were not used toward a degree or certification, and c) the courses are approved by the Program Director. [Certificate students may not transfer in credits.] It is the practice of the MPH program that any courses meeting criteria a) and b) above and demonstrably health-related (broadly interpreted) will be approved for transfer.

Separate from the issue of transferability is the issue of equivalence to a core requirement (e.g., whether a transferred course can be substituted for a core MPH requirement or whether prior graduate coursework not transferred can be used to exempt a student from repeating an MPH requirement and gaining an elective). These expectations, timelines, and procedures are outlined in the following policy statement.
MPH Program Policy Statement: Transfer Credits, Waivers & Credit by Exam. The MPH Program is supportive of students gaining graduate academic credit at other institutions, especially for public health relevant content not available at UNC Charlotte, and applying it to their MPH Program, provided the coursework meets the requirements set by the UNC Charlotte Graduate School and the additional requirements of the MPH program. Furthermore, the MPH Program sees no need to require students to complete essentially the same graduate course a second time.

After matriculation into the UNC Charlotte MPH program, students seeking to transfer graduate credits from other academic institutions toward their UNC Charlotte MPH Program or to be exempted from (or substitute another course for) core requirements are required to comply with the following policy statement adopted by the MPH Program faculty and supported by the Public Health Programs Governance Committee.

- **Transfer Credit.** The MPH Program strictly adheres to the policies and procedures set forth by the UNC Charlotte Graduate School. Among the limitations detailed by the Graduate School, is that a maximum of 6 graduate credits can be transferred in. These credits cannot have been applied to a graduate degree or certificate at UNC Charlotte or another institution, and must have an earned grade of a B or better. Students are directed to the Graduate School website for university-wide policy and procedure details and for a PDF of the request form.

Within the discretion granted to the MPH Program by the Graduate School, the MPH program outlines the following additional constraints and expectations for transfer credit.

- Courses proposed for transfer to the MPH degree must align with the broader health mission of the department (e.g., have a clear relevance to the MPH Program).

- Courses proposed for transfer that are intended to fulfill an MPH core requirement will be reviewed by the MPH Program faculty for equivalence. Students seeking to use a transfer course in this way must submit a copy of the course syllabus along with their application for transfer credit to facilitate the assessment process. Comparable course titles are insufficient proof of equivalence.

- Students having completed graduate coursework prior to matriculation into the MPH program must apply for transfer of credit by the end of their first semester of study at UNC Charlotte. The Program Director will not approve requests for transfer credit of extant courses after this period. (Note: this does not mean that the process must have been completed, only that a formal application using the Graduate School form has been submitted to the MPH Program Director.)

- Students completing coursework outside of UNC Charlotte after their matriculation into the MPH must apply for transfer of credit within one semester of the course being completed. The Program Director will not approve requests for transfer credit after this period. (Note: this does not mean that the process has been completed, only that a formal application using the Graduate School form has been submitted to the MPH Program Director.)
Transfer credits cannot be used to fulfill the internship or capstone (thesis/project) requirements.

- **Waiver & Credit by Exam.** In addition to transfer of credit upon admission to the program, students should note that the Program Director may waive core requirements or allow substitutions based on having completed comparable graduate coursework elsewhere. This option is particularly helpful for students who have completed more than 6 credits of coursework elsewhere that fulfills MPH Program core requirements but cannot formally transfer those credits or who have taken a comparable course and it was applied to another degree. In these cases, students may be exempted from the core requirement and be allowed to substitute either a specific alternate course or given additional free electives. In all cases, students must still accumulate sufficient credits on their UNC Charlotte transcript (including transfer credits) to fulfill degree requirements.

- The MPH Program does not routinely allow for credit by exam at this time.

- Waivers/exemptions are not given for the internship or capstone (thesis/project) requirement

- **Advisories.** Students are advised that:
  
  - Courses offered at other institutions may not (completely) align with the competencies expected from similarly titled UNC Charlotte courses. In many cases, courses offered at other schools may only partially fulfill our core requirements or partially cover several of our courses, but none of them completely, meaning the course is eligible for transfer credit, but not necessarily as a substitute for our core requirement.
  
