COLLEGE OF HEALTH AND HUMAN SERVICES

PUBLIC HEALTH SCIENCES

2021-22 Student Handbook For MPH Students

(From left to right, top to bottom): Valerie Henderson, Darien Woods, Andrew Long, Amulya Akkapeddi, Shanika Butts, Natalie Hetrick, Asia Riviere, Vanessa Mallory, Christeon Gaskin, Lorenzo Hopper, Donna Schultz, Hodan Jama, Meagan Zarwell.

CHHS Building, Suite 431

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Welcome!

Dear UNC Charlotte MPH Student:

Welcome to the 2021-22 Academic Year of the Master of Public Health (MPH) program at UNC Charlotte! We are at a pivotal moment in the field of public health and now many join us in recognizing the importance of this area of work. As a Niner and a graduate student, you are an important part of our University and Public Health community.
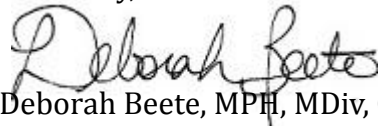
You are entering an incredibly dynamic field in which you can address some of our nation's most pressing challenges. The MPH program at UNC Charlotte is accredited by the Council on Education for Public Health (CEPH) and we are a member of the Association of Schools and Programs of Public Health (ASPPH); thus, we are prepared to offer our students rigorous education and training related to public health.

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

I will be readily available to meet with you to discuss any questions that you may have. You may find my teaching schedule and office hours outside of my office door on the 3rd-floor room 335G in the College of Health and Human Services (CHHS). If I am unavailable, send me an email or request to meet with me via the Calendly link in my email signature. Please check your @uncc.edu email accounts at least once per day.

On behalf of the faculty/staff, current students, and administrators, we look forward to the return to in-person learning and personally welcoming you to UNC Charlotte. We are confident that you will find this a truly exciting place to pursue your graduate studies.

Sincerely,

Deborah Beete, MPH, MDiv, CHES
Lecturer
Director, MPH Program
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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), **policy development** (designing and implementing programs and policies that respond to those needs), and **assurance** (evaluating the quality and impact of those programs). In 1995, Johns Hopkins faculty added **communication**, across-cutting function of effectively informing stakeholders of all phases of public health activity.

The 10 Essential Public Health Services

These core functions were later translated by the Public Health Functions Steering Committee of the US Centers for Disease Control and Prevention (CDC) 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

Careers in Public Health

The field of public health has traditionally been defined by 5 core areas (or disciplines) including Epidemiology, Biostatistics, Behavioral Sciences/Health Education, Environmental Health and Health Services Administration. Career opportunities in public health span these disciplines but also include other diverse settings.

Epidemiologists are specialists trained in the systematic study of the distribution and determinants of disease or disability in population groups.

Biostatisticians apply statistical procedures, techniques, and methodology to characterize or investigate health problems and programs.

Behavioral Scientists/Health Educators 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 improve health and well-being.

Environmental Health Scientists study many diverse disciplines such as chemistry, toxicology, and engineering, and are 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 Administrators work 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

National and Regional Public Health Organizations

◆ American Public Health Association https://www.apha.org/

◆ American College of Epidemiology https://www.acepidemiology.org/

◆ American Medical Informatics Association https://www.amia.org/

◆ What is Public Health? https://www.aspph.org/discover/

◆ Thisispublichealth.org https://thisispublichealth.org/

◆ Association of Accredited Public Health Programs http://www.aaphps.org/

◆ American Medical Association https://www.ama-assn.org/delivering-care/public-health

◆ Mecklenburg County Public Health Department https://www.mecknc.gov/healthdepartment/Pages/default.aspx

◆ Society for Public Health Education https://www.sophe.org/

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

◆ North Carolina Public Health Association https://www.ncpha.com/

Public Health Program Accreditation and Individual Licensure

◆ Council on Education for Public Health https://ceph.org/about/

◆ The National Commission for Health Education Credentialing https://www.nchec.org/

◆ National Board of Public Health Examiners https://www.nbphe.org/

Public Health Employment Search

◆ Public Health Employment Connection https://apps.sph.emory.edu/PHEC/?

◆ PublicHealthJobs.net https://publichealthjobs.org/

◆ Public Health Career Mart https://www.apha.org/professional-development/public-health- careermart

◆ Partners for Information Access for the Public Health Workforce https://phpartners.org/ph_public/

◆ Global Health Jobs https://globalhealthjobs.com/

MPH students at Poster Day (Top, from left: Keneisha Spencer, Mikhail Hoskins, Sarah Copeland, Amanda Blackwelder, Sierra Sledge, Julia Waters, Shantoy Hansel, Jacob Damron, Julia Stullken, Kayla Hicks. Bottom, from left: Kelsi Preston, Medjatu Kuyateh, Akeria Massey-Shands, Sandra George, Angela Holland, Glen Hickman, Kelly Dremann).

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 with an 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.

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.

Our mission and vision reflect the dynamic city and region in which UNC Charlotte is situated and the charge for health equity. Charlotte is a fast-growing urban center with an increasingly diverse population. Our emergence as an urban hub with an expanding population has cultural, economic and environmental ripples on the suburban and rural areas surrounding us. Thus, our mission and vision focus on improving health while acknowledging the key role that urbanization plays regionally, nationally, and internationally.

Vision Statement. Healthy communities partnered with responsive population health systems.

Mission Statement. Advance health equity and well-being in an urbanizing world.

Values. Collaboration, Community Engagement, Diversity, Innovation, Professionalism, Health equity, Social justice.

> **Collaboration.** 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.** 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.

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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): We develop leaders to promote health equity.
- **Goal 2** (research): We engage in scholarship to strengthen the public health evidence base.
- **Goal 3** (service): We collaborate with partners and stakeholders to advance population well- being.

Program Contact Information

Table 1. Program Contact Information	
Program Director	**Deborah Beete, MPH, MDiv, CHES** CHHS 335G 704-687-0242 dbeete@uncc.edu
Administrative Support Specialist	**Julie Ann Howell** CHHS Suite 335 Julie.Howell@uncc.edu 704-687-7191

Department Contact Information

Table 2. Department Contact Information	
(Interim) Department Chair	**Jan Warren-Findlow, PhD** jwarren1@uncc.edu 704-687-7908
Administrative Support Associate to the Chair	**Becky Giroux-Boucher** rgirouxb@uncc.edu Office 433
Location	CHHS Bldg, Suite 431
Telephone/Fax	T: 704-687-8742 F: 704-687-1644
Mailing Address	Department of Public Health Sciences UNC Charlotte 9201 University City Blvd. CHHS 431 Charlotte, NC 28223-0001

Department Faculty

You can find a complete list of current faculty and their contact information on the Department of Public Health Sciences website.

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 (HSR; CEPH accredited)

Supported Graduate Programs

◆ Intercollege Professional Science Master's in Health Informatics and Analytics

◆ Intercollege Graduate Certificate in Health Informatics and Analytics

Advisory Board

The MPH program solicits and receives input on its curriculum, procedures and metrics by a community group including relevant community partners, practitioners, employers, and alumni. The current list of Advisory Board members can be found on the Department of Public Health Sciences website.

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 regional and national public health partners, employers, and accreditation bodies.

◆ **The UNC Charlotte Public Health Programs 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) 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. CEPH sets and maintains standards for public health degree programs.

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

We are an active member of the Association of Schools and Programs of Public Health (ASPPH, 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 who are seeking accreditation. 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; https://www.nchec.org/mission-and-purpose) 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) was established in September 2005, 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 and service goals that reflect the program's values and provides a framework for defining, assessing, and evaluating both students and the curriculum.

Goal 1 (instructional): We develop leaders to promote health equity.

