



STUDENT HANDBOOK

2017 – 2018

Table of Contents

Welcome	6
Introduction	7
The University of North Carolina	
The Graduate School	
The Gillings School of Global Public Health	
Message from the Dean	10
About the Gillings School	12
Mission Statement	
Diversity Statement	
School Leadership and Organizational Structure	
Central Administration Information	
Dean's Office	
Academic Affairs	
Student Affairs	
Career Services	
Academic Unit Information	
Academic Unit Student Services	
Biostatistics	
Environmental Sciences and Engineering	
Epidemiology	
Health Behavior	
Health Policy and Management	
Maternal and Child Health	
Nutrition	
Public Health Leadership Program	
Centers and Institutes	
North Carolina Institute for Public Health	
Center for Environmental Health and Susceptibility	
Collaborative Studies Coordinating Center	
Occupational Safety and Health	
Education and Research Center	
UNC Center for Innovative Clinical Trials	
UNC Nutrition Obesity Research	
The Water Institute at UNC	
Carolina Global Breastfeeding Institute	
Center for Pharmacoepidemiology	
Office of Student Affairs	
Student Organizations and Groups	
Academic Unit (Departmental) Student Services	

Table of Contents, *continued*

Academic Procedures and Services Across All Programs 15

Advising

Mentorship

Expectations for Students

Progress Toward Degree

Research

Teaching

Practice and Service

Professional Development

Assistantships and Financial Support

Community

Social Media

Seeking Help and Communicating Concerns

Honor Code

University Academic Policies and Procedures

Calendars

Gillings School Calendar

Academic Calendar

University Registrar's Calendar

Final Exam Schedule

Accessibility Resources and Accommodations

Academic Enrichment Program

School Awards

Student Emergency Fund

Diversity Resources

University Policy on Discrimination, Harassment and Related Misconduct

Graduation

Laptop Policy

Undergraduate Education 24

Bachelor of Science in Public Health (BSPH)

BSPH Admissions Requirements

Requirements Common to All Undergraduate Majors in the Gillings School

BSPH Degree Program Competencies

Pursuing a Second Major

Pursuing an Academic Minor

Registration

Tar Heel Tracker

Drop/Add

Attendance

Excused Absences for Religious Reasons

Pass/Fail

Undergraduate Grading

Dean's List

Credit/Course Loads

Academic Credit Overload Request

Medical Underload

Academic Appeals for an Underload

Senior Underload

Table of Contents, *continued*

Repeating Courses	
Academic Progression and Eligibility Requirements	
Academic Appeal Types and Processes	
Petition to Drop After Eighth Week	
Past Semester(s) Course Drop	
Final Exam Excuse	
Grade Appeal	
Additional Semester Appeal	
Petition for Course Substitution for General Education Requirements	
Withdrawals and Cancellations	
Readmission	
Student Resources	
Course Approval for Transfer Credit	
Degree Residency Requirement	

Graduate Education 35

Transferring Course Credit	
Graduate Grading	
Graduate Permanent Grades	
Special Permanent Grades	
Temporary Grades	
AB: Absent from Final Exam	
IN: Work Incomplete	
NR: Not recorded	
Leave of Absence	
Withdrawal from the University	
Cancellation of Registration	
Registering for Courses	
Full-time Registration	
Waiver of Hours	
Required Registration	
Assistantships and Fellowships	
Examinations and Thesis/Dissertation	
Credit/Course Load	
Course Overload Request	
School Core Course Exemption	
Adding Courses	
Dropping Courses	
Post-Semester Registration Changes	
Inter-Institutional Registration	
Parental Leave Policy	
The Graduate and Professional Student Emergency Fund	
Health Insurance Plans	
North Carolina Residency	
International Students	
Funding Basics and Payment Schedule	
Tuition Remission and In-state Tuition Awards	
Assistantships and Fellowships	

Table of Contents, *continued*

Master's Program

Credit and Residence Requirements

The 20 Percent Rule

Degrees

MPH

MSPH

MHA

MS

MSEE

MSCR

Doctoral Program

Transferring Course Credits

DrPH

PhD

Dual-Degree Programs

Graduate Degree Program Competencies

Graduate Certificate Programs

Residential Certificate Programs (for matriculated, degree-seeking students)

Non-residential Certificate Programs (for non-matriculated students)

Transfer of Course Credit to Certificate Programs

Transfer of Course Credit to Degrees

Welcome



Welcome to the UNC Gillings School of Global Public Health. You're becoming (or continuing as) a member of the Gillings School community. We value and welcome every member of the community. We are committed to working with you to help you achieve your academic and professional goals and will do everything possible to support your success. Your success will be built upon a partnership, forged through collaboration between you and those in your department or program, particularly.

Others also stand ready to support you. We expect the best from you, and you should expect the best from us.

Public health is more than a job or career. It is a noble, important and lifesaving mission that is a privilege to pursue. Wherever you are on your path, whatever degree or certificate you are pursuing, you are preparing to make a positive difference by taking on the greatest health threats and problems in a world that is challenged in so many ways. We're delighted that you have chosen to be part of the Gillings School community.

This handbook is an important resource for ensuring your success at the Gillings School. It is a welcome for new students and a source of information for all students. It covers major policies and procedures within the School and informs you about our history, mission and organization. It is a "how-to, where-to," go-to guide, designed to answer many of your questions about getting things done while you are a student here. We hope you will use and benefit from the handbook.

Note: This new handbook is a living document. We need students' feedback to make it stronger and even more useful, so please share your comments [here](#).

Introduction

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill, founded in 1789, is the nation's first public university, and is also one of the most beloved and respected universities in the country. Carolina is a global higher-education leader known for innovative teaching, research and public service. A member of the prestigious Association of American Universities, Carolina regularly ranks as the best value for academic quality in U.S. public higher education. Many of its schools and programs, including the Gillings School, are ranked highly in prestigious rankings.



Now in its third century, the University offers 78 bachelor's, 112 master's, 68 doctorate and seven professional degree programs through 14 schools and the College of Arts and Sciences. More than 29,000 undergraduate, graduate and professional students learn from a faculty of 3,600. Every day, faculty, staff and students shape their teaching, research and public service to meet North Carolina's most pressing needs in all 100 counties. Carolina's 292,500 alumni live in all 50 states and in more than 150 countries.

The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, doctoral, and professional degrees and certificates. The Gillings School also is accredited by The Council on Education for Public Health.

The Graduate School

The Graduate School of The University of North Carolina at Chapel Hill encompasses more than 80 programs offering more than 160 different graduate degrees. Graduate and professional students make up about 37 percent of Carolina's enrolled students. More than 13 percent of graduate and professional students are from underrepresented groups, including African-Americans, Hispanics and American Indians. Another 14 percent are international students.



Introduction, *continued*

The Graduate School provides graduate students with fellowships, tuition support, travel awards and research supplements. Many of our fellowships are interdisciplinary in focus.

The Graduate School supports graduate students in every program across the Carolina campus, serving students from admission through graduation. The Graduate School also provides services to graduate students, including seminars and classes in pedagogy, leadership, communication, grant writing and other professional development.

The Gillings School of Global Public Health

The Gillings School of Global Public Health first was recognized as an independent school in 1940 after starting initially as part of the UNC School of Medicine. It provides exceptional teaching, conducts groundbreaking research and delivers dedicated service to people across North Carolina, the United States and around the world. According to *U.S. News and World Report's* 2016 rankings, the school is #2 of all public health schools in the U.S. and the top *public* school of public health.



The school's mission is *to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world.*

Accredited by the Council on Education for Public Health (CEPH), the public health school offers undergraduate and graduate programs on campus near UNC's schools of medicine, nursing, dentistry, social work and pharmacy, and through its state-of-the-art online education programs. Online graduate education is also an option in several of the school's academic units. The school's Michael Hooker Research Center and many renovated labs and classrooms provide an environment highly conducive to the dissemination and development of public health knowledge. Beyond campus, members of the Gillings School of Global Public Health faculty teach, conduct research, and serve communities across the state and nation and around the world.

The Gillings School's [Research, Innovation and Global Solutions](#) unit promotes and advances the School's global health activities in research, service, practice and teaching through [partnerships](#), [internships](#), outreach and communications. They also manage innovation labs, visiting professorships and strategic initiatives funded by a generous gift from Dennis Gillings and Joan Gillings to solve public health problems and scale up solutions. The unit also supports the School's robust research program and public health entrepreneurship.

Introduction, *continued*

[The North Carolina Institute for Public Health](#), the School's service and outreach arm, brings public health scholarship and practice communities together. NCIPH works with our partners to conduct training and education for the public health workforce; collaborate on technical assistance, research and evaluation projects; translate research to practice; publish and present scholarly practice-based work; and link students to research projects and practica.



Clockwise from top left: Environmental sciences and engineering alumni Abhinav Komandur and Alyson Malone, pictured here as students in their lab, won an award for their research; The Gillings School's Student Global Health committee (with adviser Dr. Jim Herrington, third from left) planned the Gillings X talks to reflect students' global and local research and service; A student explains her research findings at a 'Spotlight on Student Research' event at the School; Winners of the 2016 Teaching Innovation Awards posed during a ceremony to honor them.

Message from the Dean

Welcome to the University of North Carolina at Chapel Hill and the UNC Gillings School of Global Public Health, the top *public* school of public health in the U.S. and among the top three in the nation. We are so proud of the Gillings School and so glad you are joining us!

Our School's mission – *to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world* – is integrated throughout our teaching, research, practice and service. Our faculty, staff and students are committed to excellence and integrity in these interdependent areas, across the range of academic disciplines in public health.



Dean Barbara K. Rimer

As a student here, whatever your discipline, you will become familiar with terms such as *health inequities* and *social determinants*. You'll learn, if you are not aware already, of the interconnectedness of health, the environment, education, poverty, housing, transportation and all the so-called non-health factors that influence health. These factors are always in the context of what we teach and do, even when not articulated directly.