  - Students having completed coursework prior to their matriculation at UNC Charlotte are strongly advised to submit their courses (with syllabi) to the MPH Director for review prior to their first semester to ensure they do not mistakenly skip the UNC Charlotte required course.
  
  - Students planning to take an outside course after matriculation into the MPH Program are encouraged to submit the course syllabus to the MPH Program Director for review/approval prior to registering for the outside course.
  
  - It takes at least several weeks for transfer requests to be processed and for courses to appear on the official UNC Charlotte transcript. Students need to anticipate this lag when planning their graduation applications, etc., as only courses that appear on the UNC Charlotte transcript (either as having been completed or in process) can be listed on the application for graduation. If a transfer class does not appear on the transcript at the time graduation applications are due, the course cannot be used toward the credits required for the degree.

**Residency Requirement**

In accordance with University policy, students who have entered the thesis/project phase (e.g., have successfully defend their thesis/project proposal and submitted a topic approval
form to the Graduate School) must maintain continuous residency* (e.g., be enrolled each spring and fall semester) until graduation. This requirement means that students who have otherwise completed all requisite coursework but have not defended their final capstone project must register for one credit of capstone (thesis or project) each fall and spring semester until graduated.

Note: while maintaining residence in the summer is not required, students must be enrolled during the semester in which they graduate. Please discuss questions related to residency requirements with the Program Director.

*Please note: Residency, as used here, is distinct from tests of residency within the state of North Carolina for purposes of assessing in-state versus out-of-state tuition. See the Graduate School catalog for further details.

Graduation Requirements

To graduate from the program a student should have

- Satisfactorily complete all courses and sufficient electives required by the program (45 credits for the MPH) within the allotted time.
- Maintained at least a 3.0 grade point average on the courses applied to the degree.
- Complied with relevant university policies and procedures INCLUDING
  - Graduation & Diploma. The timely application and payment of fees for graduation and for the diploma (See Graduate School website for specific deadlines and fees)
  - Thesis/Projects. The timely completion and acceptance of theses by the graduate school (see the Graduate School website and the MPH Thesis/Project manual for further details) following a successful final defense.
  - Registration. Students must be registered during the semester in which they intend to graduate. Students who have completed all coursework but have not defended their thesis/project must register for one credit of capstone (thesis/project) credit.

These three steps must be completed prior to the end of add/drop for the intended semester of graduation:

- apply to graduate [Banner, pay]
- check course work status [Degree Works, notify MPH Program Director]
- be registered for the semester in which they intend to graduate.

The application for graduation is completed (and paid for) online via Banner. This process orders the diploma and regalia and includes students on the graduation list. Students can review their completed courses and credits through the Degree Works system. Students must complete the 45 credits of courses including all core requirements, concentration requirements, electives and the internship and capstone. A preliminary review of coursework is recommended during the prior semester’s advising session to avoid any unexpected surprises that could delay graduation plans. Please contact the MPH Program Director if you have any concerns about your course of study with regard to your anticipated graduation date.
Deadlines

Students are advised in the strongest possible terms to closely monitor and follow university-imposed deadlines for such important benchmarks as registration, payment, drop/add, application for graduation, and submission of defended thesis. Likewise, students are advised to closely monitor and follow college, departmental, and program policies and procedures, with special emphasis on internship planning, thesis and project planning and completion, and application for transfer credits, graduation, and the like. The consequences for missing these deadlines could result in registration being terminated or having graduation delayed by a semester.

Policy Appeals

To resolve disputes, students are directed to first discuss the issue with the course instructor. If the issue is not resolved at that level it should be brought to the Program Director (program or student-conduct related matters) or the MPH Program Committee (course content, work load) via the graduate student representative. If the issue cannot be resolved, then the Department Chair (faculty conduct related matters) should be consulted. If not resolved informally, students are directed to the formal college policy summarized below. Students may wish to consult with their academic advisor if unsure of their options.