Goal 2 (research): We engage in scholarship to strengthen the public health evidence base.

Goal 3 (service): We collaborate with partners and stakeholders to advance population well- being.

Student-Faculty Expectations

Learning is a shared experience among students and between students and their instructors. Each group must be able to rely on the other and to operate in an environment of mutual trust for learning to occur in a meaningful way. The following lists what MPH students should expect from faculty and in turn what faculty expect from students.

Instructor Responsibilities
Students can expect instructors to:

◆ Provide a syllabus no later than the 1st day of class.

◆ Deliver timely feedback – assignments graded within 2 weeks of assignment submission barring emergencies.

◆ Offer sufficient feedback to understand how to improve your score on future related assignments.

◆ Respond to emails within 72 hours barring emergencies, or stated out-of-office, etc.

◆ Have stated office hours and/or will make an appointment if needed.

◆ Prepare for class – materials uploaded to Canvas, lecture/discussion/activity is prepped, etc.

◆ Provide instruction or materials to facilitate assignment completion unless expressly stated otherwise.

◆ Provide an outline of the assignment format or a detailed rubric unless expressly stated otherwise (pertains most specifically to 1st year courses).

◆ Address you by your preferred name and pronoun.

Student Responsibilities

Instructors can expect students to:

◆ Prepare for class – read assigned material; watch videos; complete homework.

◆ Attend all class meetings both physically and mentally.

◆ Know the professor's name and preferred form of address.

◆ Read the syllabus.

◆ Check the syllabus before asking questions regarding assignments, due dates, etc.

◆ Inform instructor about any inconsistencies in the syllabus so they can be resolved.

◆ Communicate with instructor regarding sickness, emergencies, or absences from class as soon as possible.

◆ Review Canvas and any other course materials provided on a regular basis.

◆ Initiate contact with faculty members before there is a problem resulting in absences, missed or late assignments, etc.

◆ Perform as a responsive, productive, collegial group member.

Key Domains in Public Health Training

Competencies are based on the following domains:

◆ Evidence-based approaches to public health,

◆ Public health and health care systems,

◆ Planning and management to promote health,

◆ Policy in public health,

◆ Leadership,

◆ Communication,

◆ Interprofessional practice, and

◆ Systems thinking.

Expectations of Graduates

◆ Graduates of the UNC Charlotte MPH Program are prepared to work in a variety of fields in public health.

◆ MPH graduates will have broad public health knowledge as well as in-depth knowledge and skills related to their chosen concentration.

◆ They are prepared to communicate public health messages to diverse audiences, advocate for sound public health policies and practices, and function as public health practitioners.

◆ Assessment of students' preparedness is based on a series of competencies organized by the key domains in public health training.

◆ Core competencies were established by the Council on Education for Public Health (CEPH) and apply to all accredited MPH programs.

◆ Our core classes (HLTH 6200, 6211, 6212, 6213 and HADM 6100) were designed to train students to meet the core competencies.

◆ Concentration competencies are specific to the student's chosen field of emphasis (e.g. Epidemiology) and to an individual program's curriculum.

MPH Foundational Competencies, Related Courses and Assessments

Competency	Course number(s)	Assessments
Table 3. Foundational Competencies, Related Courses and Assessments		
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	HLTH 6211 Evidence-Based Methods in Public Health	Students will identify types of epidemiological study designs, exposures, outcomes, and epidemiological measures used in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	HLTH 6211 Evidence-Based Methods in Public Health (Quant); HLTH 6212 Health Promotion Program Management (Qual)	HLTH 6211 - Students will be provided with different case scenarios to identify preferred mode of data collection methods. HLTH 6212 - Grp Project 3: Students will design an evaluation plan including multiple methods of evaluation with appropriate process and outcome measures.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	HLTH 6211 Evidence-Based Methods in Public Health (Quant); HLTH 6213 Policy & Leadership	HLTH 6211 - Students will apply quantitative methods to analyze public health problems. HLTH 6213 - Students will analyze qualitative data as part of a written policy analysis on a current public health policy issue.
4. Interpret results of data analysis for public health research, policy or practice.	HLTH 6211 Evidence-Based Methods in Public Health	This competency will be assessed using an assignment. Students will analyze specific research questions and interpret results using secondary dataset.
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	HADM 6100 Intro to US Health Care System	Students will respond to reflection questions on a group forum site related to this competency.
6. Discuss the means by which structural bias, social inequities and racism undermines health and creates challenges to achieving health equity at organizational, community and societal levels.	HADM 6100 Intro to US Health Care System	Students will develop a structured advocacy statement for a solution to address a concern associated with a vulnerable population.
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health.	HLTH 6212 Health Promotion Program Management	Grp 1 Project: Needs assessment for a vulnerable and/or minority population using secondary data sources.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	HLTH 6212 Health Promotion Program Management	Grp 2 Project: Health promotion program design and objectives for a vulnerable and/or minority population.
9. Design a population-based policy, program, project or intervention.	HLTH 6212 Health Promotion Program Management	Grp 2 Project: Health promotion program design and objectives for a vulnerable and/or minority population.
10. Explain basic principles and tools of budget and resource management.	HLTH 6212 Health Promotion Program Management	Grp 3 Project: Implementation plan for the health promotion program including a budget, staffing plan and timeline.
11. Select methods to evaluate public health programs.	HLTH 6212 Health Promotion Program Management	Grp 3 Project: Implementation plan for the health promotion program including a budget, staffing plan and timeline.

Table 3 Continued

Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	HLTH 6213 Policy and Leadership	This competency will be assessed using a written policy analysis on a current public health policy issue.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	HLTH 6212 Health Promotion Program Management	Grp Project 1: As part of the needs assessment, students will identify relevant stakeholders and design a plan to establish an ongoing coalition.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	HLTH 6213 Policy and Leadership	Students will prepare a guest editorial for the local newspaper advocating for a current public health policy issue.
15. Evaluate policies for their impact on public health and health equity.	HLTH 6213 Policy and Leadership	This competency will be assessed using a written policy analysis on a current public health policy issue.
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.	HLTH 6213 Policy and Leadership	Students will complete a leadership self-assessment and prepare a written response to a case study (part B) requiring them to apply these skills.
17. Apply negotiation and mediation skills to address organizational or community challenges.	HLTH 6213 Policy and Leadership	Students will complete a leadership self-assessment and prepare a written response to a case study (part B) requiring them to apply these skills.
Communication		
18. Select communication strategies for different audiences and sectors.	HLTH 6212 Health Promotion Program Management	Grp 2 Project: Health promotion program design and objectives for a vulnerable and/or minority population.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	HLTH 6230 Community Health Practice Capstone; HLTH 6280 Epidemiology Capstone; HCIP 6250 Capstone: Problem Solving in Healthcare Analytics	Students deliver a formal presentation and are assessed using a standardized rubric. Students complete a final written project with a format specific to their concentration (e.g. community-based grant proposal).
20. Describe the importance of cultural competence in communicating public health content.	HLTH 6212 Health Promotion Program Management	APHA assignment where students investigate how they will become involved and how the organization reflects cultural competence.
Interprofessional Practice		
21. Perform effectively on interprofessional teams.	Concentration-specific capstone course: HLTH 6230, HLTH 6280 or HCIP 6250	Students are exposed to IPEC content in HLTH 6200 as well as in HLTH 6471. In addition, all students are required to take one, 3 credit elective course outside the department (e.g. Social Work, Gerontology, Psychology, Counseling, etc...). For the final assessment, as part of their capstone experience, all students participate in a one-day field experience (Interprofessional Community Workshop) focused on the issue of improving socioeconomic mobility in Charlotte.
Systems Thinking		
22. Apply systems thinking tools to a public health issue.	HLTH 6200 Case Studies in Public Health	Using a case study based on "The business of food", students develop a stock and flow diagram of food production in the US and its effect on health.