The Gillings School promotes ethics and values that apply to all health professions. We believe in treating all people with civility, dignity and respect; that public health is accountable and responsible to communities and should work collaboratively with them; and we believe that [diversity, equity and inclusion](#) are integral to everything we do. We welcome everyone here.

Gillings faculty members are some of the most talented teachers, researchers and scholars anywhere in the world. They are accessible, committed to students and passionate about the work they do. Our staff members, especially those who work in student services, are part of our secret sauce. They will become part of your lives, people whose advice you seek and important sources of support.

In collaboration with faculty mentors and with one another, public health students solve problems, invent solutions, volunteer with student and community organizations, win prizes, publish papers and make an impact on the health of people everywhere – often before they graduate! Global learning opportunities give students at all levels a broader perspective on public health and help expand their horizons. Check our [global health resources](#) to learn more.

We take the *public* in our name very seriously. We work in all 100 North Carolina counties and in over 80 countries worldwide. Service and practice are part of what we do every day. We are a school of the public – *the people* – and we have a deep, abiding faith in the power of people to effect positive changes in health that benefit individuals and communities. We are committed to North Carolina. While people in every department do outreach across the state, the [North Carolina Institute for Public Health](#) is our outreach arm in the state.

Message from the Dean, *continued*

As a Gillings student, you are part of a very special community. Students here are among the best anywhere in the world. Preparation for leadership is woven into all aspects of your experience.

You're also part of a great, collaborative university community. Take advantage of it. This *is* a community.

UNC and Gillings School student and [alumni networks](#) provide talented, enthusiastic and caring colleagues who will become close personal friends for life, wherever you might find yourself.

We are building a [culture of health](#) within the School – including physical, social, psychological and spiritual health and well-being – based on the belief that everyone is entitled to live healthy lives. Throughout the year, check the School's weekly e-newsletter and LCD screens for information about free classes in mindfulness, yoga, aerobics and more, special lectures and other activities. Onsite showers, walk stations and (new this year!) bicycles are available for student, faculty and staff use as well.

Keep up with current [news and events](#) at the School through our [website](#), [Twitter](#), [YouTube](#) and [Facebook](#).

I and our School's leaders are committed fully to our students' success and well-being. Charletta Sims Evans, MEd, assistant dean for student affairs, and her [Office of Student Affairs](#) team are important resources for student-related issues. Laura Linnan, ScD, associate dean for [academic](#) and student affairs and professor of health behavior, is the senior academic leader for our curricula, reaccreditation and other academic issues. We're in the process of some exciting changes for our core courses, and we'll tell you more over the year. We listen to students, and we make changes based on what you tell us. We are here for **you** and because of you. If you have a problem or have ideas about ways we can improve or do things better, please tell your student representatives and us.

We believe in you and are excited to partner with you on your Gillings School journey.

Warm regards,



Barbara K. Rimer, DrPH
Dean and Alumni Distinguished Professor

About the Gillings School

Mission Statement

Our mission is to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world.

Dedicated to our mission, the School is constantly moving forward to anticipate future health threats and accelerate public health solutions. Our commitment to excellence is part of everything we do – teaching, research, scholarship, practice, and bridging the gap between academic research and practical public health solutions.



Diversity Statement

We, the [School's leadership](#), are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission. Diversity and inclusion are assets that contribute to our strength, excellence, and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to cultural and racial/ethnic background, country of origin, gender, age, socioeconomic status, physical and learning abilities, physical appearance, religion, political perspective, sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.

For more about diversity and inclusion at the School, visit our [Diversity and Inclusion](#) page.

About the Gillings School, *continued*

School Leadership and Organizational Structure

Schoolwide administrative support services and interdepartmental functions are provided by centralized units (central administrative units) led by associate and assistant deans and directors. These leaders, as well as the chairs of the seven academic [departments](#) and the director of the [Public Health Leadership Program](#), are identified on the School's [organizational chart](#). Together, these School leaders and student leaders, who are full members and partners, comprise the [Dean's Council](#). Links to web pages for all units follow the organizational chart. Each department also has its own organization and leadership.

- Central Administration Information
 - [Dean's Office](#)
 - [Academic Affairs](#)
 - [Student Affairs](#)
 - [Career Services](#)
- Academic Unit Information
 - [Academic Unit Student Services](#)
 - [Biostatistics](#)
 - [Environmental Sciences and Engineering](#)
 - [Epidemiology](#)
 - [Health Behavior](#)
 - [Health Policy and Management](#)
 - [Maternal and Child Health](#)
 - [Nutrition](#)
 - [Public Health Leadership Program](#)
- Centers and Institutes
 - [North Carolina Institute for Public Health](#)
 - [Center for Environmental Health and Susceptibility](#)
 - [Collaborative Studies Coordinating Center](#)
 - [Occupational Safety and Health Education and Research Center](#)
 - [UNC Center for Innovative Clinical Trials](#)
 - [UNC Nutrition Obesity Research Center](#)
 - [The Water Institute at UNC](#)
 - [Carolina Global Breastfeeding Institute](#)
 - [Center for Pharmacoepidemiology](#)

Office of Student Affairs

The Office of Student Affairs (OSA) provides an array of [services and resources](#) to prospective, admitted and current students. We aim to enhance student development by providing a supportive, inclusive and welcoming environment in which students can achieve academic, social and professional success. We coordinate major Schoolwide programs, such as

About the Gillings School, *continued*

orientations, a student activities fair, a career events, and professional development workshops. OSA works to recruit excellent students; [coordinates diversity outreach programs](#) to expose high school, undergraduate students and professionals to the field of public health; and offers [career services](#) for current students and recent alumni.

Student Organizations and Groups

Getting involved is easy at the Gillings School of Global Public Health. We have more than 20 active [student organizations](#). These organizations focus on global issues, diversity initiatives, community advocacy and healthy lifestyles. Our student organizations sponsor educational, philanthropic and just-plain-fun events including *Gillings X*, a series of TEDx-like talks by students about global health issues; the *Gillings Games*, a fall mini-Olympics that allows students to get acquainted while exercising together; *Hunger Lunches*, once-monthly meals of rice, beans and bread, the sale of which benefits the UNC chapter of [Nourish International](#); and journal clubs, lectures and tailgating socials, among other events.

Academic Unit (Departmental) Student Services

The Gillings School of Global Public Health has [student services staff](#) throughout the School dedicated to helping our students navigate their academic experience. Staff members can address questions related to admissions, course registration, advising, academic and degree related requirements, University policies and funding/financial aid concerns.

Academic Procedures and Services Across All Programs

Advising

Academic advising at the Gillings School is managed individually by each academic unit. Faculty members in the Gillings School of Global Public Health are committed to providing individualized attention to students and are available to discuss research interests, course selection, career aspirations and even personal matters. We understand that students attribute much of their academic satisfaction and productivity to the quality of their advising experiences. In most programs, you will be assigned a faculty adviser upon admission, and the adviser will help you to plan your academic success from admission to graduation. By meeting with your academic adviser at least once each semester, prior to registering for the next semester, you can help to ensure that you are working efficiently toward fulfilling degree requirements.

Program directors, departmental student services staff and the Office of Student Affairs are also available as resources for academic advising and registration issues/concerns. If you have questions about changing your adviser, please speak directly with your program director or departmental student services staff.

Mentorship

A mentoring relationship is a close, individualized relationship that develops over time between a student and an individual that is both supportive and caring. Although there is a connection between mentors and advisers, not all mentors are advisers, and not all advisers are mentors. Mentors, as defined by The Council of Graduate Schools, are “people with career experience willing to share their knowledge – supporters (people who give emotional and moral encouragement), tutors (people who give specific feedback on one’s performance), masters (in the sense of employers to whom one is apprenticed), sponsors (sources of information about and aid in obtaining opportunities), models of identity (of the kind of person one should be to be an academic).” While mentors often are Gillings School faculty members, they can be your peers, advanced graduate students, departmental staff, retired faculty members, faculty members from other departments, colleges or universities, or professionals outside the University.

Expectations for Students

Students in all programs at the Gillings School of Global Public Health are expected to gain expertise in a particular area of study, to expand the knowledge of that disciplinary field, and to push disciplinary boundaries by conducting interdisciplinary/collaborative research about a topic of scholarly inquiry. In order to do so, and to successfully fulfill the requirements of their degree or certificate programs, students should meet the expectations listed below.

Entering a program is a commitment that requires sacrificing personal time while balancing the demands of your professional and personal lives. Earning a degree is an accomplishment that stays with you the rest of your life, and the critical thinking skills you acquire will serve you every day. The following areas state the expectations for our students.

Academic Procedures and Services Across All Programs, *continued*

Progress Toward Degree

Here are some tips for succeeding at the Gillings School:

- Devote an appropriate amount of time and energy toward achieving academic excellence and earning the degree or certificate.
- Act in accordance with the University's, the Graduate School's and the Gillings School's policies and procedures, specific program requirements and standards of performance, as articulated in departmental student handbooks.
- Ask questions that will promote your understanding of the academic requirements of your specific academic program.
- Fulfill requirements of your program in a timely manner and participate in an annual progress review if required by the department.
- Inform your faculty adviser and department program coordinator of any leaves of absence you need, as well as departure date and expected dates of return. International students, please consult the [Office of International Student and Scholar Services](#) for additional details.
- For international students, recognize that the immigration form specifies the normal length of the academic program (two years for master's, five years for doctoral). Extensions to the immigration form may be requested based on academic reasons; consult with staff members in the Office of International Student and Scholar Services for more information.

Research

- Work with faculty members to understand and follow Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) requirements when pursuing projects involving human or animal subjects.
- Communicate regularly with your faculty adviser and committee members, especially on matters related to research.
- Request clear guidelines and/or expectations from the supervising faculty member on research activities, including specific timetables for deliverables.
- Recognize that the faculty adviser and committee members are responsible for guiding graduate student research, but that students are responsible for conducting the independent research required for their graduate degrees.