A student who wishes to appeal a policy of the MPH may do so by submitting a written appeal to the Chair of the Department of Public Health Sciences in accordance with the "Academic Grievance Policy of the College of Health and Human Services" (in the College of Health and Human Services Handbook). This appeal will be reviewed and judgment made by the faculty of the department.

Final Grade Appeals. Appeals of final grades must follow the UNC Charlotte final grade appeal procedure described at http://legal.uncc.edu/policies/up-410.

Note: As discussed separately, appeals for suspension, termination, and academic integrity violations are adjudicated through separate processes. See the relevant policies and procedures at the Graduate School and University websites.

Non-discrimination Policy

The Department of Public Health Sciences is committed to equality of opportunity and does not discriminate in recruiting or admitting students, or in the hiring or promoting of faculty and staff, based on race, color, national origin, religion, gender, sexual orientation, age, or ability/disability.

Letters of Recommendation

Students frequently need letters of recommendation when applying for scholarships, admission to doctoral/medical/dental school or for employment. Letters should be requested from faculty members with whom students have had some additional contact, not just in the classroom. When asking faculty for a letter of recommendation, students should send faculty the description of the opportunity for which they are applying, any relevant information that the student needs to provide to the organization (e.g. resume/cv or personal statement), and
any forms or guidance for the recommender including the name and contact information for each letter. Please provide this information at least 3 weeks before the letter is due.

Example

Susan Smith, MPH [or if no master's degree or higher, would be: Ms. Susan Smith]
Program Coordinator
Mecklenburg County Health Department
249 Billingsley Rd
Charlotte, NC  28211

Letters of recommendation will be provided to students in a sealed envelope, signed and dated over the seal or mailed/emailed as a PDF directly to the recipient.

Professional Organizations

University Student Organizations can provide professional development and socialization for students with similar interests and goals. Students are encouraged to consider student membership in relevant university organizations. To learn more about the following organizations or others, go to http://studentorgs.uncc.edu/.

❖ Graduate Public Health Association (GPHA). The purpose of GPHA is to foster an environment that contributes to the enhancement of the academic and professional concerns, goals, and careers of public health students and others at the University of North Carolina at Charlotte interested in the professions of Public Health. (See also link from the Department website.)

The GPHA also is the official voice of students in the governance and continuous quality improvement processes within the graduate public health programs. While students are always welcomed and encouraged to directly contact faculty and administrators with course and/or program concerns and suggestions, the GPHA provides an official voice. The GPHA appoints one graduate student member as a full voting member of the Graduate Public Health Programs Committee. The GPHPC oversees the operations of the MPH and Graduate Certificate programs, managing by policies, statements of principles, and by providing guidance and support to the program Directors.

NOTE: While the GPHA representative has a standing agenda item of student concerns on the GPHPC, the MPH Director serves as the faculty advisor to the GPHA and meets formally with the GPHA at least once each semester. This practice allows the Director to hear first-hand student issues, suggestions, and concerns, providing a second line of input into the department's quality improvement efforts to supplement that of the GPHPC representative.

❖ Graduate and Professional Student Government (GPSG). The GPHG is operated by graduate students for graduate students of UNC Charlotte as an arm of the Student Government Association. The GPSG is the governing body for graduate students designed to meet the academic, social, and logistical needs of graduate and post-baccalaureate students enrolled at the University.
Student Government Association (SGA). The executive power of SGA is vested in the Student Body President and Student Body Vice President, their staffs, the Student University Advocates, the Student Defense Chief, the Elections and Publicity Chair, and a number of committees to which the President appoints students each year. This body has the responsibility of enacting law as necessary to promote the general welfare of the student body. Campus-wide issues are debated in the SGA Legislature. The Student Judiciary of SGA is composed of elected Hearing Panel Members, the University Advocate's Office, and the Student Defense Office and their assistants. They have jurisdiction over cases involving violations of the Code of Student Responsibility, the Student Body Constitution, and various student statutes.

State and National Professional Organizations can provide professional development in terms of broadening one's views on health and wellness across the state or nation and keeping one up-to-date on current events, new information, job opportunities, and much more. Aspiring Public Health professionals and Health Educators should be members of professional associations that are relevant to furthering the professions of Public Health, Health Education, and Health Promotion. Several professional associations are listed below with their web links. Students are encouraged to consider student membership in relevant professional organizations. Most organizations have discounted student and recent graduate rates.

- American Public Health Association (APHA), [http://www.apha.org/](http://www.apha.org/)
- North Carolina Public Health Association, [https://www.ncpha.com/](https://www.ncpha.com/)
- American School Health Association (ASHA), [http://www.ashaweb.org/](http://www.ashaweb.org/)

Check Email Daily

The Public Health Graduate Programs expects students to use their UNC Charlotte (name@uncc.edu) email accounts, and to check their accounts at least once per day while school is in session (including summer sessions, if students are attending). This facilitates good communication between the Department, the Director, your advisor/Chair and students. **Students are responsible for any and all information that is delivered by email.** Students who choose to use another email account as their primary account are advised to set an “auto forward” rule from their UNC Charlotte account to ensure timely receipt of messages.
Cancellations and Severe Weather Policy

Students should follow the UNC Charlotte severe weather guidelines for class attendance. In the case of severe weather that results in the cancellation of University classes, students are not required to report to their internship assignments. Students are responsible for obtaining information about school closings and delays. Call 704-687-2877 or visit the home page at http://www.uncc.edu/ for information about University closings or delays.

Faculty may have need, related to weather or other circumstances, to unexpectedly cancel classes. Every effort will be made to notify students of these changes in advance. This is typically accomplished via email communication to your UNC Charlotte email account (see email policy) and/or a notice placed on the classroom door.
Appendix A: Seven Areas of Responsibility
Areas of Responsibilities and Competencies for the Health Education Specialists, 2010
(Summary)

condensed from https://www.nchec.org/responsibilities-and-competencies

The Seven Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in April 2011 and the MCHES exam in October 2011. The Sub-competencies shaded are advanced-level only and will not be included in the entry-level, CHES examination. However the advanced-level Sub-competences will be included in the October 2011 MCHES examination.

Area of Responsibility I:
ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION
Competency 1.1: Plan Assessment Process
Competency 1.2: Access Existing Information and Data Related to Health
Competency 1.3: Collect Quantitative and/or Qualitative Data Related to Health
Competency 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health
Competency 1.5: Examine Factors That Influence the Learning Process
Competency 1.6: Examine Factors That Enhance or Compromise the Process of Health Education
Competency 1.7: Infer Needs for Health Education Based on Assessment Findings

Area of Responsibility II:
PLAN HEALTH EDUCATION
Competency 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process
Competency 2.2: Develop Goals and Objectives
Competency 2.3: Select or Design Strategies and Interventions
Competency 2.4: Develop a Scope and Sequence for the Delivery of Health Education
Competency 2.5: Address Factors That Affect Implementation

Area of Responsibility III:
IMPLEMENT HEALTH EDUCATION
Competency 3.1: Implement a Plan of Action
Competency 3.2: Monitor Implementation of Health Education
Competency 3.3: Train Individuals Involved in Implementation of Health Education

Area of Responsibility IV:
CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION
Competency 4.1: Develop Evaluation/Research Plan
Competency 4.2: Design Instruments to Collect
Competency 4.3: Collect and Analyze Evaluation/Research Data
Competency 4.4: Interpret Results of the Evaluation/Research
Competency 4.5: Apply Findings From Evaluation/Research

**Area of Responsibility V:**
ADMINISTER AND MANAGE HEALTH EDUCATION

Competency 5.1: Manage Fiscal Resources
Competency 5.2: Obtain Acceptance and Support for Programs
Competency 5.3: Demonstrate Leadership
Competency 5.4: Manage Human Resources
Competency 5.5: Facilitate Partnerships in Support of Health Education

**Area of Responsibility VI:**
SERVE AS A HEALTH EDUCATION RESOURCE PERSON

Competency 6.1: Obtain and Disseminate Health-Related Information
Competency 6.2: Provide Training
Competency 6.3: Serve as a Health Education Consultant

**Area of Responsibility VII:**
COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

Competency 7.1: Assess and Prioritize Health Information and Advocacy Needs
Competency 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques
Competency 7.3: Deliver Messages Using a Variety of Strategies, Methods, and Techniques
Competency 7.4: Engage in Health Education Advocacy
Competency 7.5: Influence Policy to Promote Health
Competency 7.6: Promote the Health Education Profession

**Reference**
Appendix B: Code of Ethics
Code of Ethics for the Health Education Profession
http://www.sophe.org/ethics.cfm

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within which Health Education is practice. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work. Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public. A Health Educator’s ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.

Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.

Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.

Section 6: Health Educators protect the privacy and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitably to all people.

Article II: Responsibility to the Profession. Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.
Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements.

Article III: Responsibility to Employers. Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

Article IV: Responsibility in the Delivery of Health Education. Health Educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.

Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation. Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators support principles and practices of research and evaluation that do not harm to individuals, groups, society, or the environment.
Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion.

**Article VI: Responsibility in Professional Preparation.** Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual’s academic performance, abilities, and potential contribution to the profession and the public’s health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners secure professional employment.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.
Appendix C: Plagiarism (extract)

PLAGIARISM from the UNCC Code of Student Academic Integrity

http://legal.uncc.edu/policies/up-407

Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgment of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge.

Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

- EXAMPLE: The following is an example of an unacknowledged direct quotation: Original Source: “To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.” (From Robert M. Duran, Chaucer and the Shape of Creation, Howard University Press, 1967, p. 187.)

- Student Paper: “To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.”

Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment ... " or "according to Rousseau ... " and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

- EXAMPLE: The following is an example of an unacknowledged paraphrase: Original Source: “The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshall a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature.” (From W. Taylor Reveley III, "Presidential War-Making: Constitutional Prerogative or Usurpation?", University of Virginia Law Review, November 1969, footnotes omitted.)

- Student Paper: “There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature.”

Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. If there is doubt whether information is common knowledge the citation should be given.

- Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper or report draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment made. Similarly, when a passage is paraphrased, prompt acknowledgment is required.
Appendix D: 2017-2018 Academic Calendar

As of July 2017. Please regularly monitor the university website for updates at http://registrar.uncc.edu/calendar.

Fall Semester 2017

August 15, 2017 Academic Year Begins
August 16, 2017 Payment Due Date*/Cancellation for non-payment Payment Info
August 21, 2017 First Day of evening classes starting at 5:00 PM
August 21, 2017 New Student Convocation 8:00 AM to 5:00 PM
August 22, 2017 First Day of daytime classes starting at 8:00 AM
August 26, 2017 Saturday Classes begin
August 28, 2017 2nd Cancellation for non-payment Payment Info
August 28, 2017 Last day to change Grade Type (P/NC or Audit)
August 28, 2017 Last day to register, add, drop with no grade via the web*
August 28, 2017 Last day to submit grade replacement request* Policy Info
September 1, 2017 Census Date for Fall Enrollment
September 2, 2017 No Saturday Classes
September 4, 2017 Labor Day - University Closed
September 4, 2017 Labor Day - No Classes
September 18, 2017 Deadline for all students to apply for December 2017 graduation *
September 18, 2017 Web Access available for Unsatisfactory Grade submission
October 2, 2017 Master's Thesis Proposal Defense Deadline for December 2017 Graduation
October 6, 2017 Doctoral dissertation formatting deadline
October 6, 2017 Unsatisfactory grades due by noon
October 9, 2017 Spring 2018 Schedule of Classes available on the Web
October 9, 2017 to October 10, 2017 Student Recess - no classes
October 9, 2017 Unsatisfactory Grade emails sent to students
October 24, 2017 Last day to withdraw from course (s); grade subject to Withdrawal Policy*
October 30, 2017 Registration for Spring 2018 begins * Registration Info
November 6, 2017 Doctoral dissertation defense deadline
November 13, 2017 Last day to submit doctoral dissertations for December 2017 graduation
November 20, 2017 Master's thesis formatting deadline
November 22, 2017 to November 25, 2017 Thanksgiving Break - No classes
November 23, 2017 to November 24, 2017 Thanksgiving Break - University Closed
November 27, 2017 Web Grading Access available for final grading
December 1, 2017 Master's Thesis Defense Deadline
December 2, 2017 Optional Reschedule Date for Possible Class Interruptions
December 6, 2017 Last day of classes
December 6, 2017 Last day to submit master's thesis for December 2017 graduation
December 7, 2017 Reading Day
December 8, 2017 to December 9, 2017 Final Examinations
December 9, 2017 Final Examinations for Saturday Classes
December 11, 2017 to December 15, 2017 Final Examinations Continued
December 15, 2017 Summer 2018 Schedule of Classes available on the Web
December 16, 2017 Commencement @ 10am (College of Arts + Architecture, Belk College of Business, College of Computing and Informatics, The William States Lee College of Engineering, College of Health and Human Services)
December 16, 2017  Commencement @ 3pm (College of Education, College of Liberal Arts & Sciences)
December 18, 2017  Grades due by noon
December 20, 2017  Fall 2017 Probation/Suspension communication sent to students
December 22, 2017  Winter Break - University Closed
December 25, 2017 to December 31, 2017  Winter Break - University Closed

Spring Semester 2017
January 1, 2018  New Year's Day Observation - University Closed
January 4, 2018  Payment Due Date/Cancellation for non-payment * Payment Info
January 8, 2018  First day of classes
January 13, 2018  Saturday classes begin
January 15, 2018  Dr. Martin Luther King Jr. Day -University Closed
January 15, 2018  Last day to add, drop with no grade * @ 11:59 pm
January 15, 2018  Last day to change Grade Type (P/NC or Audit)
January 15, 2018  Last day to submit a grade replacement request * @ 11:59 pm Policy Info
January 15, 2018  2nd Cancellation for non-payment Payment Info
January 22, 2018  Census date for Spring Enrollment
February 5, 2018  Deadline to apply for May 2018 graduation *
February 12, 2018  Unsatisfactory web grading access available
February 19, 2018  Thesis Proposal Defense Deadline
March 2, 2018  Unsatisfactory grades due on the web by noon
March 5, 2018  Fall 2018 Schedule of Classes available on web
March 5, 2018 to March 10, 2018  Spring Recess - No Classes
March 5, 2018  Student registration appointment times available on web
March 9, 2018  Dissertation Formatting Review Deadline
March 12, 2018  Unsatisfactory Grade notices emailed to students
March 19, 2018  Last day to withdraw from course (s); grade subject to Withdrawal Policy*
Policy Info
March 26, 2018  Registration for Summer 2018 and Fall 2018 begins * Registration Info
March 30, 2018 to March 31, 2018  Spring Weekend -No Classes
April 6, 2018  Dissertation Defense Deadline
April 16, 2018  Dissertation Submission Deadline
April 20, 2018  Thesis Formatting Review Deadline
April 27, 2018  Faculty Final web grading access available
April 27, 2018  Thesis Defense Deadline
April 28, 2018  Final Examinations for Saturday classes
April 28, 2018  Optional Reschedule Date for Possible Interruptions
May 1, 2018  Last day of classes
May 2, 2018  Reading Day
May 3, 2018 to May 5, 2018  Final Examinations begin
May 7, 2018 to May 10, 2018  Final Examinations continued
May 7, 2018  Thesis Submission Deadline
May 11, 2018  Commencement 1:00 pm
May 14, 2018  Academic Year ends
May 14, 2018  Grades due on web by noon
May 16, 2018  Spring 2018 Probation/Suspension notifications sent to students