MPH Concentration Competencies, Related Courses and Assessments

Table 4. Assessment of Competencies for MPH in Community Health Practice Concentration*		
Competency	**Course number(s) and name(s)**	**Specific assignment(s) that allow assessment**
1. Synthesize the evidence-based literature on theory- driven interventions.	6220 Applied Health Behavior Change	Students develop a brief report of interventions for a specific health behavior including a description of methods and a results table of relevant interventions and their characteristics.
2. Plan health education/health promotion.	HLTH 6225 Health Educ. & Health Promotion	Students prepare a detailed lesson plan, including the assessment and grading rubric, on a health topic of their choice.
3. Implement health education/health promotion.	HLTH 6225 Health Educ. & Health Promotion	Students deliver a detailed lesson and assess its effectiveness.
4. Conduct evaluation and research related to health education/promotion.	HLTH 6226 Community Health Methods	Students conduct a series of assignments using qualitative and quantitative data collection techniques and write a final report describing their results.
5. Administer and manage health education/promotion.	6227 Planning & Evaluation	In small groups, students will develop a comprehensive Manual of Operations (MOP) for administering a health education/promotion program that addresses a specific health topic and targets a specific population in a defined rural community, including the program logic model and a justified contingency plan for a 15% budget cut.
6. Serve as a health education/promotion resource person.	HLTH 6225 Health Educ. & Health Promotion	Students develop an instructor's guide for delivering a lesson plan for a lesson based on active learning principles.
7. Advocate for health promotion programs providing a balanced assessment of the available evidence.	HLTH 6228 Social Determinants of Health	Students are assigned readings and then write a policy brief for a local legislator.

* Community Health Practice competencies are based on NHEC 7 areas of responsibility.

Table 5. Assessment of Competencies for MPH in Epidemiology Concentration*

Competency	Course number(s) and name(s)	Specific assignment(s) that allow assessment
1. Critically evaluate epidemiology literature.	HLTH 6270 Epi Methods	Students read and critically evaluate an article published in an epidemiologic journal and comment on possible limitations including selection bias, information bias, and nondifferential misclassification.
2. Assess the distribution and determinants of a disease for a given population using meaningful epidemiological measures.	HLTH 6270 Epi Methods	Students calculate measures of disease frequency and association using tabular data from recent studies published in epidemiologic journals.
3. Identify important sources of epidemiologic bias and their impact on study results.	HLTH 6260 Analytic Epi	Students analyze secondary dataset and develop a manuscript or a report for presentation. Students will discuss presence and implications of biases on their study results.
4. Demonstrate an ability to formulate a research question and apply appropriate methods to analyze, interpret, and present epidemiologic data.	HLTH 6260 Analytic Epi	Students formulate a research question and analyze secondary dataset and develop a manuscript or a report for presentation.
5. Manage, clean, describe, and display data.	HCIP 6102 Health Care Data Analysis	Students analyze data using a statistical software package and provide a written report including professionally formatted results tables.
6. Apply appropriate statistical methods to manipulate and analyze public health data.	HLTH 6271 Pub Hlth Data Analysis	This competency is assessed using a final exam. Students analyze a secondary dataset and answer questions related to descriptive statistics and hypothesis testing.
7. Synthesize and apply available epidemiologic methods based on disease transmission, causation and outcomes.	Any Epidemiology elective: HLTH 6273 Infectious Disease Epi; HLTH 6274 Chronic Disease Epi; HLTH 6275 Reproductive Epi; or HLTH6276 Environ. & Occupational Epi	This competency is assessed using an exam to demonstrate understanding of methods specific to the content area.
8. Design and conduct field epidemiologic activities such as outbreak investigations and surveillance activities.	HLTH 6280 MPH EPI Capstone	This competency is assessed using a group project. Students work in small groups to plan an epidemiologic field activity for implementation and dissemination in specific population.

* MPH Epidemiology concentration competencies reflect the recommendations of the American College of Epidemiology with regard to master's level training in epidemiology as well as the Centers for Disease Control and Prevention and the Council of State and Territorial Epidemiologists competencies for governmental public health agencies.

Table 6. Assessment of Competencies for MPH in Physical Activity & Nutrition Concentration

Competency	Course number(s) and name(s)	Specific assignment(s) that allow assessment
1. Select appropriate physical activity assessment tools based on age and health status.	KNES 6110 PA Assessment across the Lifespan	In small groups, students analyze clinical and descriptive information about a fictional individual and then determine appropriate tools to assess the necessary components of PA or fitness level.
2. Synthesize the evidence-based literature on theory-driven interventions related to PA and/or nutrition.	HLTH 6220 Applied Health Behavior Change	Students develop a brief report of interventions for a specific health behavior including a description of methods and a results table of relevant interventions and their characteristics.
3. Critique state and national policies related to nutrition and physical activity.	HLTH 6104 Pop. Perspectives on Nutrition and PA	Students identify a state or national policy targeting nutrition or physical activity and conduct a written review and critique. Students also lead a 20-minute class discussion on the policy, reflecting on course concepts.
4. Debate the pros and cons of a specific physical activity or nutritional intervention to try and slow down/stop the aging process for a particular physiological system.	KNES 5232 Physiology of Aging	Students create a video presentation with specific references to support their position.
5. Synthesize and identify relevant nutritional epidemiologic methods.	HLTH 6277 Nutritional Assessment and Epidemiology	Students conduct a review of available nutrition measures and recommend an appropriate assessment tool to evaluate an intervention with middle-school children.

Table 7. Assessment of Competencies for MPH in Population Health Analytics Concentration		
Competency	**Course number(s) and name(s)**	**Specific assignment(s) that allow assessment**
1. Apply best practices in the design of new and/or critique of existing population health data sources.	HCIP 6160 Database Systems for Health Informatics	This competency is assessed using a group project (the last of 3 such projects in the course).
2. Analyze the impact of changes in technology on health care systems.	HCIP 6380 Intro to Health Informatics	This competency is assessed in an in-class or homework assignment.
3. Write programming code (SAS, R, SPSS, Stata, Python, or similar analytic programming language) to analyze a dataset of any size.	HCIP 6102 Health Care Data Analysis	This competency is assessed via the Data Analysis Project and Report where students identify a question and generate an analysis from a population health dataset.
4. Apply advanced statistical techniques and hypothesis testing methods in drawing evidence-based conclusions from data analyses.	HCIP 6108 Decision Analysis	This competency is assessed via the statistical analysis protocol component of the multi-part class project.
5. Use data visualization tools to enhance presentations to stakeholders.	HCIP 6380 Intro to Health Informatics	This competency is assessed with a Case Analysis Presentation.

MPH Student Learning Outcomes

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

<u>Student Learning Outcome 1</u>: Students will apply foundational public health knowledge to describe public health problems. Assessment of SLO 1 is based on an assignment in HLTH 6212 Health Promotion Program Management.

<u>Student Learning Outcome 2</u>: Students will prepare a guest editorial for the local newspaper advocating for a current public health policy issue. Assessment of SLO 2 is based on an assignment to write an op-ed piece for a local newspaper in HLTH 6213 Policy & Leadership.

<u>Student Learning Outcome 3</u>: Students will function as professionals in public health settings. Assessment of SLO 3 is determined by preceptor evaluations from HLTH 6471 Public Health Internship.

<u>Student Learning Outcome 4</u>: Students will communicate audience-appropriate public health content, both in writing and through oral presentation. Assessment of SLO 4 is assessed in the students' concentration-specific capstone course (HLTH 6230, HLTH 6280 and HCIP 6250).