Academic Procedures and Services Across All Programs, *continued*

- Acknowledge the contributions of faculty advisers, committee members and other members of the research teams in all publications and conference presentations.
- Work with faculty members to agree as early as possible upon authorship, order of authors, and/or acknowledgements commensurate with type/level of contribution to the work.
- Recognize that research results, with appropriate acknowledgement, may be incorporated into progress reports, summary documents, applications for continuation of funding and similar documents authored by the faculty advisers, to the extent that the student's research is related to the faculty advisers' research programs.
- Follow all rules for ethical conduct of research. Take appropriate training and follow all guidelines about data privacy and protection of participants' confidential data.

Teaching

- Participate in appropriate training and evaluation as required by the department.
- Pursue, to the extent possible, teaching and training opportunities that are relevant to your career expectations.
- Devote time and commitment to instructional duties in order to provide high-quality education to students.

Practice and Service

- Participate in community engagement and practice activities as required by specific departments.
- Represent the School in a professional and ethical manner at all times.
- Participate in service activities for the good of the community and the public health profession.
- Report practice and service activities in the Gillings School [Practicum Data System](#).

Academic Procedures and Services Across All Programs, *continued*

Professional Development

- Pursue professional training programs, seminars and courses that will enhance your professional and personal growth and development and help build a broad network of professional contacts. See the Gillings School Office of Student Affairs' [career services web pages](#) and the [Graduate School's website](#) for information about available opportunities.
- Seek additional mentors to help prepare for professional careers and responsibilities.
- Contribute, to the extent possible, to the discourse of the scholarly discipline through presentations, publications, collaborative projects and other means.
- Attend Schoolwide seminars. Many seminars are recorded for better access.

Assistantships and Financial Support (For graduate assistantships - GA, RA or TA)

- Request clear guidelines and requirements for graduate assistantships from the appropriate faculty and/or staff members.
- Fulfill the responsibilities and requirements of the appointments as stated in the contractual agreement made with the departments and University. Note that assistantship hours are in addition to the hours required for coursework and individual thesis/dissertation research.
- Act in a professional and ethical manner in all aspects of your duties as a graduate assistant, research assistant or teaching assistant.
- Discuss tasks with the hiring supervisors that are not related to or are in excess of your contractual obligations. This includes work on assigned projects that, on average over the course of a semester, are in excess of the hours for which you are being paid. (For details on definitions of graduate assistantships in terms of hours of effort, see [UNC Graduate School](#).)
- Recognize that international students are strictly limited by immigration law to 20 hours of employment per week (see <http://isss.unc.edu/student-employment/on-campus/>). Departments may have more stringent limits.
- Recognize that fellowships carry with them responsibilities that might be different than assistantships, including but not limited to reporting of scholarly products and future employment positions. Fellowship recipients are responsible for learning about and complying with all requirements associated with your appointment.

Academic Procedures and Services Across All Programs, *continued*

Community

- Abide by the [Instrument of Student Judicial Governance](#), which is the University's Honor Code and which is applicable to all UNC-Chapel Hill students, including Gillings School students.
- Promote, in classrooms, research groups and/or laboratories, an ethos of collegiality and collaboration.
- Support the mission of UNC-Chapel Hill and the Gillings School of Global Public Health by providing high-quality teaching, supporting scholarly activities whenever possible and upholding the public-service aspects of the University mission.

Social Media

- Remember that information on the web lives forever. We strongly urge students to avoid putting anything on websites, Facebook, Twitter and other social media sites that would not be appropriate for a prospective employer, nonprofit partner, grant agency or other organizational professional association to see. "Googling" people and looking at the internet time machine have become standard operating procedure for many employers.

Seeking Help and Communicating Concerns

- We are committed both to taking appropriate actions to optimize every student's experience at the Gillings School and also to respond to students' concerns about academic issues. We are committed to addressing issues in a fair, timely and professional manner. Visit the Office of Student Affairs web pages for detailed information on Contacts for Addressing Student Concerns.
- Students are expected to show professional courtesy and respect for others at all times. Actively participating with courtesy and respect in spirited interactions is part of a professional learning experience and community.
- Discrimination and harassment are prohibited by University policies and applicable laws. We will refer such incidents to the appropriate University offices and authorities. Additional information about prohibited discrimination, harassment and related misconduct and available reporting options, resources and support may be accessed online at <http://policies.unc.edu/files/2013/04/PPDHRM.pdf>.

Academic Procedures and Services Across All Programs, *continued*

Honor Code

All students must follow the [University Honor Code](#). In brief, the Honor Code is a standard of conduct that upholds “high ideals of personal honor and respect for the rights of others.” It requires students to refrain from giving or receiving unauthorized aid on examinations or assignments. Cheating and plagiarism are strictly prohibited and punished.

For more information, please consult the [Instrument of Student Governance](#). The University Honor Code will be enforced through the Honor System, and potential violations will be reported to the Office of Student Conduct.

University Academic Policies and Procedures

Students are responsible for observing all University, Graduate School (as applicable) and Gillings School policies as set forth here and in other official University publications, including but not limited to the [University Academic Catalog](#). (Graduate students, please review [The Graduate School Handbook](#).) Gillings School students are responsible for complying with all applicable University policies, which are available online at <http://policies.unc.edu/>.

The following are selected policies that may be of particular interest for students.

[Research Misconduct](#)

[Copyright Policy](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Illegal Drug Policy](#)

[Student Alcohol Policy](#)

[No Smoking Policy](#)

[Immunization Requirements](#)

[Instrument of Student Judicial Governance](#)

[Class Attendance and Religious Observance Policy](#)

[University Travel Policy and Global Travel Registry](#)

[Improper Relationships between Students and Employees](#)

[Policy Statement on Non-Discrimination](#)

[Policy on Prohibited Discrimination, Harassment and Related Misconduct](#)

[Student Grievance Policy and Procedures](#)

Academic Procedures and Services Across All Programs, *continued*

Calendars

[Gillings School Calendar](#). Learn about the Schoolwide related events, seminars, workshops and other happenings throughout the year by regularly accessing and checking this calendar.

[Academic Calendar](#). The Gillings School of Global Public Health follows the University's Official Academic Calendar (<http://registrar.unc.edu/academic-calendar/>).

[University Registrar's Calendar](#). The University Registrar's calendars are a detailed listing of important dates by term, such as the opening registration dates, last day to add/drop, last day to file for graduation for each term, reading days and final exam days.

[Final Exam Schedule](#). Examinations are scheduled according to the day and start time of the first meeting of the course each week and held in the assigned meeting room unless the instructor is otherwise notified.

Accessibility Resources and Accommodations

[Accessibility Resources and Service](#) provides reasonable accommodations, resources and services to undergraduate and graduate/professional students with disabilities to assure equal access to the services, programs and activities of the University so that they may, as independently as possible, take full advantage of opportunities at UNC-Chapel Hill.

Academic Enrichment Program

The Gillings School of Global Public Health is committed to making sure students receive the academic enrichment needed to be successful. The Academic Enrichment Program strives to provide quality academic support in a group setting for students experiencing academic difficulty in entry-level biostatistics and epidemiology courses. Group tutoring sessions are held for each subject (BIOS and EPID) area twice per week for one hour during the fall and spring semesters. [View more information](#).

School Awards

Each year, outstanding students at the Gillings School of Global Public Health receive awards and honors recognizing their excellence in teaching, research, service and professional development. These awards are supported by generous contributions from donors to the School and to the University who value the current and future contributions of our students. View the [UNC Gillings Student Awards Online System](#) for additional information.

Academic Procedures and Services Across All Programs, *continued*

Student Emergency Fund

Graduate students should be aware of 1) the Student Emergency Fund, sponsored by Student Affairs and Scholarships and Student Aid, and 2) the Graduate and Professional Student Federation (GPSF) Emergency Fund. Both funds may provide immediate limited financial support for unexpected emergency expenses.

See [Student Emergency Fund](#) or [GPSF-EF](#) for additional information and the applications.

Diversity Resources

[Diversity and inclusion](#) are central to our mission to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world.

Gillings School diversity resources include:

- [Diversity Outreach, Recruitment and Programs](#)
- [Minority Health Conference](#)
- [Minority Health Project](#)

University of North Carolina at Chapel Hill diversity resources include:

- [UNC Equal Opportunity and Compliance Office](#)
- [Sonja Haynes Stone Center for Black Culture and History](#)
- [University Office for Diversity and Inclusion](#)
- [Diversity and Student Success Program](#)
- [American Indian Center](#)
- [Carolina Women's Center](#)
- [Institute of African American Research](#)
- [Lesbian, Gay, Bisexual, Transgender and Queer Center](#)
- [Student Veterans Resources](#)
- [The Carolina Latinx Collaborative](#)
- [Carolina Cupboard](#)

University Policy on Discrimination, Harassment and Related Misconduct

The University's Policy on Prohibited Discrimination, Harassment and Related Misconduct (<http://policies.unc.edu/files/2013/04/PPDHRM.pdf>) prohibits discrimination or harassment on the basis of an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation and veteran status.

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity and Compliance Office for assistance. Contact information follows.

Academic Procedures and Services Across All Programs, *continued*

Equal Opportunity and Compliance Office
The University of North Carolina at Chapel Hill
100 E. Franklin Street, Unit 110, Campus Box 9160
Chapel Hill, North Carolina 27599
Telephone: (919) 966-3576
Fax: (919) 962-2562
Email: eoc@unc.edu

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity/ADA Office upon receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity and Compliance Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.

Graduation

All students must [apply for graduation](#) through their ConnectCarolina account. Applications should only be submitted when the student realistically intends to graduate that semester and are valid for one semester only. If a student does not graduate in the semester expected, the student must submit another application for graduation in a future semester.

For a list of graduation-related dates and deadlines, visit [Important Graduation Dates](#). Late applicants may not be listed in the Commencement Program.

Laptop Policy

All students must own a laptop, meeting the UNC [campus minimum requirements](#).

Undergraduate Education

Bachelor of Science in Public Health

The undergraduate degree offered is the Bachelor of Science in Public Health (BSPH). Four majors are available to undergraduate students – biostatistics, environmental health sciences, health policy and management, and nutrition. Each of these combines features of a broad-based education with concentrated study in a specific public health discipline. The programs prepare individuals for pre-professional positions in health-related fields and provide a firm base for graduate study. Students may pursue two majors in the School. Students are subject to the requirements in place when they are admitted to the Gillings School of Global Public Health as well as to any additional requirements or policies instituted by the School.

