Congratulations and Welcome! on your admission into our CEPH accredited Master of Science in Public Health (MSPH) program or the Graduate Certificate in Community Health at UNC Charlotte.

This manual, which is provided to students upon request and is available on the departmental website (publichealth.uncc.edu), is intended as a resource for MSPH and Graduate Certificate students, addressing program specific information such as expectations, policies, and requirements and summarizing and/or directing 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.

While much of this information is tailored to MSPH Students, information specific to Graduate Certificate students also is provided. Graduate Certificate Students contemplating transitioning to the MSPH Program are encouraged to familiarize themselves with the MSPH Program requirements and to discuss strategies and issues related to articulating into the MSPH Program with their academic advisor and/or the program coordinator early on.

I post my open office house for each semester outside my office. For current students, I also have an open door policy at other times, utilizing these courtesies: If my office door is fully open, feel free to knock and interrupt me. If my door is mostly closed, you may interrupt me briefly for urgent matters. 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.

We look forward to your success in our program and in your future careers in public health.

Cheers,

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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 (Source: http://www.asph.org/document.cfm?page=300).

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?**
- Mecklenburg County Health Department [http://www.charmeck.org/Departments/Health+Department/Home.htm](http://www.charmeck.org/Departments/Health+Department/Home.htm)
Society for Public Health Education [http://www.sophe.org/]

North Carolina Public Health Association [http://www.ncpha.com/]

North Carolina Chapter, Society for Public Health Education [http://www.ncarolinasophe.org/]

**Public Health Program Accreditation and Individual Licensure**
- The National Commission for Health Education Credentialing [http://www.nchec.org/]
- National Board of Public Health Examiners [http://www.nbphe.org/]

**Public Health Employment Search**
- Public Health Employment Connection [http://cfusion.sph.emory.edu/PHEC/phec.cfm]
- PublicHealthJobs.net [http://www.publichealthjobs.net/]
- Public Health Career Mart [http://www.apha.org/about/careers/]
- Partners for Information Access for the Public Health Workforce [http://phpartners.org/jobs.html]
- Global Health Jobs [http://www.globalhealth.org/jobs/]
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.** The Department is a premier academic unit providing collaborative and integrated approaches to improving health and healthcare. An interdisciplinary, research-focused faculty provide educational experiences for researchers and practitioners that are relevant to contemporary public health. The Department supports an environment that enhances the preparation of competent leaders in community health behavior, healthcare administration and policy, and health services research at the baccalaureate, masters, and doctoral levels; for local, national, and international partnerships that enhance students' knowledge of health care issues; and for its focus on vulnerable populations.

**Mission Statement.** The Department of Public Health Sciences at UNC Charlotte, North Carolina’s urban research institution, is a leading academic unit engaged in research, teaching, and service to prepare future researchers and practitioners in public health, health care administration, and health services research at the baccalaureate, masters, and doctoral level that meets the needs of an increasingly diverse student body and workforce. An interdisciplinary faculty makes available local, national, and international educational opportunities through nationally accredited programs that support collaborative learning and
integrated experiences to develop knowledge and understanding of public health and health care issues. 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.

**MSPH Mission and Values Statement.** The Master of Science in Public Health (MSPH) program prepares graduate students to apply core principles of public health education within a variety of community settings and to advance the public health profession. The program values professional and academic integrity and ethics, collegiality, engagement with the community, and responsiveness and innovation in its pursuit of attaining the highest possible standards of health and well-being. Students develop specialized skills to assess health behavior and to design, deliver, and evaluate health promotion, risk prevention, and risk reduction services. The MSPH program consists of core content courses as well as research and practical experiences through a capstone project and a required internship. The program prepares students to provide leadership in a variety of settings, including health-related agencies and organizations, hospitals, local and state public health departments, academic research centers and institutes, corporate disease management and wellness programs, non-profit agencies, and healthcare businesses and industries.

**Graduate Certificate Program in Community Health Mission Statement.** The Graduate Certificate Program in Community Health contributes to the preparation of community and public health practitioners to take the Certified Health Education Specialist (CHES) examination. The Certificate is also available to students who wish to complement an existing degree in a health profession (for example, nursing or social work), or who wish to explore a career in public health. *Note: While the coursework can fully apply if admitted, successful completion of the certificate program does not ensure admission into the MSPH program.*

**Program Contact Information**

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Charlotte, NC 28223-0001
Department Degree Programs

Undergraduate Programs
- Bachelor of Science Public Health (BSPH; CEPH accredited)
- Minor in Public Health (new for 2010)
- Minor in Interdisciplinary Health Studies (phasing out, replaced by Public Health minor)

Graduate Programs
- Master of Science in Public Health (MSPH; CEPH accredited)
- Graduate Certificate in Community Health Promotion
- Master of Health Administration (MHA; CAHME accredited)

Department Faculty
- Ahmed Arif, PhD, Associate Professor, Occupational Epidemiology
- Camina Davis, MS, CHES, Lecturer & Coordinator, Undergraduate Programs
- John Fisher, PhD, Visiting Assistant Professor, Information Systems
- Andrew Harver, PhD, Professor, Dept of Public Health Sciences, Health Behavior
- Larissa Huber, PhD, Associate Professor, Reproductive Epidemiology
- James Laditka, PhD, Associate Professor, Health Services Research
- Sara Laditka, PhD, Associate Professor, Healthcare Management
- Vivian Lord, PhD, Professor & Interim Chair, Criminal Justice
- Crystal Piper, PhD, MPH, MPA, Assistant Professor, Health Services Policy & Management
- Elena Platonova, PhD, Assistant Professor, Healthcare Management
- Sharon Portwood, PhD, Professor & Executive Director, Institute for Social Capital, Health Behavior
- Elizabeth Racine, DrPH, Assistant Professor, Maternal & Child Health
- James Studnicki, PhD, Professor & Belk Chair, Health Services Research
- Michael Thompson, MS, DrPH, Associate Professor & Coordinator, Graduate Public Health Programs, Health Services Research
- Jan Warren-Findlow, PhD, Assistant Professor, Health Behavior
**Accreditation**

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

The MSPH and BSPH programs received their initial (5-year) accreditation from the Council on Education for Public Health (CEPH) in June 2009.
The Master of Science in Public Health (MSPH) Program was designed to fulfill the needs, expectations, and requirements of the following:

- **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 applied to CEPH in June 2006 and, following a rigorous three-year process, received initial accreditation in July 2009.

- **The Association of Schools of Public Health (ASPH)**
  
The Association of Schools of Public Health (ASPH, [www.asph.org](http://www.asph.org)) is the only national organization representing the deans, faculty, and students of the accredited member schools of public health and other programs seeking accreditation as schools of public health. ASPH 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/about.htm](http://www.nchec.org/aboutnchec/about.htm)) 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.
**MSPH Program Goals**

The MSPH Program achieves its mission through a set of complementary and reinforcing instructional, research, service, and diversity goals that reflect the program’s values and provide 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:

- Solve 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 sound public health policies and practices.
**MSPH Program Design**

The MSPH Program is built around a conceptual model of core competencies related to professional practice in public health (see model and competencies in subsequent sections). 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.

**Graduate Certificate in Community Health Design**

The Graduate Certificate in Community Health is designed to provide students the opportunity to complement their prior coursework in order to qualify to sit for the CHES (see seven areas of responsibility of a health educator found in Appendix A.) The core requirements represent a subset of MSPH courses most relevant for this purpose. Students are advised to consult with the Coordinator and to contact the NCHEC to determine which electives are most relevant preparation given the student’s prior coursework. Students planning to articulate into the MSPH program are advised to follow the curriculum guidance for MSPH students.
Figure 1, below, depicts the conceptual model underpinning the design, organization, and sequencing of the UNC Charlotte MSPH Program and its related Graduate Certificate Program in Community Health. 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.asph.org), notably our addition of research and evaluation methods as a core area (outer ring) consistent with our choice of offering an MSPH (rather than an MPH) program.

Figure 1. Conceptual Model: UNC Charlotte Core MSPH 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 Discipline Competencies**

**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. A UNC Charlotte MSPH program graduate will be able to:
- Describe the role biostatistics serves in the discipline of public health.
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.
- Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- Apply descriptive techniques commonly used to summarize public health data.
- Apply common statistical methods for inference.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- Interpret results of statistical analyses found in public health studies.
- Develop written and oral presentations based on statistical analyses for both public health professionals and lay audiences.

**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. A UNC Charlotte MSPH program graduate will be able to:
- Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.
- Apply the basic terminology and definitions of epidemiology.
- Identify key sources of data for epidemiologic purposes.
- Describe a public health problem in terms of magnitude, person, place, and time.
- Calculate basic epidemiology measures.
- Evaluate the strengths and limitations of epidemiologic reports.
- Draw appropriate inferences from epidemiologic data.
- Identify the principles for and limitations of public health screening programs.
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data.
- Communicate epidemiologic information to lay and to professional audiences.

**Environmental and Occupational Health Sciences** are the study of environmental factors including biological, physical, and chemical factors that affect the health of a community. A UNC Charlotte MSPH program graduate will be able to:
Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.

- Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- Describe genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- Specify current environmental risk assessment methods.
- Develop a testable model of environmental insult.
- Describe federal regulatory programs, guidelines, and authorities that control environmental health issues.
- Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- Specify evidence-based approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety including natural and man-made disasters.

**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. A UNC Charlotte MSPH program graduate will be able to:

- Identify and analyze the main components and issues of the organization, financing, and delivery of health services and public health systems.
- Apply principles of strategic and operational planning to public health.
- Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
- Describe the legal and ethical bases for public health and health services.
- Discuss the policy process for improving the health status of populations.
- Apply "systems thinking" for resolving organizational problems.
- Apply quality and performance improvement concepts to address organizational performance issues.
- Explain methods of ensuring community health, safety, and preparedness.
- Communicate health policy and management issues using appropriate channels and technologies
- Demonstrate leadership skills for building partnerships.

**The 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. A UNC Charlotte MSPH program graduate will be able to:

- Describe the role of social, cultural, political, and community factors in both the onset and solution of public health problems.
- Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- Identify the causes of social and behavioral factors that affect the health of individuals and populations.
- Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.
- Apply ethical principles to public health program planning, implementation, and evaluation.
- Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
- Describe the merits of social and behavioral science interventions and policies.

**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. A UNC Charlotte MSPH program graduate will be able to:
- Describe the research and evaluation processes.
- Develop research and evaluation questions.
- Prepare methodologically sound programming and evaluation plans, which target structure, processes, and outcomes.
- Prepare methodologically sound research proposals.
- Plan, implement, analyze, and report on research/evaluation projects.
- Critique the design, analysis, and findings of published studies.
- Describe and characterize the strengths and weaknesses of alternate study designs.
- Draw lessons from published studies to inform professional practice.
- Communicate findings and interpretations to professional and lay audiences.
- Recommend/advocate policy based on findings/evidence.

**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. A UNC Charlotte MSPH program graduate will be able to:
- Analyze determinants of health and disease using an ecological framework.
- Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
• Explain the contribution of logic models in program development, implementation, and evaluation.
• Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
• In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
• Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
• Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.

**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).

A UNC Charlotte MSPH program graduate will be able to:
• Identify characteristics of a system.
• Analyze inter-relationships among different components of systems that influence the quality of life of people in their communities.
• Provide examples of feedback loops and “stocks and flows” within a public health system.
• Identify unintended consequences produced by changes made to a public health system.
• Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
• Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
• Analyze the effects of political, social, cultural, and economic policies on public health systems at the local, state, national, and international levels.
• Explain how systems models can be tested and validated.
• Illustrate how changes in public health systems (including input, processes, and output) can be measured.
• Analyze the impact of global trends and interdependencies on public health related problems and systems.

**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.

A UNC Charlotte MSPH program graduate will be able to:
• Describe the attributes of leadership in public health.
• Engage in dialogue and learning from others to advance public health goals.
• Articulate an achievable mission, set of core values, and vision.
• Demonstrate team building, negotiation, and conflict management skills.
• Describe alternative strategies for collaboration and partnership among organizations that focus on public health goals.
• Demonstrate team building methods for achieving organizational and community health goals.
Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

- Demonstrate transparency, integrity, and honesty in all actions.
- Apply social justice and human rights principles when addressing community needs.
- Communicate (oral, written) with diverse audiences

**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.

A UNC Charlotte MSPH program graduate will be able to:

- Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
- Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
- Discuss the influences of social, organizational, and individual factors on the use of information technology by end users.
- Apply theory and strategy-based communication principles across different settings and audiences.
- Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

**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 impact an intended public health outcome.

A UNC Charlotte MSPH program graduate will be able to:

- Apply basic principles of ethical analysis to issues of public health practice and policy.
- Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
- Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
- Differentiate among availability, acceptability, and accessibility of healthcare across diverse populations.
- Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
- Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- Use the basic concepts and skills for culturally-appropriate community engagement and empowerment.
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

Apply the principles of community-based participatory research

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

Discuss the importance and characteristics of a sustainable diverse public health workforce.

**MSPH 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.

A UNC Charlotte MSPH program graduate with a focus in Community Health will be able to:

- Apply major concepts related to community health, health education, and health promotion and behavior change.
- Practice methods utilized in completing a community diagnosis.
- Discuss the interaction between public and private healthcare at the local and state levels.
- Explain the role of experiences in shaping patterns of behavior.
- Formulate health promotion strategies utilizing educational, organizational, economic, legal, technological, and environmental supports for behaviors and conditions conducive to health.
- Plan health education strategies, interventions, and programs.
- Summarize the major categories of resource development in community health programming.
- Construct research questions applicable to either a qualitative or quantitative methods approach.
- Apply knowledge of quantitative and qualitative research methods and their appropriate sampling methods, data collection methods and data analysis methods.
- Successfully sit for the CHES exam.

**Graduate Certificate Competencies**

A UNC Charlotte Graduate Certificate in Community Health graduate will be able to:

- Prepare to sit for the CHES exam and/or prepare to articulate into the MSPH Program
- Apply major concepts related to community health, health education, and health promotion and behavior change.
- Practice methods utilized in completing a community diagnosis.
- Discuss the interaction between public and private healthcare at the local and state levels.
- Explain the role of experiences in shaping patterns of behavior.
- Formulate health promotion strategies utilizing educational, organizational, economic, legal, technological, and environmental supports for behaviors and conditions conducive to health.
- Plan health education strategies, interventions, and programs.
- Summarize the major categories of resource development in community health programming.
Construct research questions applicable to either a qualitative or quantitative methods approach.