Curriculum

MPH Curriculum [45 credits]

Core Requirements (15 credit hours)

HADM 6100 Introduction to U.S. Healthcare System (3)

HLTH 6200 Case Studies in Public Health (3)

HLTH 6211 Evidence-based Methods in Public Health (3)

HLTH 6212 Health Promotion Program Management (3)

HLTH 6213 Policy and Leadership (3)

Applied Learning Experience (3 credit hours)

HLTH 6471 Public Health Internship (3)

Electives (9 credits) – 2 courses from this list and 1 course from outside the Department

HLTH 6000 Special Topics (3)

HLTH 5090 Intl Comparative Health Systems (3)

HLTH 6101 Intl Health (3)

HLTH 6102 Environmental Health (3)

HLTH 6103 Maternal and Child Health Systems (3)

HLTH 6104 Population Perspectives on Nutrition and Physical Activity (3)

HLTH 6105 Gender & Sexual Health (3)

HLTH 6225 Health Education & Health Promotion (3)

HLTH 6226 Community Health Methods (3)

HLTH 6228 Social Determinants of Health (3)

HLTH 6274 Chronic Disease Epidemiology (3)

HLTH 6276 Environmental and Occupational Epidemiology (3)

HCIP 6380 Intro to Health Informatics (3)

Concentration (18 credit hours) – By the end of their first semester, students will declare one of the following concentrations to pursue. You are not required to pursue the concentration that you indicated on your application to the program. Students must meet any eligibility requirements as outlined in the concentration.

Community Health Practice (CHPR; 18 credit hours)

The Community Health Practice concentration is designed to train students to conduct the 3 core functions of public health: assessment, policy development, and evaluation. These activities include measuring health behavior, designing appropriate educational or policy interventions, and implementing and evaluating health promotion, risk prevention and risk reduction services. The concentration experience culminates in a capstone course where students develop community-based grant proposals. Students completing the Community Health Practice concentration will be eligible to sit for and pass the Certified Health Education Specialist (CHES) exam.

Eligibility – CHPR is open to all MPH students.

Community Health Practice Courses (18 hrs)
> HLTH 6220 Applied Health Behavior Change (3)
>
> HLTH 6225 Health Education and Health Promotion (3)
> HLTH 6226 Community Health Methods (3)
>
> HLTH 6227 Community Health Planning and Evaluation (3)
> HLTH 6228 Social Determinants of Health (3)
> HLTH 6230 Community Health Practice Capstone (3)

Epidemiology (EPID; 18 credit hours)

The MPH concentration in Epidemiology provides students a broad understanding of epidemiological principles and its application to public health practice. Through coursework, and the integrated learning experience, students will develop quantitative and methodological skills necessary to design, conduct, analyze, and disseminate epidemiological studies. The concentration experience culminates in a capstone course where students learn to conduct epidemiology field investigations.

Eligibility – We recommend that students interested in the Epidemiology concentration complete HLTH 6211 in their first semester of matriculation with a grade of B or better and maintain an overall GPA of 3.0 at the end of the first semester.

Epidemiology Courses (15 hrs)
> HLTH 6270 Epidemiologic Methods (3)
> HLTH 6271 Public Health Data Analysis (3)
> HLTH 6260 Analytic Epidemiology (3)
> HCIP 6102 Health Care Data Analysis (3)
> HLTH 6280 Epidemiology Capstone (3)

Plus one of the following (3 hrs):
> HLTH 6273 Infectious Disease Epi (3)
> HLTH 6274 Chronic Disease Epi (3)
> HLTH 6275 Reproductive Epi (3)
> HLTH 6276 Environ and Occupational Epi (3)

Students in EPID are recommended to take HLTH 6226 Community Health Methods as a cross-cutting elective.

Physical Activity and Nutrition (PANU; 18 credit hours)

The Physical Activity and Nutrition concentration is designed to train students to develop, deliver and assess population-based, health promotion interventions related to improving physical activity and nutrition. These activities include selecting appropriate behavior assessment tools, designing appropriate educational interventions, and assessing behavioral levels to determine risk.

Eligibility – PANU is open to all MPH students.

Physical Activity and Nutrition Courses (18 credits)

HLTH 6104 Population Perspectives on Nutrition and Physical Activity (3)

HLTH 6220 Applied Health Behavior Change (3)

HLTH 6230 Community Health Capstone (3)

HLTH 6277 Nutrition Assessment and Epidemiology (3)

KNES 5232 Physiology of Human Aging (3)

KNES 6110 Assessment of Physical Activity Across the Lifespan (3)

Students in PANU are recommended to take HLTH 6225 Health Education and Health Promotion as their HLTH elective.

Population Health Analytics (PHAN; 18 credit hours)*

The Population Health Analytics concentration provides students a thorough grounding in data science, system architecture, and analytics that prepares them to advance population and community health through the practice of health informatics. Emphasis is placed on understanding existing health systems data and the use of analytic techniques applied to large data sets such as visualization and geographic mapping. The concentration experience culminates in a capstone course where students work in consulting teams with healthcare clients.

Eligibility - By the end of the first semester, students must complete -or be excused from based upon prior training and/or experience non-credit asynchronous training modules in computer vocabularies, programming systems, health vocabularies, and classification systems. Learn more by visiting
https://publichealth.charlotte.edu/student-resources/vocabulary-canvas-training-health-informatics-and-analytics.

Population Health Analytics Required Concentration Courses (18 hrs)
HCIP 5376 Introduction to Programming for Health Informatics (3)

HCIP 6102 Health Care Data Analysis (3)

HCIP 6108 Intermediate Decision Analysis in Healthcare (3)

HCIP 6160 Database Systems (3)

HCIP 6250 Capstone: Problem Solving in Healthcare Analytics (3)

HCIP 6380 Introduction to Health Informatics (3)

Students in the dual HIAN/MPH are prohibited from selecting PHAN as their MPH concentration.

Optimal Credit Load and Course Sequence

While the MPH program can be completed within two academic years (including summer semester in between the first and second year), 5 semesters (2 ½ years) is the expected time to completion for full-time students. Full-time students should anticipate taking 9-12 credits/semester and to complete their internship during the summer (which requires registering for 3 credits) between their first and second years. Completing the MPH Program within two years requires that most semesters be at 12 credits (offset by transfer credits and summer classes). Part-time MPH students (less than 9 credits/semester) are expected to complete the program within 5 years (10 semesters). The maximum amount of time to complete the degree is 7 years.

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 who maintain full-time enrollment are limited to a maximum of 20 hours of work per week.***

MPH Program Course Sequence

The table below presents the optimal sequence for students pursuing the MPH on a full-time basis, who enroll beginning in the Fall semester. Part-time students and dual degree students will require individualized plans of study based on their chosen concentration. Students who enter the MPH Program in the Spring semester and early entry students have less flexibility in their choice of concentration after the first semester. In order to complete the program in as short a timeframe and as financially efficient as possible, students should finalize their decision of a concentration no later than the end of their first semester of study. All students are encouraged to consult their advisor or the MPH Program Director to clarify appropriate the course sequence, but the general plan of study can be found in Tables 8 and 9.