BSPH Admissions Requirements

Students who wish to obtain the BSPH degree typically spend two years in the General College of The University of North Carolina at Chapel Hill (or in an equivalent core program of academic study elsewhere) and two subsequent years under the administration of the Gillings School of Global Public Health. Enrollment in the BSPH degree programs is limited. Typically, a student is selected in the latter half of the sophomore year and admitted on a competitive basis. The minimum recommended grade-point average for admission to programs in biostatistics, environmental health sciences, health policy and management, and nutrition is 3.0.

Requirements Common to All Undergraduate Majors in the Gillings School of Global Public Health

The Gillings School of Global Public Health requires that students earn a C (not C-) or better in prerequisite, core public health and department-required courses. The Department of Nutrition requires at least a B- (or by-exam credit) in BIOL 252, BIOL 252L, CHEM 102, CHEM 102L, CHEM 261 and NUTR 240.

The last 24 of 30 hours of degree credit must be taken in residence at UNC Chapel Hill.

At the end of the sophomore year, students are expected to have earned approximately 60 semester hours of credit. These must include all Foundations and Approaches requirements and at least five Connections requirements, including global issues, experiential education and U.S. diversity. One of the two physical and life science Approaches courses must be BIOL 101/101L. (Environmental health sciences majors are not required to have completed all Foundations, Approaches, and Connections courses by the end of their sophomore year.) The junior/senior total of approximately 60 semester hours includes BIOS 600 (BIOS 500H for biostatistics students), ENVR 600, EPID 600, HBEH 600, HPM 600, and for most departments, a minimum of three electives (seven credit hours) outside the school. (Environmental health sciences majors and health policy and management majors, see details under department-specific requirements.)

Undergraduate Education, *continued*

BSPH Degree Program Competencies

Competencies define what students should know and be able to do upon completion of their degree program. Competencies guide the curriculum planning process and serve as a measure against which student achievement is assessed. Students obtaining a BSPH degree will develop both core public health competencies and concentration-specific competencies. Concentration-specific competencies are described in each program's Student Handbook. Listed below are the core public health competencies for students obtaining a BSPH degree:

Biostatistics

- Describe the roles biostatistics serves in the discipline of public health.
- Distinguish among different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- Apply descriptive techniques commonly used to summarize public health data.
- Describe basic concepts of probability, random variation and commonly used probability distributions.
- Apply common statistical methods for inference.
- Describe preferred methodological alternatives according to the type of study design for answering a particular research question.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Interpret results for statistical analysis found in public health.
- Develop written and oral presentations based on statistical analyses for public health professionals and educated lay audiences.
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

Environmental Sciences and Engineering

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

Epidemiology

- Explain the application of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- Apply the basic terminology and definitions of epidemiology.
- Identify key sources of data for epidemiologic reports.

Undergraduate Education, *continued*

- Calculate basic epidemiology measures.
- Evaluate the strengths and limitations of epidemiologic reports.
- Draw appropriate inferences from epidemiologic data.
- Communicate epidemiologic information to lay and professional audiences.
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- Identify the principles and limitations of public health screening programs.

Social and Behavioral Sciences

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

Health Policy and Management

- Identify the main components and issues of the organization, financing and delivery of health services in the U.S.
- Discuss the policy process for improving the health status of populations.
- Describe the legal and ethical bases for public health and health services.
- Apply quality- and performance-improvement concepts to address organizational performance issues.
- Use “systems thinking” for resolving organizational problems.
- Use the principles of program planning, development, budgeting, management and evaluation to organizational and community initiatives.
- Communicate health policy and management issues using appropriate channels and technologies.

Pursuing a Second Major

Undergraduates must obtain written permission from the Gillings School’s associate dean for academic affairs or that dean’s designee to declare a second major in the College of Arts and Sciences or in the Gillings School of Global Public Health. Students wishing to pursue a major within the Gillings School and with another professional school must apply and be admitted into

Undergraduate Education, *continued*

both programs and, if admitted, comply with the policies and requirements of each school. Students first must speak with their BSPH program faculty coordinator when the student has their approval, and the student must follow the [Guidelines for Declaring a Second Major in Another School or College at UNC-Chapel Hill](#) or the [Guidelines for Declaring a Second Major at the Gillings School](#). It is the student's responsibility to make sure s/he is making good progress toward completing the second major.

Pursuing an Academic Minor

Gillings School students must obtain permission from their BSPH faculty program coordinators to declare academic minors, and submit the [Declaration of Minor](#) form to the School's Office of Student Affairs in 263 Rosenau Hall.

Registration

The Office of the University Registrar is responsible for posting academic calendars for the regular semester, including registration dates, drop/add deadlines and the semester exam calendar (<http://registrar.unc.edu/AcademicCalendar/index.htm>). An online directory of classes, viewed via [Connect Carolina](#), is available to show courses that are open, closed and cancelled. Students are encouraged to check online throughout the registration period if they wish to register for a particular course. If the course is closed, students should inquire with the instructor about wait-listing.

Tar Heel Tracker

[Tar Heel Tracker](#) (THT) is Carolina's degree audit system, available in [ConnectCarolina](#). A THT degree audit shows your progress toward degree completion.

Drop/Add

During the first five days of classes, students can drop and add courses online using the Connect Carolina website. After the first five days of classes, the addition of a course to a student's registration schedule requires the permission of the course instructor or the department concerned. Additionally, students must obtain a registration/drop/add form from their academic adviser, the concerned department or the Office of Student Affairs. Students are required to have the signature of their school's designated official if they register or make additions to their schedule after the final day to add classes. This signature can be obtained in the Office of Student Affairs, 263 Rosenau Hall. After the final day to add classes, deans will approve only those registrations or course additions that have been approved first by the instructor.

During the first two weeks of classes, students may drop a course using the registration system, but they are responsible for ensuring that their schedules do not drop below the minimum 12 academic hours required for full-time registration. After the second and before the end of the eighth week of classes, students who wish to drop a course must obtain a registration/drop/add

Undergraduate Education, *continued*

form from the Office of Student Affairs. Students are required to have the signature of their adviser or an official in the Office of Student Affairs on the form. Please refer to [Rules on Course Drops](#) of more information.

Attendance

You are enrolled in a professional school and are beginning the process of your professional development. The Undergraduate Bulletin of the University describes regular class attendance as “a student obligation” and reminds us that “no right or privilege exists that permits a student to be absent from a given number of class meetings.” Students must make every effort to attend class.

[Only course instructors excuse absences from class for valid reasons](#) (illness or family emergency, religious observance, etc.). A student should present his or her explanation for any absences in writing to the course instructor in advance if the reason for the absence could be foreseen, or as soon as possible thereafter if the reason for the absence could not be foreseen.

A student may appeal a course instructor’s denial of a request that an absence be excused if the request to be excused from class and the reasons for the request are presented to the course instructor in writing within the time limits above. The appeal is to be made to the course instructor’s immediate academic supervisor.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the course instructor before the date(s) of the scheduled absence.

Excused Absences for Religious Reasons

[Students are authorized up to two excused absences each academic year for religious observances required by their faith.](#) Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their course instructors and request the additional absence, which will only be granted with the course instructor’s permission. Primary holy days for religious observance are noted on a web-based [interfaith calendar](#).

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Students must be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Make-up tests may entail an alternative examination or other accommodation which allows the student not to be penalized for an excused absence for a religious observance.

Undergraduate Education, *continued*

Pass/Fail Option

To declare a class Pass/Fail, students must see an adviser in their department. The adviser will review policy, confirm deadlines, and if deemed appropriate, complete the required form. Forms are available in the Office of Student Affairs, 263 Rosenau Hall. Please visit [Regulations Governing the Pass/Fail Option](#) for more details.

Undergraduate Grading

The University of North Carolina at Chapel Hill's official [Explanation of Grading System](#) is located on the Office of the University Registrar's website. Grade points are assigned as outlined in the [Undergraduate Grade definitions](#).

Dean's List

To be eligible for the [Dean's List](#), full-time students who enter the University as first-time, first-year students (beginning in fall 2010 and later) must meet the following requirement – a minimum of a 3.500 semester grade point, with no grade lower than a 'C' if enrolled in at least 12 hours of letter-grade credit, exclusive of physical education activities (PHYA) courses.

Note: Students who have requested "Restricted Release of Directory Information" or removal of their student data from the web at Student Central and the Online campus directory will NOT appear on the Dean's list.

Credit/Course Loads

The academic course load policy determines the minimum and maximum number of hours students may take during a term and are detailed in the [Undergraduate Catalog](#). Students must be enrolled in at least 12 academic hours to be considered full-time. Those seeking exceptions to these rules must follow appropriate procedures as outlined below. Students seeking to enroll in fewer than 12 academic hours in a fall or spring term are encouraged also to consider transferring to part-time classroom studies, which allows them to enroll in eight (8) or fewer academic hours. Students may consult with an academic adviser to discuss their options. Students who have a financial aid package, receive financial aid or who are a part of one or more scholarship programs are advised to check with the Office of Scholarships and Student Aid to understand how any course drops might affect their financial aid in the current term and/or their eligibility to receive financial aid in future terms.

Undergraduate Education, *continued*

Academic Credit Overload Request

Before the start of a term, students may request to register for more than 18 hours in fall or spring and more than eight in a summer session. There are three ways to qualify for an overload of 19 hours: you earned a GPA of at least 3.0 in the previous semester and your cumulative GPA is at least 2.5; you require an overload to graduate in the term requested; or you obtained special permission from the associate dean for academic and student affairs.

Requests for 20 or 21 hours are rarely granted and typically reserved for seniors who need the hours for graduation or students in truly extenuating circumstances.

Students must see an adviser in their BSPH department and submit a [Course Overload Request](#) to the Office of Student Affairs, 263 Rosenau Hall.

