

# Student Handbook For Public Health Core Concepts Graduate Certificate students

2017-2018

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<http://publichealth.uncc.edu/>

**MPH** Master of  
Public Health



College of Health and Human Services  
UNC CHARLOTTE



## Congratulations and Welcome!

**Congratulations and Welcome!** on your admission into our Graduate Certificate Program in Public Health Core Concepts at UNC Charlotte.

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

Note: Graduate Certificate Students contemplating applying and transitioning to the MPH Program are encouraged to familiarize themselves with the MPH Program requirements (detailed in a separate manual available on the department website) and to discuss strategies and issues related to matriculating into the MPH Program with their academic advisor and/or the MPH Program Director early on.

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

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

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

Sincerely,



Jan Warren-Findlow, MBA, PhD  
Associate Professor, Public Health Sciences  
Director, MPH Program  
[PHCC-cert@uncc.edu](mailto:PHCC-cert@uncc.edu);  
704.687.7908

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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.

## 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 crosscutting 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?

- ◆ American Public Health Association <http://www.apha.org/>
- ◆ What is Public Health? <http://www.aspph.org/discover/>
- ◆ Thisispublichealth.org <https://thisispublichealth.org/>
- ◆ Association of Schools of and Programs of Public Health <http://www.aspph.org/discover/>
- ◆ American Medical Association <http://www.ama-assn.org/ama/pub/physician-resources/public-health.page>
- ◆ Mecklenburg County Health Department <https://www.mecknc.gov/healthdepartment/pages/default.aspx?redirect=charmeck>
- ◆ 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**

- ◆ Council on Education for Public Health [http://ceph.org/pg\\_about.htm](http://ceph.org/pg_about.htm)
- ◆ 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 <https://www.apha.org/professional-development>
- ◆ Partners for Information Access for the Public Health Workforce <http://phpartners.org/jobs.html>
- ◆ Global Health Jobs <http://www.globalhealth.org/resources/job-board/>





# The Department of Public Health Sciences

**The Department of Public Health Sciences** was originally founded as the Department of Health Behavior and Administration on July 1, 2002 as part of the transformed College of Health and Human Services. The new Department was conceived in response to recommendations derived from UNC Charlotte's Health Commission report (2000) as well as a variety of initiatives placing emphasis on population health and health behavior research. In May 2007 the Department was renamed to Public Health Sciences to better reflect the unit's larger-scale set of current and planned research programs, degree offerings, and service activities. Faculty research programs focus on individual and population health including: the prevention and management of disease across the lifespan; the health status of diverse, urban communities; and population health and health care analytics. Our goals include creating North Carolina's second accredited School of Public Health.

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

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

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

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

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

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

**Community Engagement.** We value public engagement and work with communities to build and foster lasting relationships.

**Diversity.** We celebrate the value of multiple backgrounds, views, and orientations to meet the public health needs of all population groups.

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

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

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

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

## Public Health Programs

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

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

## Program Contact Information

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

**Administrative Support Associate:** Julie Howell  
CHHS 335, [jhowel35@uncc.edu](mailto:jhowel35@uncc.edu); 704-687-7191

## Department Contact Information

**Chair:** Dr. Lyndie Forthofer  
**Administrative Assistant:** Shashi Gnanasekeran; [sgnanase@uncc.edu](mailto:sgnanase@uncc.edu)  
**Location:** CHHS Bldg, Suite 431  
**Telephone:** 704-687-8742; 704-687-1644 fax

**Mailing Address:**

Department of Public Health Sciences, UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223-0001

## Department Degree Programs

### Undergraduate Programs

- ◆ Bachelor of Science Public Health (BSPH; CEPH accredited)
- ◆ Bachelor of Science Health Systems Management
- ◆ Minor in Public Health

### Graduate Programs

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

## Supported Graduate Programs

- ◆ Intercollege Professional Science Master's in Health Informatics
- ◆ Intercollege Graduate Certificate in Health Informatics

## Department Faculty

- ◆ **Ahmed Arif**, PhD, CPH, Associate Professor, Occupational Epidemiology
- ◆ **Chris Blanchette**, PhD, MS, MA, Associate Professor; Health Services Research
- ◆ **Jessamyn Bowling**, PhD, MPH, CHES, Assistant Professor, Health Behavior
- ◆ **Shi Chen**, PhD, Assistant Professor, Health Informatics
- ◆ **Camina Davis**, MS, CHES, Lecturer, Undergraduate Programs
- ◆ **Mark DeHaven**, PhD, Colvard Distinguished Professor, Health Behavior
- ◆ **Michael Dulin**, PhD, MD, Professor
- ◆ **Lyndie Forthofer**, PhD, Professor and Chair, Health Behavior/Health Education
- ◆ **Andrew Harver**, PhD, Professor, Health Behavior
- ◆ **Larissa Huber**, PhD, Professor & Director PhD Programs, Reproductive Epidemiology
- ◆ **L. Michele Issel**, PhD, RN, Professor, Nursing and Health Services
- ◆ **James Laditka**, PhD, Associate Professor, Health Services Research
- ◆ **Sarah Laditka**, PhD, Associate Professor, Healthcare Management