MPH Curriculum Plans of Study by Concentration

Table 8. MPH Curriculum Plan of Study for Students Admitted in the Fall Semester				
	Community Health Practice (CHPR)	**Epidemiology (EPID)**	**Population Health Analytics (PHAN)**	**Physical Activity & Nutrition (PANU)**	**Key**
Fall 1	HLTH 6200 Case Studies	HLTH 6200 Case Studies	HLTH 6200 Case Studies	HLTH 6200 Case Studies	Core Courses
	HLTH 6211 Ev-Based Methods	HLTH 6211 Ev-Based Methods	HLTH 6211 Ev-Based Methods	HLTH 6211 Ev-Based Methods	CHPR Courses
	HLTH 6212 Hlth Promo Mgmt	HLTH 6212 Hlth Promo Mgmt	HLTH 6212 Hlth Promo Mgmt	HLTH 6212 Hlth Promo Mgmt	EPID Courses
Spring 1	HADM 6100 US HC	HADM 6100 US HC	HADM 6100 US HC	HADM 6100 US HC	PANU Courses
	HLTH 6213 Policy & Ldrship	HLTH 6213 Policy & Ldrship	HLTH 6213 Policy & Ldrship	HLTH 6213 Policy & Ldrship	Interprof Electives
	HLTH 6220 Behav Chng	HLTH 6270 Epi Methods	HCIP 5376 Intro to Prgm for HI	HLTH 6220 Behav Chng	HLTH Electives
	HLTH 6226 Comm Hlth mthods	HLTH Elective* - HLTH 6226 Comm Hlth Mthods	HCIP 6380 Intro to HI	HLTH 6277 Nutr Assess & Epi	PHAN Courses
Summer 1	HLTH 6471 Internship	HLTH 6471 Internship	HLTH 6471 Internship	HLTH 6471 Internship	*Recommended elective for this concentration
Fall 2	HLTH 6225 Hlth Educ/Promo	HLTH 6271 Data Analysis/biostat	HCIP 6102 HC Data Analysis	KNES 5232 Physiology of Aging	
	HLTH 6228 Soc Determinants	HLTH 6260 Analytic Epi	HCIP 6160 Database Systems	HLTH 6104 Perspectives on PA & Nutrition	
	Interprof elective	Interprof elective	Interprof elective	HLTH/Interprof Elective	
	HLTH Elective	HLTH Elective	HLTH Elective	HLTH Elective* - HLTH 6225 Hlth Educ/Promo	
Spring 2	HLTH 6227 Pgm Plan/Eval	EPID elective	HCIP 6108 Interm Dec Analysis	KNES 6110 Assessment of PA	
	HLTH 6230 Capstone CHPR	HLTH 6280 Capstone EPID	HCIP 6250 Capstone	HLTH 6230 Capstone CHPR	
	HLTH Elective	HCIP 6102 HC Data Analysis	HLTH Elective	HLTH Elective	

The above is an optimal plan of study. Courses are listed in the semester in which they are typically offered. Core courses and concentration courses should be taken based on the recommended plan of study. HLTH electives and IPE electives can be taken in any semester depending upon what the student chooses to take and when it is offered. Students enrolled in a dual degree program should consult both program directors to determine an optimal course sequence for both programs.

Table 9. MPH Curriculum Plan of Study for Students Admitted in the Spring Semester

	Community Health Practice (CHPR)	Epidemiology (EPID)	Population Health Analytics (PHAN)	Physical Activity and Nutrition (PANU)	Key
Spring 1	Elective	Elective	HADM 6100 US HC	Elective	HLTH Electives
	HADM 6100 US HC	HADM 6100 US HC	HCIP 6380 Intro to HI	HADM 6100 US HC	Core Courses
	HLTH 6213 Policy & Ldrship	HLTH 6213 Policy & Ldrship	HLTH 6213 Policy & Ldrship	HLTH 6213 Policy & Ldrship	PANU courses
Summer 1					CHPR Courses
Fall 1	HLTH 6200 Case Studies	HLTH 6200 Case Studies	HLTH 6200 Case Studies	HLTH 6200 Case Studies	EPID Courses
	HLTH 6211 Ev-Based Methods	HLTH 6211 Ev-Based Methods	HLTH 6211 Ev-Based Methods	HLTH 6211 Ev-Based Methods	PHAN Courses
	HLTH 6212 Hlth Promo Mgmt	HLTH 6212 Hlth Promo Mgmt	HLTH 6212 Hlth Promo Mgmt	HLTH 6212 Hlth Promo Mgmt	Interprof Electives
	HLTH elective		HCIP 6102 HC Data Analysis		*Recommended elective for this concentration
Spring 2	HLTH 6220 Behavior Change	HLTH 6226 Comm Hlth Mthds*	HCIP 5376 Intro to Prgm for HI	HLTH 6220 Behav Chng	
	HLTH 6226 Comm Hlth Mthds	HLTH 6270 Epi Mthds	HCIP 6108 Interm Dec Analysis	HLTH 6277 Nutr Assess & Epi	
	Interprof elective	Interprof elective	HCIP 6160 Database Systems	KNES 6110 Assessment of PA	
			Interprof elective	Interprof elective	
Summer 2	HLTH 6471 Internship	HLTH 6471 Internship	HLTH 6471 Internship	HLTH 6471 Internship	
Fall 2	HLTH 6225 Hlth Edu/Promo	HLTH 6271 Data Analysis/Biostat	HCIP 6250 PHAN Capstone	HLTH 6225 Hlth Edu/Promo*	
	HLTH 6228 Soc Determinants	HLTH 6273 Infectious Disease		KNES 5232 Physiology of Aging	
		HLTH Elective	HLTH elective		
	HLTH elective or HLTH 6471 Internship	HLTH 6260 Analytic Epi	HLTH 6260 Analytic Epi	HLTH 6104 Perspectives on PA & Nutrition	
Spring 3	HLTH 6227 Prgm Plan/Eval	HLTH Elective		HLTH 6230 CHPR/PANU Capstone	
	HLTH 6230 CHPR/PANU Capstone	HCIP 6102 Hlth Care Data Analysis		HLTH 6277 Prgm Plan/Eval	
	HLTH elective	HLTH 6280 Epi Capstone		HLTH elective	

The above is an optimal plan of study. Courses are listed in the semester in which they are typically offered. Core courses and concentration courses should be taken based on the recommended plan of study. HLTH electives and IPE electives can be taken in any semester depending upon what the student chooses to take and when it is offered. Students enrolled in a dual degree program should consult both program directors to determine an optimal course sequence for both programs.

Dual Degree Options

Below are descriptions of the formally established dual degree programs, including the MPH/HIAN Professional Science Masters (PSM) dual degree and the MPH/MA in Applied Medical Anthropology programs. Formalizing the dual program means its availability and hybrid curriculum requirements are published in the university catalog and other promotional materials, greatly streamlining the admissions and advising processes for those students.

MPH/Health Informatics and Analytics PSM

The MPH/HIAN PSM program was formalized in Spring 2014. Students may pursue a dual MPH and PSM in Health Informatics. This option is suitable for students who wish to add specialization in medical information and its secure exchange between health care consumers and providers, to the extensive interdisciplinary curriculum gained in the MPH program. *Please note, students in the Population Health Analytics MPH concentration cannot also be enrolled in the dual degree program.* Interested individuals are required to submit separate and simultaneous applications to the MPH and Health Informatics and Analytics PSM programs. Please contact the MPH Program Director and HIAN-PSM Program Director before submitting applications.

Students in the dual MPH/HIAN PSM programs develop a program of study, working with the MPH Program Director and the HI-PSM Program Director. The MPH and HIA PSM dual degree program consists of 63 credit hours of coursework, in contrast to the 81 credit hours required if these degrees were pursued separately.

Blended Core Courses (30 credit hours)
HADM 6100 - Introduction to the U.S. Healthcare System (3)
HCIP 5376 - Introduction to Programming for Health Informatics (3)
HCIP 6102 - Healthcare Data Analysis (3)
HCIP 6160 – Big Data Design, Storage, and Provenance in Healthcare (3)
HLTH 6200 - Case Studies in Public Health (3)
HCIP 6201 - Health Information Privacy and Security: Law, Ethics, and Technology (3)
HLTH 6211 - Evidence-Based Methods in Public Health (3)
HLTH 6212 - Health Promotion Program Management (3)
HLTH 6213 - Policy and Leadership (3)
HCIP 6380 - Introduction to Health Informatics (3)

Additional Health Informatics and Analytics Courses (9 credit hours)
HCIP 6250 - Capstone: Problem-Solving in Healthcare Analytics (3)
Plus at least two of the following:
HCIP 5122 – Visual Analytics (3)
HCIP 6108 - Intermediate Decision Analysis in Healthcare (3)
HCIP 6392 - Enterprise Health Information Systems (3)
HCIP 6393 - Health Data Integration (3)
HCIP 6396 - Business Intelligence in Healthcare (3)

MPH Concentration Courses (18 credit hours)

Select one of the following MPH concentrations and its associated capstone.

MPH Epidemiology Concentration [EPID]
HLTH 6260 - Analytic Epidemiology (3)
HLTH 6270 - Epidemiologic Methods (3) HLTH
6271 - Public Health Data Analysis (3)
HLTH 6280 - Epidemiology Capstone Course (3)
Plus one of the following:
HLTH 6273 - Infectious Disease Epidemiology (3)
HLTH 6274 - Chronic Disease Epidemiology (3)
HLTH 6275 - Reproductive Epidemiology (3)
HLTH 6276 - Environmental and Occupational Epidemiology (3)
Plus one of the following:
Any additional 3-credit hour HLTH or HCIP course – HLTH
6226 Community Health Methods is recommended

MPH Community Health Practice Concentration [CHPR]
HLTH 6220 - Applied Health Behavior Change (3)
HLTH 6225 - Health Education and Health Promotion (3)
HLTH 6226 - Community Health Methods (3)
HLTH 6227 - Community Health Planning and Evaluation (3)
HLTH 6228 - Social Determinants of Health (3)
HLTH 6230 - Community Health Practice Capstone (3)

Internship (3 credit hours)
Students pursue a single internship relevant to both Public (population) Health and Health
Informatics and Analytics.
HLTH 6471 - Public Health Internship (3)

Interprofessional Elective Course (3 credit hours)
In consultation with the MPH Program Director, students select one 3-credit master's
level course from any discipline outside the Department of Public Health Sciences. The
course taken to fulfill this requirement cannot carry a HADM, HCIP, HLTH, or HSRD
prefix, or be cross listed with a course bearing one of those prefixes.

MPH/MA in Applied Medical Anthropology

The MPH/MA program was formalized in Fall 2018. Students may pursue a dual MPH and Master of Arts in Applied Medical Anthropology. This option is suitable for students who want to explore the social and cultural aspects of health and disease. *Please note, students in the Population Health Analytics MPH concentration cannot also be enrolled in the dual degree program.*

Interested MPH students will need to submit a separate application to the Anthropology program for admission to this dual degree. Please contact the MPH Program Director and MA Anthropology Program Director before submitting any application. Students in the dual MPH/MA programs will work with the Program Directors from both programs to establish a plan of study. The MPH/MA degree program consists of 63 credit hours of coursework, in contrast to the 78 credit hours required if these degrees were pursued separately.

Blended Core Courses (36 credit hours)
HADM 6100 - Introduction to the U.S. Healthcare System (3)
HLTH 6200 - Case Studies in Public Health (3)
HLTH 6211 - Evidence-Based Methods in Public Health (3)
HLTH 6212 - Health Promotion Program Management (3)
HLTH 6213 - Policy and Leadership (3)
ANTH 6601 - The History of Anthropology (3) ANTH
6611 - Seminar in Applied Anthropology (3)
ANTH 6613 - Graduate Seminar in Medical Anthropology (3)
ANTH 6603 - Theory in Cultural Anthropology (3)
ANTH 5122 - Ethnographic Methods (3)
ANTH 6400 - Anthropology Practicum (3)
ANTH 6602 - Seminar in Interdisciplinary Anthropology (3)

Additional Anthropology Courses (6 credit hours)
ANTH 660x – Select from available core courses (3)
Any graduate level ANTH elective course (3)

MPH Epidemiology Concentration [EPID]
HLTH 6260 - Analytic Epidemiology (3)
HLTH 6270 - Epidemiologic Methods (3) HLTH
6271 - Public Health Data Analysis (3)
HLTH 6280 - Epidemiology Capstone Course (3)
 Plus one of the following:
HLTH 6273 - Infectious Disease Epidemiology (3)
HLTH 6274 - Chronic Disease Epidemiology (3)
HLTH 6275 - Reproductive Epidemiology (3)
HLTH 6276 - Environmental and Occupational Epidemiology (3)
 Plus one of the following:
Any additional 3-credit hour HLTH or HCIP course

MPH Community Health Practice Concentration [CHPR]
      HLTH 6220 - Applied Health Behavior Change (3)
      HLTH 6225 - Health Education and Health Promotion (3)
      HLTH 6226 - Community Health Methods (3)
      HLTH 6227 - Community Health Planning and Evaluation (3)
      HLTH 6228 - Social Determinants of Health (3)
      HLTH 6230 - Community Health Practice Capstone (3)

Internship (3 credit hours)
      Students pursue a single internship relevant to both Public Health and
          Anthropology HLTH 6471 - Public Health Internship (3)

Ad hoc dual degree programs

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

Applied Learning Experience (Internship)

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

Internship Prerequisites and Requirements

◆ Students must have completed the core courses (HADM 6100, HLTH 6200, HLTH 6211-6213) and be in good academic standing (GPA $\geq$ 3.0) before registering for the Internship Experience. Registration is by permit only. Exceptions to this requirement are at the discretion of the Program Director.

◆ MPH students are expected to identify an organization and negotiate for an internship with that organization. The student's academic advisor and/or the MPH Director can suggest organizations meeting a student's specific interests and support the student in this process.

◆ In consultation with the practice site or organization, the student must develop a short set of goals and objectives related to the work or project to be accomplished during the internship. (See details in HLTH 6471 MPH Internship Manual)

◆ These objectives will be refined in consultation among the student, the practice site preceptor, and the MPH Program Director. The goal is to ensure that the proposed activities are at a graduate level and consistent with the competency development expected for the internship and that all stakeholders benefit from this arrangement, including the student, the agency, the university, and (foremost) the community served by the organization.

◆ **Please note**: Under normal circumstances, when citizens are not quarantined, *all internships are expected to be completed on-site at the organization's physical location, unless written approval has been given from the MPH Program Director.* While it is permissible to count internship hours worked at home, this is not a telecommuting experience. Your goal is to be immersed in the work culture and professional environment of this public health agency.

◆ This list of objectives (referred to as Appendix A) will be used to generate the university required preceptor agreement and/or affiliation agreement.

o For voluntary positions, a formal affiliation between the agency and our college is required. We have over 500 affiliation agreements with local, regional and state agencies. However, students are not limited to these organizations. The important thing is to choose the right organization to meet the student's need and goals. If an affiliation agreement is not currently in place, the affiliation agreement process can take as little as one-two weeks to one-two months (or longer) depending on the levels of approval required by both organizations in completing their due diligence and meeting their respective legal requirements.

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

o **Given the unpredictability of this timeline, students are strongly advised to begin planning early in the spring semester (or at least 6 months) prior to the intended internship period. We also recommend selecting from organizations with existing affiliation agreements where practicable.**

o Student professional liability insurance will be provided by the department for all voluntary internships.

o 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.

o Students unable to arrange an internship due to issues surrounding the criminal background check, drug-screen or other requirements will be disenrolled from the MPH Program. Please see the Internship Manual and related College Policies for full details. [*Students are required to submit a form indicating they have read and understood this policy prior to the end of the add/drop period of their first semester of enrollment. A copy of this policy is included in the HLTH 6471 Internship Manual*.]