Medical Underload

Before the end of the eighth week of classes:

Students experiencing issues of a medical nature which they believe necessitate enrollment in fewer than 12 academic hours in a fall or spring term must consult with either [Campus Health Services](#) or [Counseling and Psychological Services](#) about a medical underload. These offices, in turn, recommend medical underloads or suggest alternate courses of action. Students who are approved for a medical underload as recommended by Campus Health Services or Counseling and Psychological Services must see an adviser in their BSPH department and submit a [Course Underload Request](#) to the Office of Student Affairs, 263 Rosenau Hall. The student must initiate a drop request before the end of the last day of classes during the term.

After the eighth week of classes:

Students seeking to drop a class or classes with the possible result that they may be enrolled in fewer than 12 academic hours for medical or non-medical reasons after the eighth week of classes must meet with someone in the Office of Student Affairs, 263 Rosenau Hall, about submitting an appeal.

Academic Appeals for an Underload

If a student experiences non-medically related extenuating circumstances that s/he believes necessitates a schedule of fewer than 12 academic hours in a fall or spring term, the student may appeal to the Office of Student Affairs, 263 Rosenau Hall, for permission to drop below 12 hours. Students should visit the Office of Student affairs to discuss the appeal form and submit appropriate documentation. Approval to drop below nine hours is rarely granted.

Undergraduate Education, *continued*

Senior Underload

Seniors in their final semester who do not require 12 or more academic hours to complete graduation requirements may request an underload as part of the graduation application process. Details are available on the [Underloads for Seniors](#) section of the University Academic Advising Program website. Gillings School students must see an adviser in their BSPH department and submit a [Course Underload Request](#) to the Office of Student Affairs, 263 Rosenau Hall.

Repeating Courses

You must obtain permission to repeat courses you already have taken and passed at the University. If you repeat a course without securing permission, the grade earned may be removed by the University. Therefore, you should see an adviser in your academic department or visit the Office of Student Affairs, 263 Rosenau Hall, about repeating courses well before the term commences. More information about repeating courses is available in the [Undergraduate Catalog](#).

Academic Progression and Eligibility Requirements

To remain in good academic standing at The Gillings School of Global Public Health and the University of North Carolina at Chapel Hill, students must adhere to the academic eligibility standards set forth by the University. To review policies and procedures for maintaining or reinstating your eligibility, please refer to the [Academic Eligibility Policy](#) information in the Undergraduate Catalog. Students not in good academic standing may be dismissed from the BSPH undergraduate program and may be eligible to be transferred to the College of Arts and Sciences, as long as the student meets minimum University academic eligibility standards.

Academic Appeal Types and Processes

Petition to Drop after Eighth Week

After the eighth week of classes, students must petition to drop courses through the Office of Student Affairs, 263 Rosenau Hall. The petition must include a statement from the student, a statement from the course instructor and any pertinent documentation (e.g., statements from employers, physicians, etc.) that provides compelling support for the petition. If the petition is based on extenuating medical or psychological concerns, the student should visit Campus Health Services or Counseling and Psychological Services and seek a medical withdrawal.

The student must submit the completed form and accompanying documentation to the Office of Student Affairs. Because submission of a petition does not assure that the request will be granted, students must continue to attend classes until informed of the decision. If a course drop is approved, the registration/drop/add form is processed through the Office of the University

Undergraduate Education, *continued*

Registrar. All drops approved appear with the notation of 'W' (withdrawn without penalty) unless an exception is made by the associate dean for academic affairs.

Past Semester(s) Course Drop

Given extraordinary circumstances, and for non-academic reasons, students may appeal for course drops and withdrawals from past semesters. Students with extraordinary circumstances may make an academic appeal to the Office of Student Affairs, Rosenau 263 Hall. Before you submit an appeal, you should consult with your departmental adviser, departmental student services manager, and the Office of Student Affairs to understand the process, confirm you are pursuing the correct appeal option, and get connected to appropriate resources.

Final Exam Excuse

A student who has three final examinations scheduled by the Office of the University Registrar within a 24-hour period or two scheduled at the same time may request for permission to have one of the scheduled examinations rescheduled. In the event that one of the scheduled examinations is a common-hour exam, that examination is the one to be rescheduled. In all cases in which an examination is to be rescheduled, the instructor may reschedule that examination during the final examination period, but not later than the end of the following semester. Any petition for a change in the examination schedule because of the "three exams in a 24-hour" rule must be made to the Office of Student Affairs, 263 Rosenau Hall, before the first day of the final examinations.

Students are required to take final examinations as scheduled. The only exceptions are for illness as documented by Campus Health Services or for other medically documented or family or personal emergency situations. Students who wish to request an exam excuse may petition the associate dean for academic affairs in the Office of Student Affairs, 263 Rosenau Hall, before the first day of the final examinations, and documentation will be required.

Grade Appeal

A grade appeal is a request to change a course grade based on arithmetic or clerical error, arbitrariness, discrimination, harassment or personal malice. Generally, students who wish to appeal a course grade should first attempt to resolve the issue with their instructors. Students also may consult the chair of the [academic department](#) that offers the class. Failing a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined in the [Undergraduate Catalog](#). Such appeals must be made no later than the last day of classes of the succeeding fall or spring semester to the Office of Student Affairs, 263 Rosenau Hall.

For additional information on The University's Policy on Prohibited Discrimination, Harassment and Related Misconduct, see <http://policies.unc.edu/files/2013/04/PPDHRM.pdf>.

Undergraduate Education, *continued*

Additional Semester Appeal

The University's academic eligibility rules impose limits on the number of semesters (fall or spring) in which students are allowed to enroll. (There is no limit on summer sessions.) New academic eligibility rules were instituted in 2007. To see the types of appeals that are often granted and those that are not, consult the [Additional Semester Information](#) handout.

- Students who entered UNC as first-years/freshmen are limited to eight semesters. Special permission is required to enroll in a ninth semester for students who have experienced exceptionally extenuating circumstances. You may request permission to enroll for an additional semester beyond the applicable maximum. Students who are permitted to enroll in an additional semester may graduate with only a single major and no minor, even if all the work for the minor or second major has been completed.
- Transfer students (who transfer in 30 or more hours to UNC) will be granted permission to enter a ninth or 10th semester after meeting with the faculty coordinator of their BSPH program and submitting the necessary forms for approval.

To do so, students must fill out and submit a [SPH Petition to Enroll for an Additional Semester](#) form and submit it to the Office of Student Affairs, 263 Rosenau Hall. The request will be reviewed by the associate dean for academic affairs.

Petition for Course Substitution for General Education Requirements

If you took a course that did not fulfill a specific general education requirement, but you feel it meets the [criteria](#) for that requirement, you may be eligible to submit a course petition. More information about the supporting documentation required for your petition is available [here](#).

Withdrawals and Cancellations

An official withdrawal occurs when you, as an enrolled student, decide you must leave the University in a given term once the term begins and you have attended at least one class. If you must leave, you are required to notify the University through the withdrawal process and then cease attendance in all classes and/or academic activities. To make an informed decision, carefully read the [withdrawal policy](#) before you decide to withdraw. A withdrawal has several important potential impacts that may apply to you. Please review the financial, academic and campus service [Impacts of a Withdrawal](#).

A cancellation results in removal of all enrollments for the term. Cancellations are not noted on the permanent record. No tuition or fees are charged, but other charges related to attending the University (e.g., mandatory student health insurance, housing, meal plan) are the responsibility of the student. Students may contact these offices directly for any questions about charges. Prior to the first day of classes, if you decide you cannot or will not attend the University that term, you may request to cancel your registration. More information about cancellations is available [here](#). The University will only cancel registration for students who have not attended any classes in a term.

Undergraduate Education, *continued*

If you have never attended a single class this term, and classes have begun, you must request a cancellation of your registration through your department student services office and provide verification of non-attendance from each professor. If you cancel a fall or spring term registration and wish to return to UNC-Chapel Hill in a future term, you must apply for readmission. If you cancel your registration for a summer term, readmission is not required.

Readmission

Students who do not attend or who fail to complete a semester at the Gillings School of Global Public Health must reapply for readmission through the University Office of Undergraduate Admissions. Instructions for the UNC [readmission](#) application process are available through the Office of Undergraduate Admissions. If the student is approved by the UNC Office of Undergraduate Admissions, the student subsequently will be reviewed by the Gillings School. Readmission may be approved or denied.

Student Resources

The University offers a broad range of [resources](#) to meet your needs at all points throughout your academic career, and we encourage you to explore these options that are uniquely available to you. Remember, the use of campus resources is a sign of strength – it shows perseverance, responsibility and a commitment to your goals.

Course Approval for Transfer Credit

Current students who wish to receive credit for courses taken at another institution must have these courses evaluated by the Office of Undergraduate Admissions in order for the credit and hours to transfer to the University. Please review the [General Rules](#) for transfer credits. Once you complete the course, all official transcripts should be sent to the Office of Undergraduate Admissions. If you plan to take a course at another institution, please complete the [Course Evaluation Form](#).

Degree Residency Requirement

The last 24 of 30 hours of degree credit must be taken in residence at The University of North Carolina at Chapel Hill. Avoid transferring credit in during your last 30 hours.

Graduate Education

Transferring Course Credit

General Guidelines Requests for courses to be transferred for credit toward a graduate degree are reviewed by The Graduate School upon recommendation by the student's academic program. Such work must represent graduate-level courses relevant to the degree being sought, with course content and level of instruction resulting in student competencies at least equivalent to those of currently enrolled graduate students as determined by the academic program. Students seeking transfer credit must provide the following to their academic program:

- Published course description;
- Course reading list;
- Course requirements, including assignments and grading criteria;
- Information on the types of tools and methods that were used to engage students in learning; and
- Official transcripts noting earned credit for the course.

Students then should submit the [Transfer Credit Recommendation Form](#) to their academic unit for review and signature, and the department/unit then will provide this information to The Graduate School for processing. Additional Transferring Course Credit guidelines information can be found [here](#).