- ♦ **Rajib Paul**, PhD, Associate Professor, Statistics
- ♦ **Crystal Piper**, PhD, MPH, MPA, Associate Professor, Health Services Policy & Management
- ♦ **Elena Platonova**, PhD, Associate Professor, Healthcare Management
- ♦ **Sharon Portwood**, JD, PhD, Professor, Health Behavior
- ♦ **Elizabeth Racine**, DrPH, Professor, Maternal & Child Health
- ♦ **Monika Sawhney**, PhD, Associate Professor & HSMT Director, International Health
- ♦ **Windsor Schmidt**, JD, LL.M., Metrolina Distinguished Professor, Public Law
- ♦ **Gary Silverman**, D Env, RS, Professor, Environmental Health
- ♦ **Michael E. Thompson**, MS, DrPH, Associate Professor & MHA Director, Health Services Research
- ♦ **Jan Warren-Findlow**, PhD, Associate Professor & MPH Director, Community Health Sciences
- ♦ **Pilar Zuber**, MSPH, PhD, MCHES, CPH, Lecturer and BSPH Program Director, Health Services Research

## Advisory Board

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

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

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

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

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

**Susan Long-Marin, DVM, MPH** (2015-2017)

Epidemiology Manager  
Mecklenburg County Health Department

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

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

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

## Accreditation

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

Our Public Health Programs received its initial (5-year) accreditation from the Council on Education for Public Health (CEPH) in June 2009. Our program was re-accredited for a 7 year period through 2021.

## Program Overview

**The Master of Public Health (MPH) Program** was designed to prepare students to be competent members of the public health workforce. The MPH curriculum is based on the collective needs, expectations, and requirements of the following public health partners:

- ◆ **The UNC Charlotte Public Health Advisory Board**

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

- ◆ **The Council on Education and Public Health (CEPH)**

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

- ◆ **The Association of Schools and Programs of Public Health (ASPPH)**

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

- ◆ **National Commission for Health Education Credentialing Inc. (NCHEC)**

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

- ◆ **The National Board of Public Health Examiners (NBPHE)**

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

administering and evaluating a voluntary certification exam and awarding the CPH (certified in public health) credential.

## MPH Program Goals

The MPH Program achieves its mission through a set of complementary and reinforcing instructional, research, service, and diversity goals that reflect the program's values and provides a framework for defining, assessing, and evaluating both students and the curriculum. These same goals apply to the graduate certificate in Public Health Core Concepts, albeit to a lesser degree.

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

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

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

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

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

## Expectations of Graduates

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

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



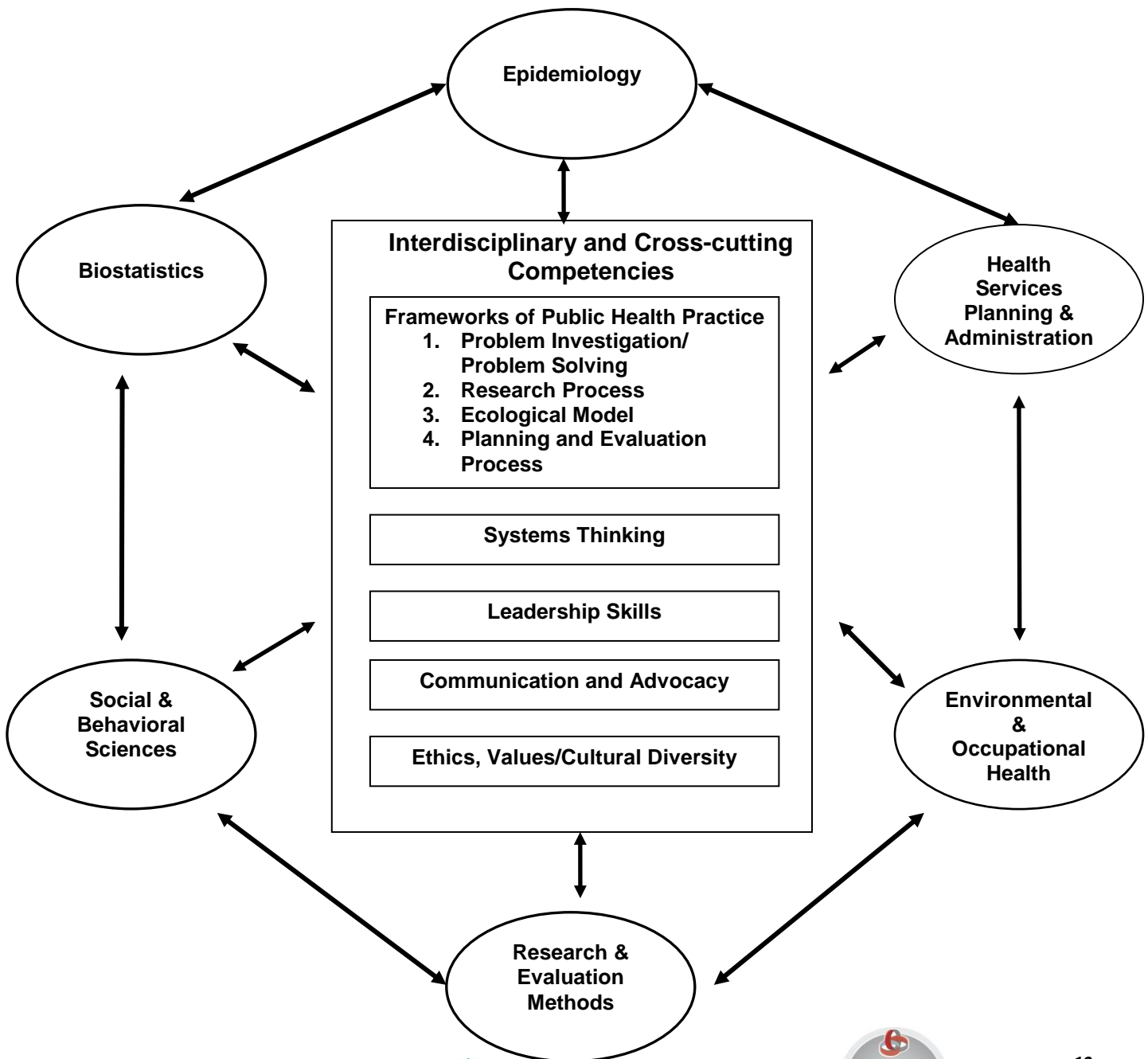
## Graduate Certificate in Public Health Core Concepts

The Graduate Certificate in Public Health Core Concepts provides a broad foundation in public health for those entering the field or as a complement to related health-professions training. The core requirements represent a subset of MPH core courses, which are most relevant for this purpose. Students desiring to continue into the MPH Program are advised to consult with the MPH Program Director regarding the most relevant preparation given the student's prior coursework and application portfolio. Students with an existing master's degree in another field may choose to complete the Public Health Core Concepts certificate as a prerequisite to applying to the PhD program.

# Conceptual Model

Figure 1 depicts the conceptual model underpinning the design, organization, and sequencing of the UNC Charlotte MPH Program and its related Graduate Certificate Programs. The diagrammatic structure is modified from that developed by the Association of Schools of Public Health as part of its Core Competency Project (see [www.aspph.org](http://www.aspph.org)), to include research and evaluation methods as a core area (outer ring).

**Figure 1. Conceptual Model: UNC Charlotte Core MPH Competencies**



The inner box encompasses a number of interdisciplinary or cross-cutting themes and competencies that are not specific to any one disciplinary base.

## Core Disciplines in Public Health

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

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

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

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

**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.

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

## Interdisciplinary & Cross-cutting Competencies

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

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

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

**Communication and Advocacy** in public health is the ability to collect, manage, and organize data to produce information and meaning; to gather, process, and present information to different audiences in-person, through information technologies, or through

media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

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

## MPH Track-specific Competencies

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

## Graduate Certificate Competencies – Public Health Core Concepts

A UNC Charlotte Graduate Certificate in Public Health Core Concepts graduate will be able to:

- ◆ Interpret key environmental health concepts for non-technically trained audiences
- ◆ Conduct an evaluation of environmental health quality based on credible sources
- ◆ Calculate and interpret epidemiology measures to describe a public health problem in terms of magnitude, person, time, and place
- ◆ Critique the role of social, cultural, political, and community factors in both the onset and solution of public health problems
- ◆ Summarize basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice

## Relating Competencies to Courses

The following tables present the certificate specific competencies with the course offerings that build those competencies and assess them. Various assessment methods are used to assure students graduate from the relevant Graduate Certificate Program having mastered those competencies. A full presentation of the measurement model and its relationship to student and program outcomes can be found in the CEPH Self-study document accessed via the department website.

## Graduate Certificate in Public Health Core Concepts

### Graduate Certificate in Public Health Core Concepts Competencies

		Learning Opportunities	Assessment	
			Assignment	Exam
1.	Interpret key environmental health concepts for non-technically trained audiences.	HLTH 6205	x	
2.	Conduct an evaluation of environmental health quality based on credible sources.	HLTH 6205	x	
3.	Calculate and interpret epidemiology measures to describe a public health problem in terms of magnitude, person, time, and place.	HLTH 6202	x	xT
4.	Critique the role of social, cultural, political, and community factors in both the onset and solution of public health problems.	HLTH 6201		xT
5.	Summarize basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.	HLTH 6201		xT

\*Public Health Core Concept competencies are based on MPH Discipline-based Core competencies for the relevant coursework.



## Student Learning Outcomes

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

### **Public Health Core Concepts:**

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

Assessment of SLO 1 includes elements of the final paper in HLTH 6201 and HLTH 6205.

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

Assessment of SLO 2 includes elements of the final project in HLTH 6202.

**Student Learning Outcome 3.** As part of a group and as individuals, students will be able to apply major concepts related to community health, health education, and health promotion and behavior change.

Assessment of SLO 3 includes elements of the final projects in HLTH 6200 and HLTH 6201.

**Student Learning Outcome 4.** The student will demonstrate knowledge of the breadth of issues and disciplines which define public health.

Assessment of SLO 3 includes performance on 2 exams in HLTH 6200.

# Program Requirements

## Graduate Certificate in Public Health Core Concepts [15 credits]

### Core Courses (12 credits)

- HLTH 6200 Introduction to Public Health (3)
- HLTH 6201 Social and Behavioral Foundations of Public Health (3)
- HLTH 6202 Community Epidemiology (3)
- HLTH 6205 Environmental Health (3)

### Restricted Elective Course (Choose one course, 3 credits)

- HLTH 6203 Public Health Data Analysis (3)
- HLTH 6204 Public Health Research Methods (3)
- HLTH 6206 Health Services Administration (3)

Students enrolled in the department's Master of Health Administration Program (MHA) may substitute HADM 6104 for HLTH 6202, HADM 6108 for HLTH 6203, and/or HADM 6145 for HLTH 6206.

## Optimal Credit Load and Course Sequence

To complete either of the graduate certificate programs in one year requires one semester at 9-12 credits, with the other semester being part-time with 6 credits. 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 a graduate program are strongly encouraged to plan a manageable credit load. Students are expected to spend on average (e.g., not uniformly distributed throughout the semester) two to three hours per week preparing outside of class for each hour spent in class (i.e., each three credit class involves about 9-12 hours of outside preparation effort per week; therefore a 12 credit load requires about 36-48 hours/week in preparation outside of class). For this reason, graduate assistants supported by the university are limited to a maximum of 20 hours of work/week while also maintaining full-time enrollment.

## Graduate Certificate Program

The tables below presents the optimized sequence for students pursuing the Graduate Certificate in Public Health Core Concepts, who are intending to complete the program in one academic year. Part-time students should strive to complete these courses within two years. Students intending to apply and matriculate into the MPH Program should review the MPH curriculum and contact the MPH Program Director for guidance. All students are encouraged to consult their advisor to clarify appropriate course sequences and choice of electives. *NOTE: The planned sequence of course offerings is subject to change.*



## Graduate Certificate in Public Health Core Concepts Sequence

2017/2018	Fall	Spring
<b>Core</b>	<i>HLTH 6200 Intro PH</i> HLTH 6201 Soc/Behav Fndtns (3) HLTH 6202 Epi (3)	HLTH 6205 Env Hlth (3)
<b>Elective</b>	HLTH 6203 Data Analysis (3)	
<b>(select one)</b>	HLTH 6204 Res Methd (3)* HLTH 6206 Hlt Serv Admin	

\*recommended for students intending to apply and if accepted, continue into the MPH

## Policies & Procedures

The Department of Public Health Sciences, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in the MPH Program. Because of the nature of professional public health practice, the Department of Public Health Sciences has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective public health professionals. All MPH 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 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 <https://catalog.uncc.edu/index.php?catoid=21>), and the University (university-level policies can be found at <http://legal.uncc.edu/policies/>)

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

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

### Code of Student Academic Integrity

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

- ◆ **CHEATING.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- ◆ **FABRICATION AND FALSIFICATION.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

- ♦ **MULTIPLE SUBMISSIONS.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- ♦ **PLAGIARISM.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge. (See APPENDIX C)
- ♦ **ABUSE OF ACADEMIC MATERIALS.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material. Typical examples: Stealing or destroying library or reference materials needed.
- ♦ **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 MPH program requires all students to complete this tutorial during their first semester of matriculation. Currently, the tutorial is accessible through <http://publichealth.uncc.edu/student-resources/good-scholar-tutorial> but will be hosted elsewhere in the near future. Links to the tutorial will be updated on the department student resource pages.

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

## Advising

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

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

Students are expected to communicate with their advisor prior to registering for a given semester. 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.]

## Evaluation Standards

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

**Grades and Grade Point Average.** Graduate students are expected to earn a B or better in each course. Consequently, graduate students must maintain an overall GPA of at least 3.0 or they will be placed on academic probation or suspension by the Graduate School. (See Graduate School policies and procedures related to academic standing for further details.) Students should seek assistance as soon as possible, first from instructors and then their advisors and/or the Program Director, if 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 Director.

**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.

## 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 at least 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 Graduate Certificate 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), or threatening the physical, emotional, mental, or environmental health or safety of others or the student himself or herself..

## 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

Certificate students may not transfer in credits from other education institutions.

## Residency Requirement

In accordance with University policy, students 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 Director.*

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

## Graduation Requirements

To graduate from the program a student should have

- Satisfactorily complete all courses and sufficient electives required by the program (15 credits for the certificate) 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
  - Graduation. The timely application and payment of fees for graduation and for the diploma (See Graduate School website for specific deadlines and fees)
  - Registration. Students must be registered during the semester in which they intend to graduate. Students who have completed all coursework register for GRAD 7999 Residency (through the online graduate petition process).

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

- Apply to graduate [Banner, pay]
- Verify completion of course requirements with the Program Director [DegreeWorks]
- Register for the semester in which you intend to graduate

The application for graduation is completed (and paid for) online via Banner. This process orders the diploma and regalia and includes students on the graduation list. Please meet with the Program Director to review that all necessary course requirements have been met. A preliminary review of coursework is recommended during the prior semester’s advising session to avoid any unexpected surprises that could delay graduation plans.

## 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 Director (for program or student-conduct related matters) or the Department Chair (for 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 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://legal.uncc.edu/policies/up-410>.

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

## Non-discrimination Policy

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

## Letters of Recommendation

When asking faculty for a letter of recommendation, students should send them the following information at least 2 weeks before the letter is due; 3 weeks would be even better:

- ◆ Current resume/CV as an attachment.

*Note: Be sure the resume has been reviewed by someone in the UNC Charlotte Career Center, is free of typographical errors, and is saved as a "doc" or "docx" in Word or as an Adobe (\*.pdf) with a meaningful file name, e.g., "SmithAdam\_Resume\_Fall2010.doc" rather than just "resume.doc" Good resumes take time to develop. Students are advised to begin working with the Career Center ASAP.*

- ◆ Anticipated date of graduation
- ◆ Current GPA
- ◆ The name, title and address of the contact person for each letter

### Example

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

- ◆ A brief statement for each organization, immediately below the name and address: (1) why interested in the opportunity; and (2) why well qualified for the opportunity. This information is intended to help faculty write a more compelling letter of support, so please write this BRIEF statement with that purpose in mind. Note special training or skills (e.g., accounting, finance, gerontology, health information technology) or if completing a Graduate Certificate (e.g., Gerontology, Health Information Technology) in the statement.

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



## Professional Organizations

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

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

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

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

- ◆ Graduate and Professional Student Government (GPSG). The GPSG 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.

- Society for Public Health Education (SOPHE), <http://www.sophe.org/>
- North Carolina Chapter, Society for Public Health Education (NC SOPHE), <http://www.ncarolinasophe.org/>
- American Academy for Health Behavior (AAHB), <http://www.aahb.org/>
- American Association for Health Education (AAHE), <https://www.aahea.org/>American Public Health Association (APHA), <http://www.apha.org/>
- North Carolina Public Health Association, <https://ncpha.memberclicks.net/>
- American School Health Association (ASHA), <http://www.ashaweb.org/>

## Check email Daily

The Public Health Graduate Program 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/> 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: Plagiarism (extract)

PLAGIARISM from the UNCC Code of Student Academic Integrity

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

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

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

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

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

- ◆ **EXAMPLE:** The following is an example of an unacknowledged paraphrase: Original Source: "The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshal 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 B: 2017-2018 Academic Calendar

Please regularly monitor the university website for updates at <http://registrar.uncc.edu/calendar> .  
Fall 2017 Semester

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

## Spring 2018 Semester

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