◆ The student will complete a minimum of 160 hours of public health internship experience with the selected organization.

◆ The student will submit periodic progress reports to the HLTH 6471 course instructor.

◆ The internship course instructor or designee may make one site visit (alternately, a teleconference may be used) during the internship.

◆ The student will write a well-constructed report (15 – 25 pages, excluding appendices) detailing the public health problem addressed, the internship experience, and referencing and integrating core public health knowledge (see corresponding *HLTH 6471 Internship Manual* for detailed requirements).

◆ The student will be evaluated by his/her preceptor from the participating organization.

◆ The student will evaluate the internship experience.

Internship Competencies

As part of the internship, students are assessed on 5 key overarching competencies drawn from the public health foundational competencies. These competencies are assessed through the final portfolio and the preceptor evaluation of the intern.

Table 10. Competencies Assessed in the Applied Learning Experience (Internship)	
Competency	**Assessment**
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	In the internship report discussion (Section 4.2), students identify additional possible community partners for their organization who could help them achieve their goals.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	In the internship report discussion (Section 4.3), students describe a policy change that would increase the organization's effectiveness in achieving their health outcome.
18. Select communication strategies for different audiences and sectors.	In the internship report (Section 4.1), students describe how their communication and interaction styles varied depending upon circumstance and how they might adjust their own communications in the future.
21. Perform effectively on interprofessional teams.	Preceptor's rating to the student's competency level for this item on survey (#16 demonstrate leadership).
22. Apply systems thinking tools to a public health issue.	In the setting component of the internship report (section 2.1), students describe their public health issue, internship agency and its community partners, situating the issue and the agency in the broader context of the public health system.

*MPH Program Director and Julie Howell will host an internship orientation session during the Fall semester. *

Integrated Learning Experience (Capstone)

MPH students are required to complete a capstone course specific to their concentration. In all cases, work done in the capstone course must be of the student's own design, demonstrate skills and knowledge gained through previous course work, and originate under the supervision of a Public Health Sciences faculty member.

The overarching objectives of the integrated learning experience are for each student to:

◆ Demonstrate substantive knowledge addressing, at a minimum, the core competencies/disciplines of public health and utilizing an appropriate paradigm/conceptual framework;

◆ Interpret data in the support of a decision or conclusion;

◆ Demonstrate oral and written communication and presentation skills;

◆ Justify the methods and conclusions when critiqued by an appropriate audience;

◆ Demonstrate *practical* considerations of conducting public health projects or activities.

Full details, including timelines, policies, procedures, and evaluation methods, are found in the syllabus for each of the concentration capstone courses. The competencies and where they are assessed can be found in Table 11.

Table 11. Competencies Assessed in the Integrated Learning Experience (Capstone)		
Concentration	**Competencies**	**Assessment**
Community Health Practice	MPH 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	Competency attainment is demonstrated through an individual community-based grant proposal for a vulnerable population; a poster and oral presentation to community stakeholders on the APE; and reflection and assessment of students' participation in a workshop with community partners. Written products are reviewed by the course instructor. The poster and oral presentation are reviewed by the course instructor and 2 community partners.
	MPH 19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	
	MPH 21. Perform effectively on interprofessional teams.	
	CHPR 1. Critically evaluate epidemiology literature.	
	CHPR 5. Administer and manage health education/promotion.	
Epidemiology	MPH 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	Competency attainment is demonstrated through an individual comprehensive exam and team- based, outbreak investigation project; a poster and oral presentation to community stakeholders on the APE; and reflection and assessment of students' participation in a workshop with community partners. Written products are reviewed by the course instructor. The poster and oral presentation are reviewed by the course instructor and 2 community partners.
	MPH 19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	
	MPH 21. Perform effectively on interprofessional teams.	
	EPID 7. Synthesize and apply available epidemiologic methods based on disease transmission, causation and outcomes.	
	EPID 8. Design and conduct field epidemiologic activities such as outbreak investigations and surveillance activities.	
Population Health Analytics	MPH 4. Interpret results of data analysis for public health research, policy or practice.	Competency attainment is demonstrated through an individual comprehensive exam and team- based, strategic consulting project; an oral presentation to the consulting client; and reflection and assessment of students' participation in a workshop with community partners. Written products are reviewed by the course instructor. Drafts of materials and the presentation are reviewed biweekly by the consulting client.
	MPH 19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	
	MPH 21. Perform effectively on interprofessional teams.	
	PHAN 4. Apply advanced statistical techniques and hypothesis testing methods in drawing evidence-based conclusions from data analyses.	
	PHAN 5. Use data visualization tools to enhance presentations to stakeholders.	
Physical Activity & Nutrition	MPH 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	Competency attainment is demonstrated through an individual community-based grant proposal for a vulnerable population; a poster and oral presentation to community stakeholders on the APE; and reflection and assessment of students' participation in a workshop with community partners. Written products are reviewed by the course instructor. The poster and oral presentation are reviewed by the course instructor and 2 community partners.
	MPH 19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	
	MPH 21. Perform effectively on interprofessional teams.	
	PANU 1. Select appropriate physical activity assessment tools based on age and health status OR PANU 5. Synthesize and identify relevant nutritional epidemiologic methods.	
	PANU 2. Synthesize the evidence-based literature on theory-driven interventions related to PA and/or nutrition.	

Policies & Procedures

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

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

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

◆ **Student Appeals and Grievances** (https://legal.charlotte.edu/policies/up-403)

◆ **The Code of Student Responsibility** (https://legal.charlotte.edu/policies/up-406)

◆ **The Code of Student Academic Integrity** (https://legal.charlotte.edu/policies/up-407)

◆ **Student Grievance Procedure** (https://legal.charlotte.edu/policies/up-411)

◆ **Sexual Harassment Policy and Grievance Procedures** (https://legal.charlotte.edu/policies/up-502)

◆ **Responsible Use of University Computing and Electronic Communication Resources** (https://legal.charlotte.edu/policies/up-307)

Code of Student Academic Integrity

All MPH students are required to read and abide by the **Code of Student Academic Integrity** (https://legal.charlotte.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). This includes accepting a grade for a group project, without actually participating. 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 https://publichealth.charlotte.edu/student-resources/good-scholar-tutorial and is completed through the Canvas site. Links to the tutorial will be updated on the department student resource pages.

MPH Advising

By default, the MPH Program Director serves as the academic advisor for all MPH students prior to matriculation. Once classes begin, students will be assigned a primary academic advisor. In some cases, the MPH Program Director will serve as a student's primary academic advisor. The advisor's name is listed in DegreeWorks along with the MPH Program Director, who serves as backup for all students.

Academic advisors are assigned based on the student's concentration. This advisor will work with the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, the internship, and additional matters appropriate for preparing students to meet their career objectives.

Students are expected to communicate with their advisor prior to registering for a given semester and when planning their internships and throughout their progressions through the degree. 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 point 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 MPH Program Director or his/her designee to finalize the plans and gain permission to register for the course according to the schedule and processes outlined in the internship manual.

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.) However, sometimes despite considerable effort, students earn a C grade. Students can graduate with as many as 2 C grades on their transcript; earning a 3rd C results in a suspension.

Students should seek assistance as soon as possible, first from the course instructor and then their advisors and/or the Program Director, if they are falling behind in any classes or having other issues that might affect acceptable academic performance. Faculty formally alert students to potential unsatisfactory grades (C or lower is considered unsatisfactory) through the midterm grade reporting system. Students who receive a midterm unsatisfactory message should view this as cause for concern requiring, as a minimum, immediate follow-up with the course faculty. Note - Given the back loading of assignments common in graduate courses, such warnings are not always possible.

Attendance. Attendance policy is set by course faculty. Read each course syllabus carefully to determine expectations. Given that many classes involve group activities and assignments, experiential learning, and other practical demonstrations, students should anticipate that <u>full attendance will be the normal expectation for all classes</u>. 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. Students working on group projects should also inform their group members. Extended absences should be communicated to the Program Director, or the Dean of Students if accommodation is required.

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.
  - o **Accumulated low grades.** A total of 3 C grades or a single grade of U results in suspension. A suspended student may not register for classes unless s/he appeals and is approved for reinstatement. If the program reinstates a student, a subsequent grade of C or U will result in immediate termination from the program. If a program does not approve reinstatement, the student is terminated from the program.

- ◆ **Lack of progress.** Students also are subject to dismissal (regardless of GPA, etc.) due to lack of satisfactory progress. Factors included in such a classification include time to complete the degree and professionalism. A student facing discipline under this heading will receive a written warning (probation letter) stating the specific cause, specific remediation, and specific timeframe to reach compliance (typically one semester). Failure to comply will result in termination.
  - o **Time.** Full-time students are expected to complete the MPH program within 2.5 academic years but must complete the degree within 7 years as indicated by Graduate School policy. Part-time students are expected to complete the degree within 5 years but must complete the degree within 7 years.
  - o **Professionalism.** Students are advised to maintain a professional demeanor (i.e., be prepared, be responsible, be respectful and be courteous) in actions and interactions with other students, faculty, administrators, staff and when working in the community. 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); 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 prerequisites 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 <u>who is otherwise passing</u> 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 9 graduate credits or 20% earned outside of UNC Charlotte, provided, among other requirements, that **a)** the grade earned was a B or better, **b)** the credits were not used toward a degree or certification, and **c)** the courses are approved by the Program Director. [Certificate students may not transfer in credits]. It is the practice of the MPH program that any courses meeting criteria a) and b) above and demonstrably health-related (broadly interpreted) will be approved for transfer. Students who have completed credits at UNCC as Post-Baccalaureate students may apply as many as 6 credits to the degree.

 Separate from the issue of transferability is the issue of equivalence to a core requirement (e.g., whether a transferred course can be substituted for a core MPH requirement or whether prior graduate coursework not transferred can be used to exempt a student from repeating an MPH requirement and gaining an elective).

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

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

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

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

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

- o Transfer credits cannot be used to fulfill the internship or capstone requirements.

- ◆ **Waiver & Credit by Exam.** In addition to transfer of credit upon admission to the program, students should note that the Program Director may waive core requirements or allow substitutions based on having completed comparable graduate coursework elsewhere.

This option is particularly helpful for students who have completed more than 9 credits of coursework elsewhere that fulfills MPH Program core requirements but cannot formally transfer those credits or who have taken a comparable course and it was applied to another degree. In these cases, students may be exempted from the core requirement and be allowed to substitute either a specific alternate course or given additional free electives. In all cases, students must still accumulate sufficient credits on their UNC Charlotte transcript (including transfer credits) to fulfill degree requirements.

- o The MPH Program does not routinely allow for credit by exam at this time.
- o Waivers/exemptions are not given for the internship or capstone requirement.

◆ **Advisories.** Students are advised that:

- o 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 requirements.

- o Students having completed coursework prior to their matriculation at UNC Charlotte are strongly advised to submit their courses (with syllabi) to the MPH Director for review prior to their first semester to ensure they do not mistakenly skip the UNC Charlotte required course.

- o Students planning to take an outside course after matriculation into the MPH Program are encouraged to submit the course syllabus to the MPH Program Director for review/approval prior to registering for the outside course.

- o 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

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

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

Graduation Requirements

To graduate from the program a student should have:

- ◆ Satisfactorily complete all courses and sufficient electives required by the program (45 credits for the MPH) within the allotted time.
- ◆ Maintained at least a 3.0 grade point average on the courses applied to the degree.
- ◆ Complied with relevant university policies and procedures INCLUDING
    - o Graduation & Diploma. The timely application and payment of fees for graduation and for the diploma (See Graduate School website for specific deadlines and fees).
    - o Registration. Students must be registered during the semester in which they intend to graduate.

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

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

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

Deadlines

Students are advised in the strongest possible terms to closely monitor and follow university- imposed deadlines for such important benchmarks as registration, payment, drop/add, and application for graduation. Likewise, students are advised to closely monitor and follow college, departmental, and program policies and procedures, with special emphasis on internship planning, 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 course disputes, students are directed to first discuss the issue with the course instructor. If the issue is not resolved at that level it should be brought to the Program Director (program or student-conduct related matters) or the MPH Program Committee (course content, workload) via the MPH graduate student representative. If the issue cannot be resolved, then the Department Chair (faculty conduct related matters) should be consulted. If the professor of the course in question is the MPH Program Director or the dispute is with the Program Director, the issue should be brought directly to the Department Chair. 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 program policy 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 will be 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 https://legal.charlotte.edu/policies/up-410.

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

Non-discrimination Policy

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

Letters of Recommendation

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

Example:

Susan Smith, MPH [or if no master's degree or higher, would be: Ms. Susan Smith]
Program Coordinator

Mecklenburg County Health Department

249 Billingsley Rd

Charlotte, NC 28211

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

Professional Organizations

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

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 MPH Program Committee. The MPH Program Committee oversees the operations of the MPH, 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 MPH Program Committee, 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 MPH Program Committee representative.

◆ Graduate and Professional Student Government (GPSG). The GPSG is operated by graduate students for graduate students of UNC Charlotte as an arm of the Student Government Association. The GPSG is the governing body for graduate students designed to meet the academic, social, and logistical needs of graduate and post-baccalaureate students enrolled at the University.

◆ Student Government Association (SGA). The executive power of SGA is vested in the Student Body President and Student Body Vice President, their staffs, the Student University Advocates, the Student Defense Chief, the Elections and Publicity Chair, and a number of committees to which the President appoints students each year. This body has the responsibility of enacting law as necessary to promote the general welfare of the student body. Campus-wide issues are debated in the SGA Legislature. The Student Judiciary of SGA is composed of elected Hearing Panel Members, the University Advocate's Office, and the Student Defense Office and their assistants. They have jurisdiction over cases involving violations of the Code of Student Responsibility, the Student Body Constitution, and various student statutes.

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

- Society for Public Health Education (SOPHE), https://www.sophe.org/

- North Carolina Chapter, Society for Public Health Education (NC SOPHE), http://www.ncarolinasophe.org/

- American Academy for Health Behavior (AAHB), https://www.aahb.org/

- American Public Health Association (APHA), https://www.apha.org/

- North Carolina Public Health Association, https://ncpha.memberclicks.net/

- American School Health Association (ASHA), https://www.ashaweb.org/

- Council of State and Territorial Epidemiologists (CSTE), https://www.cste.org/

Check Email Daily

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

Cancellations and Severe Weather Policy

Students should follow the UNC Charlotte severe weather guidelines for class attendance. In the case of severe weather that results in the cancellation of University classes, students are not required to report to their internship assignments. Students are responsible for obtaining information about school closings and delays. Call 704-687-2877 or visit the home page at https://www.charlotte.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
https://legal.charlotte.edu/policies/up-407

Plagiarism is the 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 notethat 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."

<u>Borrowed Facts or Information</u>: 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 thebibliography 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: Academic Calendar

For a complete academic calendar and University updates, visit the Registrar's website at https://registrar.charlotte.edu/calendars-schedules/.