Graduate Grading

All master's and doctoral programs administered through The Graduate School operate under the same grading system. The graduate grading scale in use at UNC-Chapel Hill is unique in that it cannot be converted to the more traditional ABC grading scale. Graduate students do not carry a numerical GPA.

Grading at the graduate level is intended to offer feedback to students on their performance in a given course, including once students reach the thesis and dissertation stage. Faculty members are encouraged to specify course requirements and grading expectations for students. Students enrolled in courses numbered 400 and above must receive one of the following grades.

Graduate Permanent Grades

- H** High Pass – Clear Excellence
- P** Pass – Entirely Satisfactory Graduate Work
- L** Low Pass – Inadequate Graduate Work
- F** Fail

Special Permanent Grades

- **F*** Fail-Administratively Assigned; equivalent to F
The Office of the University Registrar automatically converts the temporary grades of AB and IN to F* when the time limit for a grade change on these temporary grades

Graduate Education, *continued*

has expired. Receiving a grade of F* results in the student becoming academically ineligible to continue in The Graduate School.

- **NG** No grade assigned; administratively assigned only. The symbol 'NG' is recorded for pending conduct situations. Should a faculty member need to assign a NG grade, please contact the Registrar's Office, Records Section or the Office of Student Conduct.
- **XF** Fail-Honor Court hearing outcome; equivalent to F. A grade of XF indicates an Honor Court sanction of a failing grade in a course. Receiving a grade of XF results in the student becoming academically ineligible to continue in The Graduate School.

Temporary Grades (AB, IN, NR)

Failure to remove temporary grades of IN, AB and NR by the last day of classes of the term in which a student plans to graduate will prevent graduation. A temporary grade converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. Temporary grades may not be assigned in thesis and dissertation research courses (992/993/994). Faculty and instructors should use the permanent HPLF graduate grading scale for reflecting academic progress on research in a given term.

Exception requests should be directed to The Graduate School. When extenuating circumstances warrant, The Graduate School may grant a student a time extension to complete a course and replace a temporary grade. The student first must complete the [Request for Extension of Time Form](#) and receive approval from their academic program, after which time the program's director of graduate studies may forward a petition for extension to The Graduate School.

- **AB: Absent from final examination**
An AB grade must be given to a student who did not take a final exam regardless of the reason, but might have passed the course had they done so. AB is a temporary grade that converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. An AB must be requested by the student within 30 days following the missed examination. If the absence is officially excused by the instructor, the student must take the final examination at a reasonable time designated by the course instructor, in no case to exceed one year from the original examination. Since the grade of AB is given after the deadline to change courses in that semester, a student may not retroactively drop a course in which an AB was received. The student must complete the final exam in the timeframe expected or earn F*.
- **IN: Work incomplete**
A grade of IN is given when the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course. Instructors should assign an IN when the student took the final examination but did not complete some other course requirement. IN is a temporary grade that converts

Graduate Education, *continued*

to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. An incomplete grade may not be submitted when a student is absent from the final examination; in such cases, AB is the appropriate grade. The instructor may set the maximum allowable period for completing the course, but in no case will this extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student and copied to The Graduate School. It is the sole responsibility of the student to complete the course and initiate the grade change prior to the one-year deadline. Since the grade of IN is given after the deadline to change courses in that semester, a student may not retroactively drop a course in which an IN was received. The student must complete the work in the timeframe expected or earn F*.

- **NR: Not recorded**

A grade of NR is administratively assigned by the University when the deadline to assign grades in a given term passes and the instructor has not finalized the grade roster. NR is a temporary grade that converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. Since the grade of NR is listed after the deadline to change courses in that semester, a student may not retroactively drop a course in which an NR was received. The student must complete the work and work closely with their instructor to ensure a permanent grade is assigned.

Leave of Absence

Within a five-year limit (master's) – or eight-year limit (PhD and DrPH), a graduate student in good academic standing may request a leave of absence from graduate study for a definite, stated period of time (up to one year) during which the student does not plan to make academic progress. To be eligible for a leave of absence, a student must not have received an extension of time limit for the degree, and must not have temporary grades IN or AB on coursework taken.

In advance of the leave period, the graduate student shall complete and submit to The Graduate School a [Request for Leave of Absence form](#). This form requires approval by the adviser and program director. If the Graduate School approves the leave of absence, the time of that leave shall not count against the total time allowed for the degree. The student must formally apply for readmission to The Graduate School after an approved leave of absence. This is generally a formality. Ordinarily, a leave of absence may not be renewed.

Withdrawal from the University

Official withdrawal from the University is required if a student wishes to drop all courses after a semester begins. The student must submit an electronic withdrawal form through his/her ConnectCarolina Student Center and complete the withdrawal steps as indicated. If at the time of withdrawal, the student is failing any course, a grade of F is assigned to the student's permanent record and the student becomes ineligible to continue in The Graduate School.

A student who withdraws during the first semester of enrollment in an academic program may request [Readmission](#) if the student later wishes to pursue the degree. After two years have

Graduate Education, *continued*

passed, the student must submit a [Reapplication](#) to that program if the student later wishes to pursue the degree. Withdrawal from the University is not equivalent to a formal leave of absence from The Graduate School.

An official medical withdrawal from the University must be processed directly by Campus Health Services. A student who receives a medical withdrawal may be required to receive [medical clearance](#) before being readmitted.

International students who withdraw from the University may face critical consequences regarding their visa status. International students should contact the [International Student and Scholar Services](#) to discuss the implications of noncompliance well in advance of processing a withdrawal.

Withdrawal from the University also has financial consequences for students who have been awarded tuition remission and/or in-state tuition award through a fellowship or assistantship appointment. See the withdrawal policy for students receiving tuition support under [Tuition and Other Charges](#).

Cancellation of Registration

The University will only cancel registration for students who did not attend any courses. If a student attended any portion of his/her courses, then [Dropping Courses](#) or official [Withdrawal from the University](#) processes should be followed. Appropriate justification and approval by the academic program should be included with the cancellation request prior to submission for electronic processing by The Graduate School. Additionally, registration may be canceled under the following circumstances:

- **Academic Ineligibility**
The Graduate School automatically will cancel the registration of those students who become academically ineligible. See [Academic Eligibility](#).
- **Nonpayment of Tuition and Fees**
A student's registration will be canceled if he or she does not pay tuition and fees (or properly arrange for their deferment) by the payment deadline given in the [University Registrar's Calendar](#). To register subsequent to such cancellation, students must pay tuition and fees in advance and add courses no later than the last day for adding courses specified in the [University Registrar's Calendar](#).
- **Failure to Submit Campus Health Services Forms**
If a new or transfer student, or a matriculated student not registered for two years, fails to submit the immunization record and [Medical History Form](#), registration will be canceled.

For additional information about the University's Cancellation policies, please refer to the [Office of the University Registrar](#).

Graduate Education, *continued*

Registering for Courses

Students may search the course schedule and register for most classes using the ConnectCarolina system, accessed via <https://my.unc.edu> (requires ONYEN login). Research credits, thesis writing, and special seminar course listings are also available, but are usually registered with permission from a faculty member. Students should discuss courses with their major advisers prior to registering for classes.

Full-Time Registration

A full-time student is one who is matriculated and meets the conditions for each term noted below:

- Registers for nine or more graduate credit hours in a fall or spring term; or
- Registers for a minimum of three hours of thesis substitute (992), thesis (993), or dissertation (994) in a fall, spring or summer term. *Note:* A student may register for additional courses as needed, but if registering for less than nine hours, this must include a minimum of three hours of 992/993/994 to be considered full-time; or
- Registers for fewer than nine graduate credit hours in a fall, spring or summer term, exclusive of 992/993/994, and has been granted a “waiver of hours” for that term.

A student who was registered for the immediately preceding fall and spring semesters does not need to enroll during either of the summer sessions to maintain status as a full-time matriculated student.

Individual graduate programs may set guidelines on research enrollments, including which academic milestones should be passed before enrolling in 992/993/994. Once students successfully defend their dissertation or thesis or complete their thesis substitute, no further research enrollments are necessary or permissible, and graduation should not be delayed.

All 992/993/994 courses are similarly named following University guidelines and hold fixed credit hours at 3.0, thereby always conferring full-time status.

Students should contact the [Office of Scholarships and Student Aid](#) with questions about full-time status for financial aid purposes.

Waiver of Hours

Graduate School approval of a waiver of hours is contingent upon the student submitting a [Waiver of Hours form](#). This form also must include a statement from the academic program certifying that the student's overall academic involvement, including teaching assignments and research projects, is consistent with the workload of a full-time student. All waiver of hours requests must be received by The Graduate School by the close of the normal add period (generally five days after classes begin) for final review and processing before the semester's

Graduate Education, *continued*

census date ("census date" is generally two weeks after classes begin). No waiver of hours requests will be retroactively approved.

Required Registration

Students are required to be registered whenever degree progress is being made or University resources (including faculty time) are being used to appropriately reflect work being done. Academic programs and students should be aware that students who lapse enrollment lose official student status and recognized University affiliation. Relinquishing formal student status can disadvantage students by eliminating their eligibility for financial aid and student campus services and benefits.

Assistantships and Fellowships

Each student holding a service (assistantship) or non-service (fellowship) appointment must be registered full-time in order to hold that position during the fall and spring semesters. Students must be on campus unless the award requires their presence at another campus or research center.

Examinations and Thesis/Dissertation

A student must be registered during the semester(s) or summer terms in which any written and/or oral examinations are taken and graded.

Students must be registered for a minimum of three credit hours of thesis substitute (992), thesis (993), or dissertation (994) during the semesters or summer terms in which the thesis/dissertation is proposed and defended or a thesis option is completed.

Registration for the prior semester will cover events that occur during a break between semesters. This registration covers a student from the first day of class in a semester until the day before classes begin for the next semester. For example, if a student is registered for a minimum of three credit hours of 992/993/994 in the fall semester and intends to defend in the same term, the student must defend between the first day of fall classes and the day before the first day of spring classes. Similarly, summer registration would cover a defense occurring anytime between the first day of summer session I classes until the day before the first day of fall classes. If the defense takes place during a summer, students must be registered for a minimum of three credit hours of 992/993/994 during either the first or second summer session to be covered for the entire summer term.