Apply knowledge of quantitative and qualitative research methods and their appropriate sampling methods, data collection methods and data analysis methods.

Relating Competencies to Courses

The following table relates competencies to the course offerings which build those competencies and to the assessment methods used to assure students graduate from the MSPH Program having mastered those competencies. The table is organized according to the conceptual model, presenting the competencies by their discipline, cross-cutting theme, or specialty area (as per Figure 1, above). 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.

Note: The competencies for the Graduate Certificate are identical to those of the Community Health Promotion Track.
## Discipline-based Competencies

### MSPH Core Competencies: Biostatistics

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. A UNC Charlotte BSPH program graduate will be able to:

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Evaluation Opportunity</th>
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<tbody>
<tr>
<td>Coursework/Exam</td>
<td>Internship</td>
</tr>
</tbody>
</table>

1. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.  
   - HLTH 6203
   - Evaluation Opportunity: X

   - HLTH 6203 HLTH 6204
   - Evaluation Opportunity: X

3. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.  
   - HLTH 6203 HLTH 6204
   - Evaluation Opportunity: X

4. Apply descriptive techniques commonly used to summarize public health data.  
   - HLTH 6203
   - Evaluation Opportunity: X

5. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.  
   - HLTH 6203
   - Evaluation Opportunity: X

6. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.  
   - HLTH 6203 HLTH 6204
   - Evaluation Opportunity: X

7. Describe the roles biostatistics serves in the discipline of public health.  
   - HLTH 6203
   - Evaluation Opportunity: X

8. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.  
   - HLTH 6203
   - Evaluation Opportunity: X

9. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.  
   - HLTH 6203 HLTH 6204
   - Evaluation Opportunity: X

10. Interpret results of statistical analyses found in public health studies.  
    - HLTH 6203
    - Evaluation Opportunity: X

### MSPH Core Competencies: Environmental and Occupational Health Sciences

Environmental and Occupational Health Sciences are the study of environmental factors including biological, physical, and chemical factors that affect the health of a community. A UNC Charlotte BSPH program graduate will be able to:

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Evaluation Opportunity</th>
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</thead>
<tbody>
<tr>
<td>Coursework/Exam</td>
<td>Internship</td>
</tr>
</tbody>
</table>

1. Describe federal regulatory programs, guidelines, and authorities that control environmental health issues.  
   - HLTH 6205
   - Evaluation Opportunity: X
2. Describe genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.  

| 2. | HLTH 6205 | X |

3. Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.  

| 3. | HLTH 6205 | X |

4. Develop a testable model of environmental insult.  

| 4. | HLTH 6205 | X |

5. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.  

| 5. | HLTH 6205 | X |

6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.  

| 6. | HLTH 6205 | X |

7. Specify current environmental risk assessment methods.  

| 7. | HLTH 6205 | X |

8. Specify evidence based approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety, including natural and man-made disasters.  

| 8. | HLTH 6205 | X |

### MSPH Core Competencies: Epidemiology

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. A UNC Charlotte BSPH program graduate will be able to:

<table>
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<tr>
<th>Learning Opportunities</th>
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<tbody>
<tr>
<td>Coursework/Exam</td>
<td>Internship</td>
</tr>
</tbody>
</table>

| 1. | Apply the basic terminology and definitions of epidemiology. | HLTH 6202 | X | X |
| 2. | Calculate basic epidemiology measures. | HLTH 6202 | X | |
| 3. | Communicate epidemiologic information to lay and professional audiences. | HLTH 6202 | X | |
| 4. | Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data. | HLTH 6202 | X | |
| 5. | Describe a public health problem in terms of magnitude, person, time, and place. | HLTH 6202 | X | X |
| 6. | Draw appropriate inferences from epidemiologic data. | HLTH 6202 | X | |
| 7. | Evaluate the strengths and limitations of epidemiologic reports. | HLTH 6202 | X | |
| 8. | Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. | HLTH 6202 | X | |
MSPH Core Competencies: Health Services Planning and Administration

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. A UNC Charlotte BSPH program graduate will be able to:

1. Apply "systems thinking" for resolving organizational problems. HLTH 6206 X
2. Apply principles of strategic and operational planning to public health. HLTH 6206 X
3. Apply quality and performance improvement concepts to address organizational performance. HLTH 6206 X
4. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
5. Communicate health policy and management issues using appropriate channels and technologies.
6. Demonstrate leadership skills for building partnerships.
7. Discuss the policy process for improving the health status of populations.
8. Describe the legal and ethical bases for public health and health services.
10. Identify and analyze the main components and issues of the organization, financing, and delivery of health services and public health systems.

MSPH Core Competencies: Social and Behavioral Sciences

Social and Behavioral Sciences are the study of behavioral, social, political, and cultural factors related to the individual and population health and health disparities over the life course. A UNC Charlotte BSPH program graduate will be able to:

1. Apply ethical principles to public health program planning, implementation, and evaluation. HLTH 6201 HLTH 6207 X X
2. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
3. Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
4. Describe the merits of social and behavioral science interventions and policies.
5. Describe the role of social, cultural, political, and community factors in both the onset and solution of public health problems.

6. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.

7. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.

8. Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions.

9. Identify the causes of social and behavioral factors that affect health of individuals and populations.

10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

**MSPH Core Competencies: Research and Evaluation Methods**

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 research. A UNC Charlotte MSPH program graduate will be able to:

<table>
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<tr>
<th>Learning Opportunities</th>
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<tbody>
<tr>
<td>Coursework/Exam</td>
<td>Internship</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>Capstone Presentation</td>
</tr>
</tbody>
</table>

1. Describe research and evaluation processes.

2. Develop research and evaluation questions.

3. Prepare methodologically sound programming and evaluation plans, which target structure, processes, and outcomes.

4. Prepare methodologically sound research proposals.

5. Plan, implement, analyze, and report on research/evaluation projects.

6. Critique the design, analysis, and findings of published studies.

7. Describe and characterize the strengths and weaknesses of alternate study designs.

8. Draw lessons from published studies to inform professional practice.

9. Communicate findings and interpretations to professional and lay audiences.

10. Recommend/advocate policy based on findings/evidence.
### Cross-cutting Competencies

#### Interdisciplinary and Cross-cutting Core MSPH Competencies: Frameworks of Public Health Practice

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. A UNC Charlotte MSPH program graduate will be able to:

<table>
<thead>
<tr>
<th>1. Analyze determinants of health and disease using an ecological framework.</th>
<th>HLTH 6201 HLTH 6202 HLTH 6205 HLTH 6220</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.</td>
<td>HLTH 6201 HLTH 6202 HLTH 6205 HLTH 6220 HLTH 6221</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Explain the contribution of logic models in program development, implementation, and evaluation.</td>
<td>HLTH 6204 HLTH 6207</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.</td>
<td>HLTH 6207 HLTH 6222</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.</td>
<td>HLTH 6206 HLTH 6207 HLTH 6221</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.</td>
<td>HLTH 6207 HLTH 6221</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</td>
<td>HLTH 6202 HLTH 6207 HLTH 6221 HLTH 6222</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Interdisciplinary and Cross-cutting Core MSPH Competencies: Systems Thinking

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). A UNC Charlotte MSPH program graduate will be able to:

| 1. Identify characteristics of a system. | HLTH 6201 HLTH 6206 | X |
| 2. Analyze inter-relationships among different components of systems that influence the quality of life of people in their communities. | HLTH 6201 HLTH 6207 HLTH 6220 HLTH 6221 | X | X |
| 3. Provide examples of feedback loops and “stocks and flows” within a public health system. | HLTH 6201 HLTH 6205 HLTH 6206 HLTH 6220 | X |
4. Identify unintended consequences produced by changes made to a public health system.

5. Explain how systems (e.g. individuals, socials networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.

6. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.

7. Analyze the effects of political, social, cultural, and economic policies on public health systems at the local, state, national, and international levels.

8. Explain how systems models can be tested and validated.

9. Illustrate how changes in public health systems (including input, processes, and output) can be measured.

10. Analyze the impact of global trends and interdependencies on public health related problems and systems.

**Interdisciplinary and Cross-cutting Core MSPH Competencies: Leadership**

Leadership in public health is the ability to create and communicate a shared vision for a changed future, to champion the solutions for organizational and community challenges, and to energize commitment to goals. A UNC Charlotte MSPH program graduate will be able to:

| 1. | Describe the attributes of leadership in public health. | HLTH 6206 | \( \times \) |
| 2. | Engage in dialogue and learning from others to advance public health goals. | HLTH 6201 HLTH 6206 HLTH 6207 HLTH 6221 | \( \times \) |
| 3. | Articulate an achievable mission, set of core values, and vision. | HLTH 6206 HLTH 6221 | \( \times \) |
| 4. | Demonstrate team building, negotiation, and conflict management skills. | HLTH 6206 HLTH 6207 | \( \times \) \( \times \) |
| 5. | Describe alternative strategies for collaboration and partnership among organizations that focus on public health goals. | HLTH 6206 | \( \times \) |
| 6. | Demonstrate team building methods for achieving organizational and community health goals. | HLTH 6206 | \( \times \) \( \times \) |
| 7. | Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation. | HLTH 6206 | \( \times \) |
| 8. | Demonstrate transparency, integrity, and honesty in all actions. | HLTH 6204 HLTH 6207 HLTH 6221 | \( \times \) \( \times \) |
| 9. | Apply social justice and human rights principles when addressing community needs. | HLTH 6201 HLTH 6207 | \( \times \) \( \times \) |
| 10. | Communicate (oral, written) with diverse audiences. | ALL CORE COURSES | \( \times \) \( \times \) \( \times \) \( \times \) \( \times \) |
Interdisciplinary and Cross-cutting Core MSPH Competencies: Communication and Advocacy

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. A UNC Charlotte MSPH program graduate will be able to:

<table>
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<tr>
<th>Learning Opportunities</th>
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<tbody>
<tr>
<td>Coursework/Exam Internship Capstone Project Capstone Presentation</td>
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</table>

1. Describe how societal, organizational, and individual factors influence and are influenced by public health communications. HLTH 6201 HLTH 6206 HLTH 6221
2. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data. HLTH 6202 HLTH 6203
3. Discuss the influences of social, organizational, and individual factors on the use of information technology by end users. HLTH 6201 HLTH 6202 HLTH 6203 HLTH 6207
4. Apply theory and strategy-based communication principles across different settings and audiences. HLTH 6201 HLTH 6202 HLTH 6203 HLTH 6207 HLTH 6220
5. Collaborate with communication and informatics specialists to design, implement, and evaluate public health programs. HLTH 6207
6. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. ALL CORE COURSES

Interdisciplinary and Cross-cutting Core MSPH Competencies: Ethics, Values, and Cultural Diversity

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 impact an intended public health program. A UNC Charlotte MSPH program graduate will be able to:

<table>
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<tr>
<td>Coursework/Exam Internship Capstone Project Capstone Presentation</td>
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</table>

1. Apply basic principles of ethical analysis to issues of public health practice and policy. HLTH 6201 HLTH 6202 HLTH 6204 HLTH 6207 HLTH 6221 HLTH 6222
2. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs. HLTH 6203 HLTH 6222
3. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. HLTH 6203 HLTH 6207 HLTH 6221
4. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice. HLTH 6203 HLTH 6205 HLTH 6206 HLTH 6207

MSPH Master of Science in Public Health

College of Health and Human Services UNC CHARLOTTE

Council on Education for Public Health (CEPH)
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<tr>
<td>5.</td>
<td>Differentiate among availability, acceptability, and accessibility of healthcare across diverse populations.</td>
<td>HLTH 6201 HLTH 6206 HLTH 6220</td>
</tr>
<tr>
<td>6.</td>
<td>Describe the roles of history, power, privilege, and structural inequality in producing health disparities.</td>
<td>HLTH 6201 HLTH 6206 HLTH 6220</td>
</tr>
<tr>
<td>7.</td>
<td>Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.</td>
<td>HLTH 6201 HLTH 6207 HLTH 6222</td>
</tr>
<tr>
<td>8.</td>
<td>Use the basic concepts and skills for culturally-appropriate community engagement and empowerment.</td>
<td>HLTH 6207 HLTH 6221 HLTH 6222</td>
</tr>
<tr>
<td>9.</td>
<td>Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.</td>
<td>HLTH 6201 HLTH 6207 HLTH 6221 HLTH 6222</td>
</tr>
<tr>
<td>10.</td>
<td>Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.</td>
<td>HLTH 6201 HLTH 6207 HLTH 6220</td>
</tr>
<tr>
<td>11.</td>
<td>Apply the principles of community-based participatory research.</td>
<td>HLTH 6201 HLTH 6221 HLTH 6220</td>
</tr>
<tr>
<td>12.</td>
<td>Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.</td>
<td>HLTH 6203 HLTH 6206 HLTH 6221</td>
</tr>
<tr>
<td>13.</td>
<td>Discuss the importance and characteristics of a sustainable diverse public health workforce.</td>
<td>HLTH 6201 HLTH 6206 HLTH 6220</td>
</tr>
</tbody>
</table>
**Specialty Area Competencies**

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

Community Health Practice is the integration of educational, social, and environmental actions to promote health and well being within a defined population. A UNC Charlotte MSPH program graduate will be able to:

<table>
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<tr>
<td></td>
<td>Coursework/ Exam</td>
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<tr>
<td>HLTH 6220 HLTH 6221 HLTH 6222</td>
<td>X</td>
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<tr>
<td>HLTH 6221</td>
<td>X</td>
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<tr>
<td>HLTH 6221</td>
<td>X</td>
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<tr>
<td>HLTH 6220</td>
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<td>HLTH 6207 HLTH 6220</td>
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<td>HLTH 6222</td>
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<tr>
<td>ALL</td>
<td>X</td>
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</tbody>
</table>

1. Apply major concepts related to community health, health education, and health promotion and behavior change.
2. Practice methods utilized in completing a community diagnosis.
3. Discuss the interaction between public and private healthcare at the local and state levels.
4. Explain the role of experiences in shaping patterns of behavior.
5. Formulate health promotion strategies utilizing educational, organizational, economic, legal, technological, and environmental supports for behaviors and conditions conducive to health.
6. Plan health education strategies, interventions, and programs.
7. Summarize the major categories of resource development in community health programming.
8. Construct research questions applicable to either a qualitative or quantitative methods approach.
9. Apply knowledge of quantitative and qualitative research methods and their appropriate sampling methods, data collection methods and data analysis methods.
10. Successfully sit for the CHES exam.


Program Requirements

**MSPH 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 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)

**Specialty areas**

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

*Based on student interest, course availability, and program goals, the Graduate Coordinator may approve (in advance) another set of related courses to fulfill the specialty area requirement. See section on waivers, transfers, and other exceptions

**Graduate Certificate in Community Health Curriculum [15 credits]**

**Core (6 credits)**
- HLTH 6207 Community Health Planning/Evaluation (3)
- HLTH 6220 Health Behavior Change (3)

**Restricted Elective (Choose one course, 3 credits)**
- HLTH 6201 Soc/Behavioral Foundations of PH (3)
- HLTH 6221 Community Health (3)

**Electives (6 credits)**
- Multiple offerings (Consult your advisor for recommendations)

**Optimal Credit Load and Course Sequence**

While the MSPH program can be completed within two academic years (4 semesters), 5 semesters is the expected time to completion for full-time students. Part-time students are expected to complete the program within 5 years (10 semesters). Full-time students should
anticipate taking 9-12 credits/semester and to complete their internship during the summer between their first and second years. Completing the MSPH Program within two years requires that most semesters be at 12 credits (offset by transfer credits and summer classes). Completing the graduate certificate program in one year requires one semester at 9-12 credits, with the other being at part-time. Students are not specifically admitted into a part-time or full-time track (students may be full-time one semester and part-time the next), but should note that the degree should be completed within 5 years of matriculation.

Students working outside the university while enrolled in the 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.

**MSPH Program**

The table below presents the optimal sequence for students pursuing the MSPH 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 MSPH Program Coordinator to clarify appropriate course sequences. [Not shown: 6-9 credits of electives.]

<table>
<thead>
<tr>
<th>2011/2012</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
<td>HLTH 3101 Fndtns of PH*</td>
<td>HLTH 6201 Soc/Behav Fndtns (3)</td>
<td>HLTH 6471 Internship (3) (or fall)</td>
</tr>
<tr>
<td></td>
<td>HLTH 6202 Epi (3)</td>
<td>HLTH 6205 Env Hlth (3)</td>
<td>HLTH 6900/6901 (1-2, optional)</td>
</tr>
<tr>
<td></td>
<td>HLTH 6204 Res Methd (3)</td>
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<td></td>
<td>HLTH 6203 Data Anal (3)</td>
<td></td>
<td></td>
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<tr>
<td><strong>CH Practice</strong></td>
<td></td>
<td>HLTH 6221 Com Health (3)</td>
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<tr>
<th>2012/2013</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td><strong>Core</strong></td>
<td>HLTH 6206 Hlth Serv Admin**</td>
<td>HLTH 6207 Planning/Eval (3)</td>
</tr>
<tr>
<td></td>
<td><em>HLTH 6900 to total 3 or HLTH 6901 to total 6 credits</em></td>
<td></td>
</tr>
<tr>
<td><strong>CH Practice</strong></td>
<td>HLTH 6220 Beh change (3)</td>
<td></td>
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<tr>
<td></td>
<td>HLTH 6222 CH Methods (3)</td>
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</tbody>
</table>

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

** Could take HLTH 6206 in Fall of year 1, if not needing HLTH 3101

**NOTE: The planned sequence of course offerings is subject to change.**
Graduate Certificate Program

The table below presents the optimized sequence for students pursuing the Graduate Certificate in Community Health intending to complete the program in one academic year. Part-time students should strive to complete these courses within two years. Students intending to articulate into the MSPH Program should see the MSPH curriculum table above and contact the MSPH Program Coordinator for guidance. All students are encouraged to consult their advisor to clarify appropriate course sequences and choice of electives. [Not shown: 6-credits of electives.] NOTE: The planned sequence of course offerings is subject to change.

<table>
<thead>
<tr>
<th>2011/2012</th>
<th>Fall*</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td>HLTH 6220 Beh change (3)</td>
<td>HLTH 6207 Planning/Eval (3)</td>
</tr>
<tr>
<td><strong>Restricted Core</strong></td>
<td>HLTH 6201 Soc/Behav Fndtns (3)</td>
<td>HLTH 6221 Com Health (3)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>HLTH 6202 Epidemiology**</td>
<td>**</td>
</tr>
</tbody>
</table>

*Students intending to articulate into the MSPH Program and not having had comparable coursework/professional experience are encouraged to register for HLTH 3101 Foundations of Public Health (undergraduate course) **While any HLTH graduate courses can fulfill the certificate elective requirements, students are strongly encouraged to take HLTH 6202 (fall) and the other of the two restricted core courses (spring) as their electives.

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. The internship manual, available via the department website, serves as the “syllabus” for the internship “course.”

Internship Prerequisites and Requirements

- Students must have completed or be concurrently completing HLTH 6201 – 6205 before registering for the Internship Experience. Exceptions to this requirement are at the discretion of the Program Coordinator.
- MSPH Students are expected to identify an organization and negotiate for an internship with that organization. The academic advisors and/or the MSPH Coordinator can 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, formal proposal of the work or project to be accomplished by the student during the internship.
- This proposal will be refined in consultation among the student, the practice site preceptor, and the MSPH Coordinator. The goal is to ensure that all stakeholders benefit
from this arrangement, including the student, the agency, the university, and (foremost) the community served by the organization.

- This proposal will be used to generate the university required preceptor agreement and/or affiliation agreement.
  - Note: This process of establishing an affiliation agreement and/or generating a preceptor letter can take as little as one-two weeks to several months (or longer) depending on the levels of approval required by both organizations in completing their due diligence and meeting their respective legal requirements. **Given the unpredictability of this timeline, students are strongly advised to plan well ahead and to select from organizations with existing affiliation agreements where practicable.**
  - Note: 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 MSPH 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 updates to the MSPH Coordinator or designee.
- The MSPH Coordinator, 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.
- The student will be evaluated by a representative of the participating organization (preceptor).
- The student will evaluate the internship experience.

**Capstone Project**

MSPH Students will complete either a thesis (6 credits) or a project (3 credits) to fulfill their integrating capstone requirement. The Capstone Project provides a semi-structured opportunity for students to synthesize and integrate knowledge in its application to professional practice.

The overarching objective of the capstone manuscript (be it a thesis or a project) is for each student to produce a substantial scholarly product that:
• Demonstrates substantive knowledge addressing, at a minimum, the core competencies/disciplines of public health and utilizing an appropriate paradigm/conceptual framework;
• Requires interpretation and analysis of data in the support of a decision or conclusion;
• Demonstrates oral and written communication and presentation skills;
• Withstands critique by an appropriate audience;
• Progresses under the supervision and mentorship of faculty;
• Requires development of and adherence to a schedule/time frame; and
• Demonstrates practical consideration of conducting public health projects or research.

It is desirable for the capstone experience process to:
• Accommodate the diverse interests, backgrounds, and capabilities of students and faculty;
• Provide prescriptive guidelines with flexibility to enable creativity;
• Capitalize on existing course content and materials where at all possible; and
• Ensure that there are sufficient resources available and in place.

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 HLTH 6900/6901 Thesis/Project Manual, which is available via the department website. This manual serves as the “syllabus” for the capstone “courses.”

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.

Thesis versus project. The thesis and project are equivalent capstone experiences, which demonstrate mastery and application of core competencies in a professionally relevant format. The thesis requires the generation of new knowledge through the comprehensive application of the research process. The thesis option is a better choice for students who intend to pursue doctoral study, who see themselves as working in an academic setting, or who desire to gain confidence in their ability to plan, conduct, and write-up research. A project is more appropriate for those intending to work in an applied professional setting where they wish to gain confidence in their ability to critically apply existing knowledge and methods to the solution of a problem.
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 MSPH & Graduate Certificate in Community Health Programs. 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 MSPH and Graduate Certificate 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 MSPH & Graduate Certificate 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 http://graduateschool.uncc.edu/academics/catalog.html), and the University (university-level policies can be found at http://www.legal.uncc.edu/policies/)

University-level policies of direct import to MSPH & Graduate Certificate students include the following:

- **The Code of Student Responsibility** (http://www.legal.uncc.edu/policies/ps-104.html)
- **The Code of Student Academic Integrity** (http://www.legal.uncc.edu/policies/ps-105.html);
- **Sexual Harassment Policy and Grievance Procedures** (http://www.legal.uncc.edu/policies/ps-61.html)

**Code of Student Academic Integrity**

All MSPH & Graduate Certificate students are required to read and abide by the Code of Student Academic Integrity (http://www.legal.uncc.edu/policies/ps-105.html). 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.

• **COMPLICITY 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 MSPH 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 MSPH Program Coordinator serves as the academic advisor for all MSPH and Graduate Certificate students prior to matriculation. Once classes begin, the assigned academic advisor’s duties begin.

Students are expected to communicate with their advisor prior to registering for a given semester and when planning their internships and theses/projects. An advising hold to registration is placed on each student 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 Coordinator to finalize the plans and gain permission to register for the course according to the schedule and processes outlined in the internship manual.

Students entering the thesis/project phase will identify a faculty member to serve as the chair of his/her committee. As detailed in the HLTH 6900/6901 Thesis/Project 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 MSPH Program currently only offers the Community Health Practice (health education/health promotion) specialty area. As footnoted in the program requirements summary above, the MSPH Coordinator may approve an alternate configuration of courses to fulfill this requirement. Students desiring to pursue this option should consult their advisor and have the alternate courses approved by the Program Coordinator 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 Coordinator, if 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 should consider receiving such a message 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 Coordinator.

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 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 MSPH 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 coordinator. [Certificate students may not transfer in credits.] It is the practice of the MSPH 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 MSPH requirement or whether prior graduate coursework not transferred can be used to exempt a student from
repeating an MSPH requirement and gaining an elective). These expectations, timelines, and procedures are outlined in the following policy statement.

**MSPH Program Policy Statement: Transfer Credits, Waivers & Credit by Exam.** The MSPH 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 MSPH Program, provided the coursework meets the requirements set by the UNC Charlotte Graduate School and the additional requirements of the MSPH program. Furthermore, the MSPH Program sees no need to require students to complete essentially the same graduate course a second time.

After matriculation into the UNC Charlotte MSPH program, students seeking to transfer graduate credits from other academic institutions toward their UNC Charlotte MSPH 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 MSPH Program faculty and supported by the Public Health Programs Governance Committee.

- **Transfer Credit.** The MSPH 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 MSPH Program by the Graduate School, the MSPH program outlines the following additional constraints and expectations for transfer credit.

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

- Courses proposed for transfer that are intended to fulfill an MSPH core requirement will be reviewed by the MSPH 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 MSPH program must apply for transfer of credit by the end of their first semester of study at UNC Charlotte. The Program Coordinator 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 MSPH Program Coordinator.)

- Students completing coursework outside of UNC Charlotte after their matriculation into the MSPH must apply for transfer of credit within one semester
of the course being completed. The Program Coordinator 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 MSPH Program Coordinator.).

- 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 Coordinator 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 MSPH 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 MSPH Program does not 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 MSPH Coordinator 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 MSPH Program are encouraged to submit the course syllabus to the MSPH Program Coordinator 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. Students having accumulated sufficient credits (including grades of I or IP which are being resolved) are advised to register for the “residence” course in lieu of taking additional courses.

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 Coordinator.

*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 (15 credits for the certificate and 45 credits for the MSPH) within the allotted time.
- Maintained at least a 3.0 grade point average on the courses put forth on the candidacy form.
- Complied with relevant university policies and procedures INCLUDINg
  - Candidacy & Diploma. the timely application and payment of fees for candidacy and for the diploma (See Graduate School website for specific deadlines and fees)
  - Thesis/Projects. The timely completion and acceptance of theses/projects by the graduate school (see the Graduate School website and the MSPH Thesis/Project manual for further details) following a successful final defense.

Deadlines

Students are advised in the strongest possible terms to closely monitor and follow university-imposed deadlines for such important benchmarks as registration, payment, application for candidacy and for graduation, and submission of defended thesis and projects. 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 Coordinator (program or student-conduct related matters) or the Department Chair (faculty conduct...
related matters). 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 MSPH or Graduate Certificate Program 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://www.legal.uncc.edu/policies/GradeAppeal.html](http://www.legal.uncc.edu/policies/GradeAppeal.html).

*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.

**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/](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 MSPH and Graduate Certificate programs, managing by policies, statements of principles, and by providing guidance and support to the program coordinators.

*NOTE: While the GPHA representative has a standing agenda item of student concerns on the GPHPC, the MSPH Coordinator serves as the faculty advisor to the GPHA and meets formally with the GPHA at least once each semester. This practice allows the Coordinator 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 PGPHPC representative.

- Graduate and Professional Student Government (GPSG). The GPHG is operated by graduate students for graduate students 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/)
- 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 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/](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

Seven Areas of Responsibility for Health Educators
National Commission for Health Education Credentialing, Inc.
http://www.nchec.org/forms/Revised Areas of Responsibility.pdf

Note: The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of an entry-level health educator. These Responsibilities were verified through the Competencies Update Project (CUP), conducted from 1998 to 2004, and serve as the basis of the Certified Health Education Specialist (CHES) exam. The MSPH track in Community Health Promotion is designed to qualify a student to sit for the CHES. The Graduate Certificate Program in Community Health is designed to assist students in preparing for the CHES, but eligibility also may depend on the student’s prior coursework and experience.

Area I: Assess Individual and Community Needs for Health Education

Competency A: Access existing health-related data
Sub-competencies:
1. Identify diverse health-related databases
2. Use computerized sources of health-related information
3. Determine the compatibility of data from different data sources
4. Select valid sources of information about health needs and interests

Competency B: Collect health-related data
Sub-competencies:
1. Use appropriate data-gathering instruments
2. Apply survey techniques to acquire health data
3. Conduct health-related needs assessments
4. Implement appropriate measures to assess capacity for improving health status

Competency C: Distinguish between behaviors that foster and hinder well-being
Sub-competencies:
1. Identify diverse factors that influence health behaviors
2. Identify behaviors that tend to promote or comprise health

Competency D: Determine factors that influence learning
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Competency E: Identify factors that foster or hinder the process of health education
Sub-competencies:
1. Determine the extent of available health education services
2. Identify gaps and overlaps in the provision of collaborative health services

Competency F: Infer needs for health education from obtained data
Sub-competencies:
1. Analyze needs assessment data

Area II: Plan Health Education Strategies, Interventions, and Programs

Competency A: Involve people and organizations in program planning
Sub-competencies:
1. Identify populations for health education programs
2. Elicit input from those who will affect or be affected by the program
3. Obtain commitments from individuals who will be involved
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests

Competency B: Incorporate data analysis and principles of community organization
Sub-competencies:
1. Use research results when planning programs
2. Apply principles of community organization when planning programs
3. Suggest approaches for integrating health education within existing health programs
4. Communicate need for the program to those who will be involved

Competency C: Formulate appropriate and measurable program objectives
Sub-competencies:
1. Design developmentally appropriate interventions

Competency D: Develop a logical scope and sequence plan for health education practice
Sub-competencies:
1. Determine the range of health information necessary for a given program of instruction
2. Select references relevant to health education issues or programs

Competency E: Design strategies, interventions, and programs consistent with specified objectives

This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Competency F: Select appropriate strategies to meet objectives
Sub-competencies:
1. Analyze technologies, methods and media for their acceptability to diverse groups
2. Match health education services to proposed program activities

Competency G: Assess factors that affect implementation
Sub-competencies:
1. Determine the availability of information and resources needed to implement health education programs for a given audience
2. Identify barriers to the implementation of health education programs

Area III: Implement Health Education Strategies, Interventions, and Programs

Competency A: Initiate a plan of action
Sub-competencies:
1. Use community organization principles to facilitate change conducive to health
2. Pretest learners to determine baseline data relative to proposed program objectives
   Deliver educational technology effectively
   Facilitate groups

Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs
Sub-competencies:
1. Use instructional technology effectively
2. Apply implementation strategies

Competency C: Use a variety of methods to implement strategies, interventions, and programs
Sub-competencies:
1. Use the Code of Ethics in professional practice
2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery
3. Demonstrate skills needed to develop capacity for improving health status
4. Incorporate demographically and culturally sensitive techniques when promoting programs
5. Implement intervention strategies to facilitate health-related change

Competency D: Conduct training programs
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.
Area IV: Conduct Evaluation and Research Related to Health Education

Competency A: Develop plans for evaluation and research
Sub-competencies:
1. Synthesize information presented in the literature
2. Evaluate research designs, methods and findings presented in the literature

Competency B: Review research and evaluation procedures
Sub-competencies:
1. Evaluate data-gathering instruments and processes
2. Develop methods to evaluate factors that influence shifts in health status

Competency C: Design data collection instruments
Sub-competencies:
1. Develop valid and reliable evaluation instruments
2. Develop appropriate data-gathering instruments

Competency D: Carry out evaluation and research plans
Sub-competencies:
1. Use appropriate research methods and designs in health education practice
2. Use data collection methods appropriate for measuring stated objectives
3. Implement appropriate qualitative and quantitative evaluation techniques
4. Implement methods to evaluate factors that influence shifts in health status

Competency E: Interpret results from evaluation and research
Sub-competencies:
1. Analyze evaluation data
2. Analyze research data
3. Compare evaluation results to other findings
4. Report effectiveness of programs in achieving proposed objectives

Competency F: Infer implications from findings for future health-related activities
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Area V: Administer Health Education Strategies, Interventions, and Programs

Competency A: Exercise organizational leadership
Sub-competencies:
1. Conduct strategic planning
2. Analyze the organization's culture in relationship to program goals
3. Promote cooperation and feedback among personnel related to the program

Competency B: Secure fiscal resources
This competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Competency C: Manage human resources
Sub-competencies:
1. Develop volunteer opportunities

Competency D: Obtain acceptance and support for programs
This Competency is not addressed in the study guide, because the Sub-competencies are related to an advanced level of practice.

Area VI: Serve as a Health Education Resource Person

Competency A: Use health-related information resources
Sub-competencies:
1. Match information needs with the appropriate retrieval systems
2. Select a data system commensurate with program needs
3. Determine the relevance of various computerized health information resources
4. Access health information resources
5. Employ electronic technology for retrieving references

Competency B: Respond to requests for health information
Sub-competencies:
1. Identify information sources needed to satisfy a request
2. Refer requesters to valid sources of health information

Competency C: Select resource materials for dissemination
Sub-competencies:
1. Evaluate applicability of resource materials for given audience
2. Apply various processes to acquire resource materials
3. Assemble educational material of value to the health of individuals and community groups

Competency D: Establish consultative relationships
Sub-competencies:
1. Analyze parameters of effective consultative relationships
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations
3. Act as a liaison among consumer groups, individuals and health care providers
4. Apply networking skills to develop and maintain consultative relationships
5. Facilitate collaborative training efforts among health agencies and organizations

Area VII: Communicate and Advocate for Health and Health Education

Competency A: Analyze and respond to current and future needs in health education
Sub-competencies:
1. Analyze factors (e.g., social, cultural, demographic, political) that influence decision-makers

Competency B: Apply a variety of communication methods and techniques
Sub-competencies:
1. Assess the appropriateness of language in health education messages
2. Compare different methods of distributing educational materials
3. Respond to public input regarding health education information
4. Use culturally sensitive communication methods and techniques
5. Use appropriate techniques for communicating health education information
6. Use oral, electronic, and written techniques for communicating health education information
7. Demonstrate proficiency in communicating health information and health education needs

Competency C: Promote the health education profession individually and collectively
Sub-competencies:
1. Develop a personal plan for professional development

Competency D: Influence health policy to promote health
Sub-competencies:
1. Identify the significance and implications of health are providers' messages to consumers
Appendix B: Code of Ethics

Code of Ethics for the Health Education Profession

http://www.sophe.org/about/ethics.html

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 practiced. 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 no 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://www.legal.uncc.edu/policies/ps-105.html#APP

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: 2010-2011 Academic Calendar

### FALL 2011 Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year Begins</td>
<td>August 15, 2011</td>
</tr>
<tr>
<td>Payment Due Date/Cancellation for non-payment</td>
<td>August 17, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>Last day to cancel all classes with no charges</td>
<td>August 21, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>First day of classes</td>
<td>August 22, 2011</td>
</tr>
<tr>
<td>Saturday classes begin</td>
<td>August 27, 2011</td>
</tr>
<tr>
<td>Last day to submit grade replacement form</td>
<td>August 31, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>Last day to register, add, drop with no grade via the web</td>
<td>August 31, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>Last day to change Grade Type (P/NC or Audit)</td>
<td>August 31, 2011</td>
</tr>
<tr>
<td>Deadline for graduate students to file candidacy forms for December 2011 degree</td>
<td>August 31, 2011</td>
</tr>
<tr>
<td>2nd Cancellation for non-payment</td>
<td>August 31, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>Census Date for Fall Enrollment</td>
<td>September 2, 2011</td>
</tr>
<tr>
<td>Deadline for Compliance with NC Immunization Law</td>
<td>September 2, 2011</td>
</tr>
<tr>
<td>No Saturday Classes</td>
<td>September 3, 2011</td>
</tr>
<tr>
<td>Labor Day - University Closed</td>
<td>September 3, 2011</td>
</tr>
<tr>
<td>Deadline to apply for December 2011 graduation *</td>
<td>September 15, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>Web Access available for Unsatisfactory Grade submission</td>
<td>September 26, 2011</td>
</tr>
<tr>
<td>Student Recession - no classes</td>
<td>October 10-11, 2011</td>
</tr>
<tr>
<td>Unsatisfactory grades due by noon</td>
<td>October 14, 2011</td>
</tr>
<tr>
<td>Unsatisfactory Grade emails sent to students</td>
<td>October 17, 2011</td>
</tr>
<tr>
<td>Spring 2012 Schedule of Classes available on the Web</td>
<td>October 17, 2011</td>
</tr>
<tr>
<td>Spring 2012 Final Exam Schedule available on the Web</td>
<td>October 17, 2011</td>
</tr>
<tr>
<td>Last day to submit graduate dissertation to the Graduate School for December 2011 degree</td>
<td>October 19, 2011</td>
</tr>
<tr>
<td>Last day to withdraw from a course with a ‘W’ grade (and retain other courses) *</td>
<td>October 31, 2011 @ 11:59 pm</td>
</tr>
<tr>
<td>Registration for Spring 2012 begins *</td>
<td>November 7, 2011</td>
</tr>
<tr>
<td>Last day to submit graduate thesis to the Graduate School for December 2011 degree</td>
<td>November 18, 2011</td>
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<tr>
<td>Deadline to withdraw from all courses with ‘W’ grade *</td>
<td>November 21, 2011 @ 11:59 pm</td>
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<tr>
<td>Thanksgiving Break - no classes</td>
<td>November 23-26, 2011</td>
</tr>
<tr>
<td>University Closed</td>
<td>November 29-30, 2011</td>
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<tr>
<td>Web Grading Access available for final grading</td>
<td>November 30, 2011</td>
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<tr>
<td>Last day of classes</td>
<td>December 7, 2011</td>
</tr>
<tr>
<td>Reading Day</td>
<td>December 8, 2011</td>
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<tr>
<td>Final Examinations</td>
<td>December 9-16, 2011</td>
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<tr>
<td>Saturday Final Examinations</td>
<td>December 10, 2011</td>
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<tr>
<td>Summer 2012 Schedule of Classes available on the Web</td>
<td>December 16, 2011</td>
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<tr>
<td>Commencement</td>
<td>December 17, 2011</td>
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<td>Grades due by noon</td>
<td>December 19, 2011</td>
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<td>Fall 2011 Probation/Suspension communication sent to students</td>
<td>December 22, 2011</td>
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<tr>
<td>Winter Break - University Closed</td>
<td>December 24-31, 2011</td>
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<tr>
<td>New Year’s Day - University Closed</td>
<td>January 1, 2012</td>
</tr>
<tr>
<td>University Closed</td>
<td>January 2, 2012</td>
</tr>
</tbody>
</table>

*Online process available through 49er Express

Last updated 1/28/2011

### SPRING 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Payment Due Date/Cancellation for non-payment</td>
<td>January 4, 2012 @ 11:59 PM</td>
</tr>
<tr>
<td>Last day to drop all classes (100% refunded) *</td>
<td>January 8, 2012 @ 11:59 PM</td>
</tr>
<tr>
<td>First day of classes</td>
<td>January 9, 2012</td>
</tr>
<tr>
<td>Saturday classes begin</td>
<td>January 14, 2012</td>
</tr>
<tr>
<td>Dr. Martin Luther King Jr. Day - University Closed</td>
<td>January 16, 2012</td>
</tr>
<tr>
<td>Last day to change Grade Type (P/NC or Audit)</td>
<td>January 19, 2012</td>
</tr>
<tr>
<td>Last day to add, drop with no grade *</td>
<td>January 19, 2012 @ 11:59 PM</td>
</tr>
<tr>
<td>Deadline for graduate students to file candidacy forms for May 2012 degree</td>
<td>January 19, 2012</td>
</tr>
<tr>
<td>Last day to submit a grade replacement request *</td>
<td>January 19, 2012 @ 11:59 PM</td>
</tr>
<tr>
<td>2nd cancellation for non-payment</td>
<td>January 19, 2012 @ 11:59 PM</td>
</tr>
<tr>
<td>Deadline for compliance with NC Immunization Law</td>
<td>January 23, 2012</td>
</tr>
<tr>
<td>Census date for Spring Enrollment</td>
<td>January 23, 2012</td>
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<tr>
<td>Deadline to apply for May 2012 graduation *</td>
<td>January 31, 2012 @ 11:59 PM</td>
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<tr>
<td>Unsatisfactory web grading access available</td>
<td>February 7, 2012</td>
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<td>Unsatisfactory grades due on the web by noon</td>
<td>March 2, 2012</td>
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<tr>
<td>Fall 2012 Schedule of Classes and Final Exam Schedule available on web</td>
<td>March 5, 2012</td>
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<td>Student registration appointment times available on web</td>
<td>March 5, 2012</td>
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<td>Spring 2012 Reclass-No Classes</td>
<td>March 5-10, 2012</td>
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<td>Unsatisfactory Grade notices emailed to students</td>
<td>March 7, 2012</td>
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<tr>
<td>Last day to submit graduate dissertation to the Graduate School for May 2012 degree</td>
<td>March 14, 2012</td>
</tr>
<tr>
<td>Last day to withdraw from a course with a ‘W’ grade *</td>
<td>March 19, 2012 @ 11:59 PM</td>
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<tr>
<td>Registration for Summer 2012 and Fall 2012 begins *</td>
<td>March 26, 2012</td>
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<tr>
<td>Deadline to withdraw from all courses with a ‘W’ grade *</td>
<td>April 9, 2012 @ 11:59 PM</td>
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<tr>
<td>Last day to submit graduate thesis to the Graduate School for May 2012 degree</td>
<td>April 13, 2012</td>
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<tr>
<td>Spring Weekend - No Classes</td>
<td>April 6-7, 2012</td>
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<td>Faculty Final web grading access available</td>
<td>April 27, 2012</td>
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<td>Saturday classes final exams</td>
<td>April 28, 2012</td>
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<td>Last day of classes</td>
<td>May 1, 2012</td>
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<td>Reading Day</td>
<td>May 2, 2012</td>
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<tr>
<td>Final Examinations</td>
<td>May 3-4, 2012</td>
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<td>May 7-10, 2012</td>
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<td>Commencement</td>
<td>May 11, 2012</td>
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<tr>
<td>Grades due on web by noon</td>
<td>May 12, 2012</td>
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<tr>
<td>Academic Year ends</td>
<td>May 14, 2012</td>
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<tr>
<td>Spring 2012 Probation/Suspension notifications sent to students</td>
<td>May 17, 2012</td>
</tr>
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Last updated 5/27/2011