Individual graduate programs may set guidelines on research enrollments, including which academic milestones should be passed before enrolling in 992/993/994.

Once the student has completed all courses, including a minimum of three credit hours of thesis substitute (992)/thesis (993) or a minimum of six credit hours of dissertation (994), the student must continue to register for three credit hours of 992/993/994 each academic semester

Graduate Education, *continued*

(fall/spring) until the degree is completed to reflect academic progress and in order to use University resources (including faculty time).

Once students successfully defend their dissertation or thesis or complete their thesis substitute, no further research enrollments are necessary or permissible, and graduation should not be delayed beyond the next graduation cycle (i.e., a student with a successful spring semester defense must plan to submit all materials and graduate no later than August graduation).

Credit/Course Load

Students should register for no more than 16 hours in any semester. A student enrolled in the summer may not register for, and will not receive graduate credit for, more than eight hours per session. Overload requests are considered on an exceptional basis and should be initiated by the student's academic program and forwarded to The Graduate School for approval.

A student who holds a service appointment within the University or is employed either on- or off-campus is advised to register on the following basis:

- A student engaged in teaching three to six credit hours or in performing other part-time duties for 10 to 20 hours weekly is advised to register for no more than nine hours of course credit.
- A student engaged in teaching more than six credit hours or in performing other part-time duties for more than 20 hours weekly is advised to register for no more than six hours of course credit.
- A student engaged in full-time employment is advised to register for no more than three hours of course credit.

During a summer session, a student who holds a service appointment should register for no more than three hours of course credit.

Course Overload Request

Generally, students should register for no more than 16 hours in any semester. A student enrolled in the summer may not register for, and will not receive graduate credit for, more than eight hours per session. Overload requests are considered on a case-by-case basis. Students should contact their academic department's Student Services Office for a course overload form. That form must include a valid reason for taking more than 16 credit hours and must be signed by the student's academic adviser and student services manager. Once signed, the course overload form will be forwarded to the Graduate School and registrar's office for approval.

School Core Course Exemption

To receive an exemption/substitution from any required School Core course, a student must demonstrate an understanding of the competencies addressed in the course. This understanding is demonstrated through completion of a comparable course within five years of

Graduate Education, *continued*

enrollment in the current degree program in which the student received at least a 'B.' The previous course(s) and/or experience must be certified by the relevant core course instructor as being at least as rigorous as the Gillings School core course. Students who wish to be exempted from a core course(s) must download and complete the specific Core Course Exemption Application from the Academic Forms and Policies [page](#).

Adding Courses

Courses may be added only during the official add period. Please refer to the [University Registrar's Calendar](#) for official add period dates. The Graduate School can serve as the Dean's Office authorization for University Registrar forms. A Graduate School signature is required to process and add after the census date in a given term.

Dropping Courses

Drop deadlines are listed in the [University Registrar's Calendar](#). To drop a course after the close of the normal drop period (generally eight weeks after classes begin) and before the last two weeks of a semester, the student must complete and obtain the required signatures on the Registration Drop/Add Form, available through the student's academic program or the Office of the University Registrar.

No course may be dropped in the last two weeks of classes in a fall or spring semester or during the last week of a summer session.

The Graduate School can serve as the Dean's Office authorization for University Registrar forms. A Graduate School signature is required to process a drop after the normal drop period in a given term.

Dropping a course after the census date may have financial and academic consequences. Please refer to the [Academic and Financial Policy Regarding Tuition and Drop Dates](#).

A student registered for and wishing to drop an inter-institutional course follows the same procedures and deadlines as required for dropping courses at UNC-Chapel Hill.

Official [withdrawal from the University](#) is required if a student wishes to drop all courses after a semester begins.

Post-Semester Registration Changes

Course changes after the last day of classes for the current term must be submitted by the student's Program on a Post-Semester Registration/Drop/Add form available through the Office of the University Registrar. Forms must be signed by the student's Dean's Office. For Graduate students, appropriate justification and approval by the academic program should be attached to the post-semester form prior to sending for approval from The Graduate School.

Graduate Education, *continued*

Inter-Institutional Registration

Students may take a maximum of two graduate-level courses through inter-institutional registration during a fall or spring term or a maximum of one graduate-level course during a summer term, provided that the student also is registered for the balance of his/her normal load (at least three credit hours) at UNC-Chapel Hill. Please review the [Inter-Institutional Registration Guidelines](#) to determine what courses are eligible.

Students may take courses in residence at North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, North Carolina Central University or Duke University. Students also may take courses online through the UNC System inter-institutional website by having a request approved and paying tuition directly to the visited institution.

No inter-institutional course may be taken pass/fail or satisfactory/unsatisfactory, and all courses must earn a specific grade. Please refer to the [Graduate Grading](#) section of this Handbook for the policy concerning inter-institutional grading. To [register](#) for a residential inter-institutional course, the student must complete an [Inter-Institutional Approval Form](#) and obtain his/her director of graduate studies' signature.

Parental Leave Policy

The UNC-Chapel Hill [Graduate Student Parental Leave Policy](#) is designed to assist a full-time graduate student who is the primary child-care provider immediately following the birth or adoption of a child. This policy will ensure the student's full-time, registered status and will facilitate his or her return to full participation in class work (and, where applicable, research and teaching) in a seamless manner. All matriculated, full-time graduate students who have been full-time for at least one academic year are eligible to apply for this leave. A [Parental Leave Application Form](#) must be completed and submitted to The Graduate School at least eight weeks prior to the anticipated birth or adoption of the child.

The Graduate and Professional Student Emergency Fund (GPSF)

The GPSF Emergency Fund was created in 2013 to assist graduate and professional students at UNC-Chapel Hill affected by unforeseen financial circumstances that could hinder their ability to complete their graduate career. Please review [funding guidelines](#) for additional details.

Health Insurance Plans

As per the UNC Board of Governors, all students enrolled at UNC-Chapel Hill are required to have verifiable health insurance coverage. Graduate students are offered health insurance coverage through either an [RA/TA plan](#) (offered as part of a teaching or research assistantship) or the [student plan](#). While enrolled, a student can switch back and forth between these two options as appropriate. For information on either plan, see [Campus Health Services](#).

Graduate Education, *continued*

North Carolina Residency

Out-of-state students are expected to apply for in-state residency as soon as possible because the University's out-of-state tuition waiver funds are very limited. Thus, it is important for students to take steps to secure residency as soon as they arrive in North Carolina. It is strongly suggested that students obtain a North Carolina driver's license, register vehicles in N.C., register to vote, actually vote in elections, join the public library (Carrboro/Chapel Hill) and take part in other local organizations and activities. These changes should occur before the end of August of your first year in The Graduate School. Waiting until September or stretching your changes in residency out over several months may be a poor indicator of residency and you are likely to be declined. It also demonstrates that you are not serious about the tuition remission requirements and will not receive a priority when we are selecting students for tuition remissions after the first year.

Students can apply one year after "setting up residency" in N.C. (generally July or August after the first year). The online application and guidelines for in-state status are located on The Graduate School's website (<http://gradschool.unc.edu/residency/index.html>), and The Graduate School regularly offers workshops on the process. The Student Services Manager in your department also can answer additional questions regarding the residency application process.

International Students

International students should consult with the Office of International Student and Scholar Services (<http://iss.unc.edu>) for information on maintaining student visas and paying federal and state taxes. The Graduate School's [Preparing International Teaching Assistants Program](#) is available to help international students meet their responsibilities as teaching and research assistants.

Funding Basics and Payment Schedule

Each school and program has different tuition and fee charges. Tuition and fees also vary for in-state residents and nonresidents. All students must pay tuition and fees according to the schedule printed in the [University Registrar's Calendar](#) unless they qualify for a deferment under policies described in the Directory of Classes. Refer to the Office of the University Cashier for current cost of attendance ([tuition and fees](#)) information.

Tuition Remission and In-State Tuition Awards

A non-resident student who is awarded a fellowship or assistantship appointment may be eligible for a [Tuition Remission Award](#) reducing tuition to in-state rates. In addition to tuition remission, non-resident and resident students who are awarded a fellowship or assistantship appointment may be eligible for an [In-State Tuition Award](#). Requests for tuition remission and in-state tuition award privileges are initiated by the academic program in which the student is enrolled.

Graduate Education, *continued*

Tuition remission and in-state tuition awards are available fall and spring semesters only. No summer awards are made. Students must be on campus unless the award requires their presence at another campus or research center.

Additional financial policies and procedures can be found on the [Funding Resources](#) website.

Assistantships and Fellowships

Students may be awarded a service (research or teaching assistantship) or a non-service (fellowship) appointment. As part of this award, students may receive a [Tuition Remission Award](#), reducing tuition to in-state rates, and/or an [In-State Tuition Award](#).

The Graduate School recognizes that graduate students are first and foremost “students” and their making continual significant progress toward their degree is paramount to the ethical training and education of students. The Graduate School recommends that students should not normally conduct service work (research or teaching assistantships) in excess of 15-20 hours per week on average for doctoral students and 12-15 hours. This policy enables them to work on their own studies and research for at least the remaining 20-25 hours per work week. However, it is not simple to set maximum service work hours due to the complexity inherent in the education and training of graduate students. Directors of graduate studies, therefore, need to be thoughtful about the specifics involved in each particular student's situation and sensitive to the incremental gains in knowledge and skill acquisition in the particular situation.

The University asks graduate students to perform work that is simultaneously both training and service. Their training may take various forms, including apprentice-type training under faculty mentors within the research lab, classroom or community, as well as more traditional coursework. This training often is the primary way in which students learn the core skills, expectations, norms, ethics and content of aspects of their graduate disciplines/fields. However, when examining a particular student's educational/training program, it may be seen that while initial training is requisite to acquiring appropriate knowledge and skills, additional similar training may add only incrementally to their development. In such cases, the standard of not exceeding 15-20 hours per week should apply.

Directors of graduate studies in each graduate program are best informed to make these judgments on an individual basis and should be responsible for assuring that service expectations do not impede any student's significant progress toward their degree.

All policies on graduate teaching assistants should adhere to the UNC System policy [Guidelines on Training, Monitoring and Evaluating Graduate Teaching Assistants](#). The [Office of the Provost](#) maintains policies about the Professional Development of Graduate Teaching Assistants, as well as an Eligibility Waiver Request Form. Additional financial policies and procedures can be found on our [Funding Resources](#) website.

Graduate Education, *continued*

Master's Program

Credit and Residence Requirements

The Graduate School requires a minimum of 30 credit hours of graduate course credit, 24 of which must be taken in residence. Individual program credit hour requirements may be higher, and must be satisfied. Master's students are required to complete a minimum program residence credit of two full semesters, either by full-time registration or by part-time registration over several semesters.

The 20-Percent Rule

Upon recommendation of the academic program and approval by The Graduate School, up to 20 percent of the total hours required for the master's degree may be graduate-level courses transferred from another approved institution or from this institution for courses taken before admission to an academic program in The Graduate School (e.g., courses taken as a Continuing Studies student, an undergraduate or as a non-degree student). Credit received for graduate-level courses taken as an undergraduate may be transferred into an academic program with the program's approval, provided the course did not count toward the requirements of the undergraduate degree. Transferred credits will not be included in the program residence credit calculation.

Degrees

MPH and terminal MSPH Degrees

The Master of Public Health and terminal Master of Science in Public Health degrees are professional public health degrees that prepare students with a broad mastery of the subject matter and methods necessary to become effective public health practitioners. Students in these degree programs complete extensive field training. The MPH degree is offered in the departments of biostatistics, environmental sciences and engineering, epidemiology, health behavior, health policy and management, maternal and child health, nutrition, and the Public Health Leadership Program. The terminal MSPH degree is offered in the departments of environmental sciences and engineering and health policy and management.

MSPH (as part of MSPH-PhD)

The Master of Science in Public Health degree, offered as part of an MSPH-PhD track, is an academic or research degree that prepares students for scholarly careers, particularly in academia or other research settings. The MSPH degree (as part of an MSPH-PhD) is offered in the departments of epidemiology, health behavior, health policy and management and maternal and child health.

Graduate Education, *continued*

MHA Degree

The Master of Healthcare Administration, offered by the health policy and management department, is designed to prepare students for management careers in health-care organizations, including managers or consultants for hospitals, health-maintenance organizations, clinics, public health departments and other health-care settings. Courses focusing on health-care services are supplemented with core courses offering a broader view of public health.

MS Degree

The Master of Science degree is offered in the departments of biostatistics, environmental sciences and engineering, and nutrition (with a focus in biochemistry only).

MSEE Degree

The curriculum leading to the Master of Science in Environmental Engineering is designed to prepare graduates for careers in the environmental engineering profession with special emphasis on water resources and air and industrial hygiene. Specifically, the School prepares students for professional work with private firms of consulting engineers, with public agencies at the national, state, regional and local levels of government, and with a variety of industrial organizations.

MSCR Degree

The Master of Science in Clinical Research is offered through the epidemiology department. It complements the substantive training in medicine, dentistry, pharmacy and other health affairs disciplines by enhancing the student's ability to apply appropriate research methodologies to his or her chosen or established field of research. Applicants will be required to demonstrate a clear relationship with a mentor in this field of research to provide content-area guidance during the program.

Doctoral Program

Transferring Course Credits

Upon recommendation of the academic program and approval by The Graduate School, a doctoral student may transfer into his or her degree program relevant graduate courses from approved institutions or from other graduate programs within this institution. The doctoral student may be examined on all transferred courses at the time of the doctoral oral examination. There is no limit to the number of hours that can be transferred into a doctoral program to meet course requirements with the academic program's approval.

Graduate Education, *continued*

Degrees

DrPH Degree

The Doctor of Public Health provides professional training to prepare students effectively to conduct or supervise research, usually of an applied nature. Graduates also are prepared to integrate new knowledge and techniques into community and/or public health practice. Graduates typically are employed by operating community or public health programs at the local, state, national or international level. Programs of study leading to the DrPH degree are offered by the departments of biostatistics and health policy and management (online learning format).

PhD Degree

The Doctor of Philosophy degree prepares students for leadership in academic and related settings involving teaching and research. Students learn how to develop and apply theories for understanding public health, health care services and policy. Graduates typically are employed by universities or other organizations conducting research. This degree is offered in the departments of biostatistics, environmental sciences and engineering, epidemiology, health behavior, health policy and management, maternal and child health, and nutrition.

Dual-Degree Programs

A number of [dual-degree programs](#) are offered in departments. Under the dual-degree arrangement, a student may earn two professional degrees in a period of time less than the total required by the two degrees separately. Medical students may pursue a dual degree through the departments of epidemiology, health policy and management, maternal and child health or nutrition, or through the Public Health Leadership Program. Dentistry, business, law, city and regional planning, and information and library science students may enroll in dual-degree programs through the Department of Health Policy and Management. A dual degree also is offered through the Department of Maternal and Child Health, in conjunction with the School of Social Work, and between the Department of Health Behavior and the Department of City and Regional Planning. Recently, several dual-degree programs were established with the Eshelman School of Pharmacy (PharmD) within the departments of maternal and child health, epidemiology, health policy and management, and the Public Health Leadership Program.

Graduate Degree Program Competencies

Competencies define what students should know and be able to do upon completion of their degree program. Competencies guide the curriculum planning process and serve as a measure against which student achievement is assessed. Students obtaining a graduate degree will develop concentration-specific competencies, as described in each program's Student Handbook. Students obtaining an MPH, MSPH (terminal) or DrPH degree will also develop the following core public health competencies:

Biostatistics

- Describe the roles biostatistics serves in the discipline of public health.

Graduate Education, *continued*

- Distinguish among different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- Apply descriptive techniques commonly used to summarize public health data.
- Describe basic concepts of probability, random variation and commonly used probability distributions.
- Apply common statistical methods for inference.
- Describe preferred methodological alternatives according to the type of study design for answering a particular research question.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Interpret results for statistical analysis found in public health.
- Develop written and oral presentations based on statistical analyses for public health professionals and educated lay audiences.
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

Environmental Sciences and Engineering

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

Epidemiology

- Explain the application of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- Apply the basic terminology and definitions of epidemiology.
- Identify key sources of data for epidemiologic reports.
- Calculate basic epidemiology measures.
- Evaluate the strengths and limitations of epidemiologic reports.
- Draw appropriate inferences from epidemiologic data.
- Communicate epidemiologic information to lay and professional audiences.
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- Identify the principles and limitations of public health screening programs.

Graduate Education, *continued*

Social and Behavioral Sciences

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

Health Policy and Management

- Identify the main components and issues of the organization, financing and delivery of health services in the U.S.
- Discuss the policy process for improving the health status of populations.
- Describe the legal and ethical bases for public health and health services.
- Apply quality- and performance-improvement concepts to address organizational performance issues.
- Use “systems thinking” for resolving organizational problems.
- Use the principles of program planning, development, budgeting, management and evaluation to organizational and community initiatives.
- Communicate health policy and management issues using appropriate channels and technologies.

Graduate Certificate Programs

Certificate programs are intended for matriculated, degree-seeking students or for non-matriculated students at UNC-Chapel Hill whose objective is the development of specialization in the field of the certificate program. These programs signify accomplishment, specialization and achievement. Students may be interested in gaining both a graduate degree and a certificate credential. Students must be admitted to both programs. Academic credits for both credentials must be discrete; transfer guidelines will apply.

Residential Certificate Programs (for matriculated, degree-seeking students)

[Community Preparedness and Disaster Management](#)
[Interdisciplinary Health Disparities](#)

Graduate Education, *continued*

[Global Health](#)
[Interdisciplinary Health Communication](#)
[Public Health Informatics](#)

Non-residential Certificate Programs (for non-matriculated students)

[Community Preparedness and Disaster Management](#)
[Core Public Health Concepts](#)
[Field Epidemiology](#)
[Global Health](#)
[Occupational Health Nursing](#)
[Public Health Leadership](#)

Transfer of Course Credit to Certificate Programs

The student's director of graduate studies and the director of the certificate program sponsoring unit have discretion in allowing course credit transfer within these guidelines. All students must apply and be accepted to certificate programs. Certificates will not be awarded retroactively.

Students may be working toward a certificate and degree concurrently, but under this policy, the total number of academic credits transferred shall not exceed 40 percent of the total required for a certificate. Total credits allowed to transfer may be less, as determined by the certificate program. The courses to be transferred must be graduate level courses taken at UNC-Chapel Hill using the regular graduate grading scale – H, P, L.

All grades earned in the transferred courses will be included in the calculation of academic eligibility in the certificate program. Transferred credit shall not be included in the residence credit calculation, if required by the certificate program.

Transfer of Course Credit to Degrees

The student's director of graduate studies and the director of the certificate program sponsoring unit have discretion in allowing course credit transfer within these guidelines. All students must participate in and be accepted through a competitive application and admissions process to the degree program.

Under this policy, the total number of academic credits transferred shall not exceed 40 percent of the total required for a certificate. Total credits allowed to transfer may be less as determined by the degree program. Courses must be taken as part of an approved, formal certificate program. The courses to be transferred must be graduate-level courses taken at UNC-Chapel Hill using the regular graduate grading scale – H, P, L.

All grades earned in the transferred courses will be included in the calculation of academic eligibility in the degree program. Transferred credit shall not be included in the residence credit calculation.

Graduate Education, *continued*

Students wishing to earn more than one certificate must be aware of the transfer restrictions, i.e., no certificate course can be counted more than once and discrete academic credits for each individual credential must be earned. Students are encouraged to discuss their plans with their certificate program director(s) and their degree program director of graduate studies as early as possible to ensure all requirements for their degree and certificate(s) can be met.

This document was prepared by the UNC Gillings School of Global Public Health's Office of Student Affairs. If you have questions or concerns, [please comment here](#).

Chapel Hill, N.C.
August 2016



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH