



UNC Asheville - UNC Gillings Master of Public Health in Place-Based Health

2024-2025 Handbook

University of North Carolina Asheville and UNC Chapel Hill are accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the MPH degree. Gillings School of Global Public Health is fully accredited by the Council on Education for Public Health (CEPH), an independent agency recognized by the US Department of Education to accredit schools and programs of public health.

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Welcome

Welcome to the UNC Asheville - UNC Gillings Master of Public Health and your Master of Public Health Degree Handbook! We look forward to working together with you to make your journey to a master's degree as productive and enriching as possible. This student handbook is designed to serve as a guide for students in the UNC Asheville - UNC Gillings MPH as you navigate your way toward the completion of your degree. In this handbook, we outline both opportunities and obligations of students, faculty, and staff, to contribute to your successful education in the UNC Asheville - UNC Gillings MPH. This guide is intended to complement the information contained in the [Graduate School Handbook](#). In instances of discrepancy between these guidelines and the Graduate School Handbook, the latter takes precedence.

The Master of Public Health is a competency-based, practice-oriented degree program, designed to provide you with a breadth and depth of knowledge and skills in public health principles and practice through didactic preparation and applied learning experiences.

In the UNC Asheville - UNC Gillings MPH, Chapel Hill - based faculty will provide instruction and assess your work on public health foundational competencies in online integrated core courses. Faculty will provide instruction and assess your work on discipline-specific competencies with additional depth and breadth in your concentration courses. Your MPH practicum and culminating experiences will provide you with opportunities to practice MPH competencies in an applied setting.

Upon successful completion of the UNC Asheville - UNC Gillings MPH, you will be able to demonstrate to current and future employers a valuable set of public health competencies that will enhance your ability to achieve your professional goals while contributing to the organization. You are encouraged to note competencies on your resume and describe your applied learning experiences during interviews, as evidence of your marketable skills and knowledge.

The UNC Asheville - UNC Gillings Master of Public Health Degree

The concentration in Place-Based Health centers people and their communities as the catalyst for transforming systems to improve social determinants of health and promote equity. The joint MPH program features small cohorts of up to 24 students, case and community-based activities, and instruction by interdisciplinary faculty and community practitioners who bring real-world experience to the classroom. Gillings faculty have thoughtfully designed the Gillings MPH integrated core curriculum infusing their collective passion, expertise, and experience into the courses. You will develop the foundational public health knowledge—composed of 12 public health foundational learning objectives and 22 MPH foundational competencies—defined by [Council on Education for Public Health](#) (CEPH), the specialized accrediting agency for public health education. While all students in CEPH-accredited MPH programs will learn this same foundational public health knowledge, only Gillings MPH students will receive this innovative and exceptional core training from Gillings faculty.

Asheville Master of Public Health Competencies

Evidence-Based Approaches to Public Health

MPH01. Apply epidemiological methods to settings and situations in public health practice.

MPH02. Select quantitative and qualitative data collection methods appropriate for a given public health context.

MPH03. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

MPH04. Interpret results of data analysis for public health research, policy or practice.

Public Health and Health Care Systems

MPH05. Compare the organization, structure and function of health care, public health and regulatory systems across

national and international settings.

MPH06. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.

Planning and Management to Promote Health

MPH07. Assess population needs, assets and capacities that affect communities' health.

MPH08. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.

MPH09. Design a population-based policy, program, project or intervention.

MPH10. Explain basic principles and tools of budget and resource management.

MPH11. Select methods to evaluate public health programs.

Policy in Public Health

MPH12. Discuss the policy-making process, including the roles of ethics and evidence.

MPH13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

MPH14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.

MPH15. Evaluate policies for their impact on public health and health equity.

Leadership

MPH16. Apply leadership and/or management principles to address a relevant issue.

MPH17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

MPH18. Select communication strategies for different audiences and sectors.

MPH19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.

MPH20. Describe the importance of cultural competence in communicating public health content.

Interprofessional and/or Intersectoral Practice

MPH21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

MPH22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

UNC Asheville - UNC Gillings MPH Concentration

In the UNC Asheville - UNC Gillings MPH, we offer students the [Place-Based Health](#) concentration. Local residents, not institutions, hold the history, knowledge and ways of interacting with place. As such, a place's inhabitants and institutions work in relationship, using interdisciplinary and participatory processes, to create and lead efforts to sustainably improve the social drivers of health and ultimately actualize health equity. Through our Place-Based Health concentration, you will increase your confidence in developing, supporting, and sustaining collaborations that contribute to more equitable systems and better lives. You will develop skills to:

- **Analyze** the concept of place in multiple disciplines and in the context of key public health issues locally in Western NC and adapt these concepts to other settings.
- **Apply** deeper knowledge and awareness to facilitate transformation of self and public health teams in order to implement multi-level change efforts.
- **Design** applied research studies to explore a question of place-based public health importance.
- **Apply** principles and examples of community-led change that support, promote, and advocate for healthy and just communities.
- **Apply** principles of systems and design thinking to analyze systems and identify changes that promote health and social equity.
- **Synthesize** principles of individual, community, and systems transformation to co-create approaches with the potential to sustainably improve the social drivers of health and ultimately actualize health equity.

Requirements for the [Master of Public Health](#) degree in the [Place-Based Health](#) concentration for students matriculating in Fall 2020 and thereafter.

Course Number	Course Name	Credits
MPH Integrated Core		
SPHG 711	Data Analysis for Public Health	2
SPHG 712	Methods and Measures for Public Health Practice	2
SPHG 713	Systems Approaches to Understanding Public Health Issues	2
SPHG 721	Public Health Solutions: Systems, Policy, Advocacy	2
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4
	MPH Comprehensive Exam, embedded in SPHG 722 course	
SPHG 701	Leading from the Inside-Out	2
MPH Practicum		
SPHG 703	MPH Pre-Practicum Assignments	0.5
SPHG 707	MPH Post-Practicum Assignments	0.5
MPH Concentration		
PUBH 734	Place-Based Theory in Public Health	2
PUBH 736	Individual Transformation Applied to Public Health and Place	2
PUBH 737	Placed-Based Research and Evaluation Methods	2
PUBH 738	Place-Based Community Transformation	3
PUBH 739	Place-Based Systems Transformation	3
PUBH 740	Implementation of Place-Based Theory and Design in Public Health	3
Electives		
	Elective (Graduate-Level Course)	3
	Elective (Graduate-Level Course)	3

	Elective (Graduate-Level Course)	3
MPH Culminating Experience		
PUBH 992.051	Place-Based Health MPH Culminating Experience	3
	MPH Degree Total	42
Course descriptions can be found in the University course catalog: https://catalog.unc.edu/courses/		

UNC Asheville - UNC Gillings MPH Expectations

All students are encouraged to maintain a strong rapport with their fellow students, faculty members, program staff, and all WNC community members. Central to the UNC Asheville - UNC Gillings MPH is the belief that, to be effective in their profession, public health practitioners need to build strong relationships, not just with members of their own teams, but also with individuals from other sectors, disciplines, and viewpoints. As such, students are encouraged to engage with program members (students, staff, faculty, etc.) in and outside of the classroom with respect and to make conduct choices that are supportive of students' thriving while in the UNC Asheville - UNC Gillings MPH and beyond.

To encourage such thriving, students will be invited to set "cohort agreements" at the beginning of their time in the UNC Asheville - UNC Gillings MPH. These cohort agreements will be posted in Canvas, syllabi, and in classroom space as applicable, and will be reviewed at the beginning of each semester.

COMPASS

COMPASS is the Core Online Modules to Promote and Accelerate Student Success. COMPASS was developed for students to help ensure you have the skills and background needed to hit the ground running on your first day of the MPH Degree program. Ethics and Justice is a cornerstone of our MPH degree program. This module is the first introduction you will have to these topics. Additionally, Leadership & Teamwork is a key competency for MPH graduates. You will build on the topics in this module in your first MPH courses. COMPASS includes the following topical modules that equate to approximately 7-10 hours of content

- **Public Health Ethics** – Increase awareness of ethical issues & potential injustices in PH policy and practice
- **Research & Writing** – Introduction to using the Health Sciences Library (HSL) & how to find information, avoid plagiarism, & prepare for conducting quantitative research.
- **Strategies for Student Success** - Prepare for success as an MPH student. You will become aware of how you approach communication with individuals and teams. It will also introduce you to skills that contribute to successful interpersonal and group interactions. As an MPH student, you will work with others in your courses and, as a public health professional, you will be frequently involved in teamwork.
- **Resources for Student Success** - List of resources available to help students meet needs.

Master of Public Health Core Courses

The Gillings MPH Core is the centerpiece of the Master of Public Health program at Gillings. This integrated, 6 courses for 14-credit curriculum spans our 13 concentrations. Created by students, faculty, and staff from across the Gillings School, the MPH Core gives students the opportunity to start solving big public health problems right away. Throughout the core course work, students develop core competencies that they can apply in global and local contexts, including the importance of humility and cultural competency in addressing health disparities. Taught by an interdisciplinary team of instructors, the Gillings MPH Core curriculum draws on essential public health principles, methods and evidence, spanning disciplines to teach students how to identify, understand and solve public health problems.

During the first three courses, SPHG 711, 712, and 713, students focus on identifying, describing, and prioritizing public health issues. In the next two three courses, SPHG 701, 721 and 722, students work on developing, implementing, and leading and communicating public health solutions. In both semesters, students take part in interdisciplinary team projects, including a white paper and presentation in the fall and a proposing a solution to a public health problem in the spring.

MPH Core Courses

SPHG 701 – Leading from the Inside-Out:

This course prepares students for public health practice by introducing fundamental leadership skills necessary to advance equity, collaborate in interprofessional practice, and recognize and address bias in organizational settings. Requisites: Pre- or corequisites, [SPHG 711](#), [SPHG 712](#), [SPHG 713](#), [SPHG 721](#), and [SPHG 722](#). (2 credit, Spring Year 1)

SPHG 711 - Data Analysis for Public Health:

This introductory course is part of the MPH core curriculum and focuses on the biostatistics and analysis methods commonly found in public health. Students will learn to produce, interpret, and use straight- forward data analyses. (2 credits, Fall Year 1)

SPHG 712 - Methods and Measures for Public Health Practice:

This course is part of the MPH core curriculum and introduces epidemiologic concepts and how to describe population patterns of health, inequities, and their determinants. Requisites: Corequisite, [SPHG 713](#). (2 credits, Fall Year 1)

SPHG 713 - Understanding Public Health Issues:

This course is part of the MPH core curriculum and provides students with the skills to identify and describe public health issues in specific contexts. Requisites: Corequisite, [SPHG 712](#). (2 credits, Fall Year 1)

SPHG 721 - Public Health Solutions: Systems, Policy and Advocacy:

This course explores how public health practitioners establish priorities for action, with context and community as crucial factors. We examine strategies for addressing public health problems at each level of the social-ecological framework. Building on first semester MPH core courses. Requisites: Prerequisites, [SPHG 711](#), [712](#) and [713](#). (2 credits, Spring Year 1)

SPHG 722 - Developing, Implementing & Evaluating Public Health Solutions:

Students will identify, analyze and prioritize potential public health solutions. In addition, students will learn to adapt evidence-based solutions, engage with stakeholders, and disseminate solutions. Building on first semester MPH core courses. Requisites: Prerequisites, [SPHG 711](#), [712](#), [713](#); Pre- or corequisite, [SPHG 721](#). (4 credits, Spring Year 1)

MPH Practicum Courses

SPHG 703 – MPH Pre-Practicum Assignments:

This course awards credit to required pre-practicum assignments. **Requisites:** Pre- or corequisite, [SPHG 701](#), [SPHG 711](#), [SPHG 712](#), [SPHG 713](#), [SPHG 721](#), [SPHG 722](#). (0.5 credit, Spring 1)

MPH Practicum Hours:

This 200 (minimum) hour planned, mentored and evaluated applied practice experience gives students an opportunity to use their Gillings MPH training in a professional public health setting. Requisites: Prerequisite, [SPHG 703](#). (Summer between Year 1 and Year 2)

SPHG 707 – MPH Post-Practicum Assignments:

This course awards credit to required post-practicum assignments. Requisites: Prerequisite, [SPHG 703](#). (0.5 credits, Fall Year 2)

MPH Practicum

A practicum is a planned, mentored, and evaluated work experience (paid or unpaid) that enables students to integrate and apply their MPH training in a professional public health setting. The practicum gives students an opportunity to:

- Explore areas of professional interest
- Apply and gain new public health skills
- Contribute to organizations advancing public health
- Network with public health professionals
- Demonstrate competency attainment
- Gain feedback on professional skills and performance

Our goal for the MPH practicum program is to facilitate high-quality, equitable, and consistent practicum supports for all MPH students with an ongoing commitment to:

- Ensuring all MPH students have a strong grounding in practice;
- Facilitating opportunities for students to develop skills that support their career goals and employability;
- Increasing the impact of MPH practice activities within the state and beyond;
- Strengthening campus-community partnerships; and
- Feasibly meeting and documenting Council on Education for Public Health (CEPH) accreditation requirements.

Prerequisites:

Prior to beginning the practicum, Gillings MPH students must 1) have final grades in SPHG 701, SPHG 711, SPHG 712, SPHG 713, SPHG 721, SPHG 722 and SPHG 703 and 2) receive approval from the practicum team to begin their practicum hours. Some concentrations require additional prerequisites (see Concentration-Specific Requirements). *Failure to adhere to practicum prerequisites may result in a student needing to complete an additional practicum, a penalty to the student's SPHG 707 grade, and/or academic ineligibility.*

Requirements:

To satisfy degree requirements, an MPH practicum must:

- Take place in partnership with a governmental, non-governmental, non-profit, industrial, for-profit, or appropriate university-affiliated organization. University-affiliated (refers to units engaged in academic endeavors) organizations must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate. Faculty-supervised lab settings are not appropriate for the practicum. Students can only do a practicum with their regular place of employment if their practicum work will differ substantially from their current role and they will have a preceptor who is not their regular supervisor.
- Include activities that allow the student to contribute to improvements in public health by informing, assessing, developing, implementing, evaluating, and/or leading policies, programs, and/or interventions at the population rather than individual level. Academic teaching, observation and/or treatment of

patients, shadowing, and activities conducted solely under faculty supervision (e.g., case study or preparing a manuscript for publication) are not appropriate practicum activities.

- Yield at least two student-generated, non-proprietary, practical work products (e.g., project plans; grant proposals; training manuals or lesson plans; surveys; memos; videos; podcasts; presentations designed to educate community members, advance an organization's work, etc.; spreadsheets; websites; photos with accompanying explanatory text; or other digital artifacts of learning), produced for the practicum organization's use and benefit, that demonstrate attainment of five [CEPH MPH Foundational Competencies](#). Unacceptable products are presentations (poster or oral) about the student's practicum experience, IRB applications, reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, academic poster presentations, and other documents required for academic purposes.
- Be mentored by a supervisor (preceptor) with public health expertise and experience to guide the practicum work who can carry out the Gillings MPH practicum preceptor responsibilities. We understand that people come to public health from a range of backgrounds and expect a preceptor to have either:
 - At least five years of full-time, professional public health experience; OR
 - A graduate degree in public health or a related field and at least two years of full-time, professional public health experience.

For conflict-of-interest reasons and to expand mentorship opportunities, a student's regular supervisor cannot serve as their preceptor. To gain exposure to public health work outside of an academic setting and for accreditation reasons, students are generally discouraged from completing a practicum with a faculty member. However, faculty may serve as a preceptor if the practicum products are produced in direct partnership with, and benefit, a non-academic community or organization.

- Comprise a minimum of 200 hours (equivalent to five weeks of full-time work).
- Take place in a location approved for student travel ([UNC Travel Policy](#)), and the student must complete [UNC Gillings International Pre-Departure Travel Requirements](#) prior to travel if applicable.

For more information, please visit the [MPH Practicum webpage](#). Please direct practicum questions to mphpracticum@unc.edu.

MPH Comprehensive Exam

The [MPH Comprehensive Exam](#) is a required milestone for the MPH degree awarded by the University of North Carolina at Chapel Hill. The Comprehensive Exam will evaluate mastery of the MPH core foundational knowledge and competencies. The MPH Comprehensive Exam is designed to evaluate students' ability to apply foundational public health knowledge and skills developed in the MPH Core courses (SPHG 711, 712, 713, 721, 722) to novel contexts, problems, and populations. It also is designed to further the development of students' integrative and critical thinking skills. The Comprehensive Exam (and the preparation for it) also provides students with the opportunity to practice and demonstrate skills communicating about public health issues and solutions with colleagues, other stakeholders, and the general public.

The MPH Comprehensive Exam is embedded into SPHG 722 MPH core course, students will complete the comprehensive exam at the end of the course via Canvas. The result of the exam has no impact on the grade a student receives in the SPHG 722 course. Students must have final grades in SPHG 711, 712, 713, and 721 in order to sit for exam.

The MPH Comprehensive Exam consists of the student answering two of six primary questions utilizing the health topic from their team project topic in SPHG 722. The two questions will be chosen at random for each student and have a 200-

word limit per question.

Students who do not have a passing score on the comprehensive exam will have a remediation plan and retake the exam. An individual remediation plan for the student will be developed and communicated to the student by the respective MPH Program Coordinator. Per university policy, students must wait 90 days to retake the comprehensive exam. If a student fails the exam twice, they become immediately academically ineligible by the Graduate School. A student made academically ineligible under certain conditions may be reinstated upon petition initiated through the student's academic program. An appropriate academic plan must be developed. Please see the Graduate School's handbook for reinstatement policies: <https://handbook.unc.edu/masters.html>. **In the event a student is unresponsive or fails to submit their Comprehensive Exam by the announced deadline, will result in a Failure of the exam.**

Culminating Experience

Each student completes a 3-credit culminating experience in the final term of their program of study. Once the Culminating Experience is completed, no additional course registration is allowed. This experience must yield a high-quality written product that demonstrates four competencies, two foundational and two concentration specific. This culminating experience ideally is delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations, and could take the form of a course-based capstone project or master's paper but will be tailored to the concentration a student chooses.

Students must complete their practicum hours prior to enrolling in their culminating experience (992 course). If a student has a need to take SPHG 707 (MPH Post-Practicum Assignments) concurrent to a 992 course, they must first discuss their situation with their Academic Coordinator and receive approval from the respective MPH Program Coordinator prior to registering for the courses. Note that concurrent enrollment in the courses is not guaranteed.

At the Asheville campus, the culminating experience requires that students:

1. Work with an organization, group or community, preferably in Western North Carolina. Please note: community-based projects should include community perspectives and input in defining the problem and shaping the project – please build in sufficient time for this vital part of the process.
2. Deliver a 25–30-page (double-spaced) high-quality writing product that demonstrates critical thinking and attainment of at least two Council on Education for Public Health (CEPH) MPH Foundational Competencies and two concentration competencies
3. Provide a summary of the project including introduction, methods, results, conclusion, and lessons learned.
4. Work with their faculty mentor as their first reader and preceptor from the host organization as their second reader. Preceptors should be experts with deep knowledge of the topic you are writing about, methods you are using, and/or expertise in the setting your paper addresses. Upon occasion, an alternate second reader is required. If this may be the case for you, discuss early on with your mentor.

Academic Advising

We are committed to providing the advice, assistance, and support that you need to be successful during every step of your educational journey at Gillings and UNC Asheville. As a graduate student, you can expect quality advising and mentoring experience from staff, faculty, UNCA, and Gillings. It is also important that you reach out to get what you need in terms of help and support. A successful system of academic advising and mentoring is highly dependent upon a shared

commitment of students, staff, and faculty, as well as access to timely and accurate information. Your designated Academic Coordinator can be located here: [Office of Student Affairs](#)

Academic Coordinators

They have expert knowledge of the degree requirements within your program of study and a working knowledge of academic options and resources at Gillings and throughout the University. Academic Coordinators are expected to involve students in decision-making about their program requirements and options, and will encourage you to ask questions, gather information and get the resources needed for a successful experience.

In the UNC Asheville - UNC Gillings MPH, students have access to an Academic Coordinator at UNC Gillings who you can expect to:

- This Gillings School Student Affairs professional is assigned by your concentration.
- Serves as your primary academic advisor.
- Serves as an expert in navigating academic policies, procedures, program requirements, and campus resources.
- Helps with necessary paperwork including, but not limited to, registration information and processes, policy exceptions, transfer requests, and continuous enrollment or leave of absences.
- Assists in tracking your progress toward degree completion.
- Is available via email, appointment, or drop-in.
- Assists with group/cohort academic advising sessions.

What can your Academic Coordinator help with?

- **Academic Success Strategies:** ACs can help you learn strategies for success at Gillings, including effective study habits, test-taking strategies, time management, and addressing test anxiety.
- **Academic Advising:** ACs can help navigate degree requirements, clarify progress towards degree completion, and review graduation timelines.
- **Campus Involvement:** ACs are knowledgeable about opportunities for making the most of your Gillings experience, getting involved with groups at Gillings or on campus, and in the community.
- **Identify Campus Resources:** AC's can connect you with helpful resources at Gillings or on campus to support your success.

Academic Coordinators understand your degree requirements. They are also familiar with the academic options and resources at Gillings and across the University that can support you throughout your program. ACs are expected to involve students in decision-making about their program requirements and options. ACs will encourage students to ask questions, gather information, and get the resources needed to have a successful experience.

You Can Expect Your Advisor/Academic Coordinator to:

- Be available for advising appointments.
- Assist you in exploring course offerings and career options by asking "big questions" about your worldviews, life goals and career interests, and by taking into account aptitudes, academic performance and the frequency of course offerings.
- Be familiar with core and concentration requirements.
- Understand the mechanics and deadlines of course registration, such as adding and dropping classes, using special enrollment forms and following procedures administered by the Office of the Registrar.

- Understand University grading policies, including grade review, probation and academic dismissal.
- Know where to refer students with special needs or interests.
- Empower you to take responsibility for your educational experience and to take advantage of opportunities in your major and intended career field (internships, volunteer and service-learning opportunities).
- Guide you in a continual reassessment of your course of study in light of changing interests and goals and overall academic performance.
- Understand the teaching/learning connection in academic advising and the significance of the advisor/advisee relationship in student engagement and retention.

Individual Academic Advising

Additional interactions between students and Academic Coordinators are encouraged when individual issues arise and within reasonable demands on staff time. To ensure a mutually beneficial relationship:

The advisee/student is expected to:

- Cultivate honest and professional relationships/be present and dedicated; listen to and respond to feedback and emails from your Academic Coordinator in a timely manner.
- Be knowledgeable about program requirements, processes, coursework, and deadlines.
- Initiate scheduling of meetings and come prepared with an agenda of topics that need to be discussed at each meeting.
- Keep their AC and Faculty Mentor updated on academic and professional goals.
- Keep track of and ensure that graduation requirements are being met.
- Inform the Academic Coordinator of their progress and if applicable their struggles/challenges.
- Respond to communications from the Academic Coordinator in a timely manner.
- Include Program format and Concentration when communicating with the Academic Coordinator
- Understand that you are ultimately responsible for your own educational experience.

Cohort Academic Advising

The Academic Coordinator will facilitate general and/or concentration specific MPH cohort academic advising every semester. Cohort academic advising is an efficient mechanism for disseminating timely information (e.g., course registration, support services, professional development opportunities, graduation requirements, etc.) that is relevant to all students in the cohort. Cohort (concentration specific), advising will typically be scheduled at least 4 weeks prior to the opening of registration for the coming semester.

Faculty Mentors

Faculty Mentors support students in developing professionally by suggesting opportunities based on their own expertise and experience in the field, connecting students to professional networks relevant to their interests, and providing guidance on career interests. Faculty Mentors stay current with trends in the field, conferences and professional development opportunities, and other valuable discipline-specific resources. Faculty Mentors often write letters of reference and support students who are seeking funding, awards or job opportunities.

Your Faculty Mentor:

- Is assigned by your concentration with input from you;

- Serves as an expert in a specific field of study within your concentration;
- Provides feedback regarding course selection to meet your overall academic goals and career interests;
- Suggests professional development and job or award opportunities;
- Is available by appointment (typically not drop-in). Contact your Faculty Mentor by email and request a meeting to introduce yourself (do not hesitate to email again if you do not receive a reply to the first message within 2 business days);
- Assists students in identifying professional and career goals; may provide advice and support for career decision-making.

Developing a Successful Relationship with Your Faculty Mentor

While each student is assigned an individual FM, you are also encouraged to reach out to other faculty members during your time at Gillings. You will get to know faculty from the classes you take, if you hold a research position or job, and at other meetings or activities at Gillings. Faculty members can serve as future references for you, connect you with future employers, and/or help you with networking and career planning in your area of study. The value of building relationships with the phenomenal faculty members at Gillings is worth your time and effort during your degree journey and long after.

Faculty Mentors help students develop professionally by suggesting opportunities based on their own expertise and experience in the field, connecting students to professional networks relevant to their interests, and providing guidance on career interests. Faculty Mentors stay current with trends in the field, conferences and professional development opportunities, and other valuable discipline-specific resources. FMs often write letters of reference and support students who are seeking funding, awards or job opportunities.

Students are responsible for scheduling, preparing for, and keeping appointments with faculty members. Students should seek out contacts and information. Do your homework about program requirements before you meet with a faculty member to use time efficiently. Be clear in letting the FM know what you need – you can send agenda items in advance of your meeting. Respond to emails from your Faculty Mentor in a timely manner. In graduate school, students are responsible for making their own decisions based on the best information and advice available.

In addition to your assigned Academic Coordinator and Faculty Mentor, as an MPH student, you also have access to the MPH Program Team listed below.

- Director of MPH Program – Karla Townley-Tilson, kttilson@unc.edu,
- Residential MPH Program Coordinator - Cassie Nakamoto, cnaka@unc.edu or
- MPH Academic Program Support Coordinator (APSC) - Jacey Dullum, , jaceyhd@unc.edu.

The Master of Public Health (MPH) Degree Requirements

All candidates for the Master of Public Health in the Gillings School of Global Public Health are required to successfully complete:

1. 14 MPH Core credits: SPHG 701, SPHG 711, SPHG 712, SPHG 713, SPHG 721, and SPHG 722
2. 1 credit for pre-practicum and post practicum assignments: SPHG 703 and SPHG 707
3. 15 Concentration credits: A concentration in one of the departments or curricula of the School, by satisfying whatever requirements that department or curriculum may set
4. 9 elective credits (see policy and guidelines for choosing electives below).
5. 3 culminating experience course credits
6. A minimum of 42 credit hours to meet CEPH requirements.

7. A minimum of 200 hours of supervised practicum field experience.
8. The MPH Comprehensive Exam
9. All degree requirements and milestones are set forth by the Gillings School and the UNC Graduate School.

MPH Electives Policy and Guidelines

Students in the MPH Program are required to take 9 credits of electives. Students are expected to use their electives in a thoughtful way to strengthen their public health knowledge/skills and are encouraged to consult with their Academic Coordinator early on prior to the registration period for this purpose. In addition to those courses offered in the Gillings School there are many appropriate electives elsewhere in the university.

Please note the following course elective guidelines:

1. While not all courses in the Gillings School are available to be taken as an elective, Gillings School prefixed courses numbered **400+ may be taken as an elective space** permitting or by instructor consent. Please visit the UNC Catalog for all Gillings School course prefix descriptions (BIOS, ENVR, EPID, HBEH, HPM, MHCH, NUTR, PUBH, and SPHG)
2. Any course at UNC numbered 500+ is a potential elective, subject to the following conditions:
 - a. the student's ability to meet the course prerequisites;
 - b. Pass/fail courses including Graduate Level Courses (700+) do **not** count towards MPH degree credit;
 - c. discuss your choices with your Academic Coordinator and/or Faculty Mentor prior to course registration.
3. Courses used according to the [Graduate School's transfer policy](#) toward electives must also adhere to the above guidelines with minimum grades of P or higher. Pass/fail courses are not eligible to count towards elective credit.
4. Courses used under the [Interinstitutional Programs policy](#) toward electives must also adhere to the above guidelines.

Time Required for Degree Completion

In the UNC Asheville - UNC Gillings MPH, students normally follow a 21-month schedule to complete all program requirements and graduate. These 21 months are divided into 4 semesters and a summer practicum.

A master's student has five calendar years from the date of first registration in the master's program to complete the master's degree (e.g., if the date of first registration is September 2020, the five-year time limit expires September 2025). Students may request an extension in time to complete the degree. Reapplication is required to continue pursuit of the degree if the five-year limit expires. Reapplications are not automatically accepted.

Students have the flexibility to complete the program as quickly (within outlined curriculum requirements) or slowly as fits their needs if completion is within the 5-year limit.

If no course is taken during either the Spring or Fall term the student is considered inactive and will have to apply for readmission. 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. Further registration is contingent on a final readmission decision by the Graduate School. The student must initiate the readmission process in the following timetable. Additional details and forms are provided in The Graduate School Handbook (<https://handbook.unc.edu/admission.html>)

Readmission deadlines are:

- Fall term: July 1
- Spring term: December 1
- Summer term: April 1

MPH Course Exemptions and Substitutes

Students may apply for exemption from SPHG 711 and/or SPHG 712. These two courses are the **only** courses that students can request an exemption from in the MPH curriculum. To do so, students must demonstrate in the application that they have achieved the learning objectives and competencies covered in the required core course through other coursework completed in the past five years. Examples may include coursework completed at another university, through a different degree program, or not on the list of approved substitutes. In rare circumstances, coursework completed more than 5 years ago may be considered in combination with demonstration of competencies through professional work experience. Application for [SPHG 711](#) and/or [SPHG 712 exemption](#).

It is important to note that an exemption does not reduce the number of credit hours required for your degree. Students must make up the credit hours that were approved via the exemption process. Receiving an exemption generally provides a student with more flexibility to take electives. Students may explore the possibility of transferring credits to their degree by talking with their Academic Coordinator.

Please note that the MPH core and curriculum is an intentional series of interconnected courses where all students are trained and work collaboratively at solving public health problems at the intersection of multiple disciplines. For more information and to discover “**Options for fulfilling the core public health curriculum requirements for MPH/MSPH students entering Fall 2018 and later**” or “**Approved Core Course Substitutes**,” please visit: <https://sph.unc.edu/students/academic-and-policies/>.

All other MPH Core courses (SPHG 701, 713, 721, and 722) and Required Concentration Courses are not eligible for exemption, course substitution or transfer credit.

MPH Program Policy on Incomplete Grades in Core and Concentration Courses

This policy describes implications and procedures for Incomplete (IN) grades in an MPH Core (SPHG 701, 711, 712, 713, 721, 722), Practicum (SPHG 703, Practicum Hours, 707), and all required concentration courses.

A grade of Incomplete (IN) is given when the course instructor determines that exceptional circumstances warrant extending the time for the student to complete a course requirement. The MPH program does not regard requests for IN grades on the grounds of personal convenience. An IN grade in an MPH course is only appropriate for students who cannot complete a course requirement because of unforeseen circumstances, typically in cases of illness, a family emergency, or other extraordinary circumstances.

To qualify for an Incomplete:

- a student must have substantially engaged in the course throughout the semester and be positioned to pass the course when the missing assessments/assignments are completed.
- Students should explore all options with their Academic Coordinator, such as a medical withdrawal, before petitioning for an Incomplete.
- Students with verifiable, unavoidable reasons for being unable to complete the course within the semester registered must submit the MPH Incomplete Petition Form to request an Incomplete to their course instructor.

Students petitioning to receive an Incomplete must do so before the last day of classes for the term. As part of the petition, students must provide a compelling explanation of the difficulties/challenges that kept them from satisfying course requirement(s), and the student must acknowledge that they agree to complete the work/assignments by the course

instructor- approved due date(s). The instructor should set clear expectations for course completion requirements. Any renegotiation of the contract's due dates is at the discretion of the instructor and must be completed before the deadline(s) listed in the [MPH Incomplete Petition Form](#). In no case will this extension exceed one year set forth by the Graduate School.

While the Graduate School permits up to one year to convert an IN to a permanent grade (See UNC Graduate School Handbook for official policy: <https://handbook.unc.edu/grading.html>), the Gillings MPH program requires students to complete work to receive a final grade in the MPH Core (SPHG 701, 711, 712, 713, 721, 722), MPH Practicum (SPHG 703, Practicum Hours, 707), and all required concentration courses by the last day of the fall or spring term following the term for which the IN grade was granted. Students must have permanent grades in all MPH Core (SPHG 701, 711, 712, 713, 721, 722) and Practicum courses (SPHG 703 only) before they can begin the Culminating Experience (992 course). The summer terms are not included in the timeline for completion of work for IN grades. This shortened timeframe ensures that students can complete all MPH requirements without delaying graduation. In cases where students do not abide by the agreed upon deadline(s), the currently assigned IN grade will remain on their record until a final grade has been assigned by the faculty or will automatically convert to an F* by the Graduate School at the end of a year. A grade of F* will render a student [academically ineligible](#) to continue in the MPH program.

According to Federal Guidelines, students must maintain SAP – Satisfactory Academic Progress – to be eligible for financial aid at UNC. SAP standards will be evaluated at the conclusion of each semester. Students must successfully complete one-third of the coursework in which they are enrolled. To estimate this completion rate, divide the number of credit hours successfully completed by the number of credit hours attempted. Incomplete courses will not count as completed until a grade has been recorded for the class. Incomplete grades will affect the completion standard.

Implications of Incomplete Grades

- Students may be at risk of becoming [academically ineligible](#) if outstanding work is not completed by the agreed upon timeline.
- An Incomplete in any MPH Core course may prevent a student from being able to start their practicum or take the comprehensive exam.
- MPH students must have permanent grades in all MPH Core courses prior to sitting for the comprehensive exam.
- MPH students must have permanent grades in all MPH Core and MPH Practicum courses before taking the culminating experience (992) course. An Incomplete in any MPH Core or concentration course will prevent a student from beginning the culminating experience (992) course.
- Students with one or more Incomplete grades will not be permitted to register for an independent study course as part of their MPH requirements.
- Students are not permitted to receive IN grades in the culminating experience 992 course.
- An Incomplete grade in any course will prevent a student from graduating, even if the course credit hours are not needed to fulfill degree requirements.

Workflow for Requesting Incomplete Grade

1. Student completes the MPH petition form to request an Incomplete and obtain approval from the course instructor.
2. Course instructor reviews, approves or denies, and signs the petition for Incomplete grade.
 - a. For MPH@UNC: The section instructor will also notify the course lead instructor of the approved petition and agreed upon timeline for completion.
3. Students send the signed form to their Academic Coordinator. The Academic Coordinator will keep the approved petition in the student's file and will inform the student's Faculty Mentor of request for IN grade.

4. Student completes outstanding work by agreed upon deadlines or renegotiates an approved new timeline with course instructor.
5. Course instructor grades outstanding work, calculates overall grade in course, submits grade change request in ConnectCarolina, and communicates grade to student.
 - a. For MPH@UNC courses where the section instructor may not be available, the course lead instructor or department chair will submit the grade change in ConnectCarolina.

Master's Degree Course Credit Guidelines

The 30 Percent Rule

Upon recommendation of the academic program and approval by The Graduate School, up to 30 percent (12 credits) 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 the academic program in The Graduate School (e.g., courses taken as a non-degree or Continuing Studies student, an undergraduate, or a degree student in another program).

- All credits requested to be transferred in cannot have been taken more than 5 years prior to the transfer request.
- Courses approved for undergraduate credit only (at UNC-Chapel Hill, those numbered below 400), including required prerequisite courses, will not be counted toward academic program requirements, do not count toward full-time enrollment status, will not carry either course or residence credit, and will not be entered into the student's Graduate School academic eligibility calculation.
- All requests must be submitted to the student's Academic Coordinator for initial review.
- Transferred credits will not be included in the program [residence credit](#) calculation.

Students requesting transfer credit to count towards the following course should follow this process. Students must provide a transcript, showing the grade they received in the class, along with a syllabus of the course for consideration. Students can only transfer in 30% of the program's credits. For the MPH program this translates to 12 total credits. Students are required to show attainment of all MPH foundational and concentration specific competencies to fulfill the MPH degree requirements. These competencies are taught and assessed in the MPH core and concentration required courses. Students are not required to meet competencies in their 9 credits of electives, so transfer credits are most likely to be transferred into the MPH program as electives.

- **MPH Core Courses:** SPHG 711 and SPHG 712 are the only courses eligible for transfer credit. Must be reviewed and signed off on by the core faculty member.
- **MPH Concentration Courses:** Must be reviewed and signed off on by the concentration lead. Required concentration courses are not eligible for transfer credit, exemption or substitution.
- **MPH Elective Courses:** Must be reviewed and signed off on by the Residential MPH Program Coordinator or Co-Director/Concentration Lead for the residential Asheville program. The Senior Executive Director of Academic Advising and Student Affairs may review and sign off in the absence of the MPH Program Coordinators.

Pass/Fail Courses

No graduate-only level courses (at UNC-Chapel Hill, those numbered 700 and above) may be established as pass/fail courses. All required coursework intended to count toward degree credits or requirements, including those taken on this campus or elsewhere via inter-institutional registration, study abroad, etc., may not be taken on a pass/fail basis. Students who wish to take a non-required or undergraduate level course pass/fail should contact The Graduate School.

Auditing Courses

To audit a course, students must obtain the written permission of the course instructor and the academic program chair. Students can request this permission only after the end of the official registration period. Students may later enroll in and receive academic credit for a previously audited course; however, retroactive academic credit for an audited course is not permitted. Degree-seeking students cannot audit courses in the Friday Center for Continuing Education or a course preparing a student for “Credit-by-Examination.” Students officially registered for other courses during a semester or summer session may audit a course without paying a fee. For more information, please refer to the [University Registrar's Policy Memo No. 9](#).

Registration

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 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.

Graduate and professional school students are randomly assigned appointment times. You may register any time after your enrollment appointment day and time. Appointments are randomly assigned from 8:30 AM–3:45 PM, Monday-Friday.

Remember that your enrollment appointment is only the beginning of your registration period, and you have through the term starting to add classes. Check registration dates each term (including the last dates to add and drop online at <https://registrar.unc.edu/academic-calendar/>).

To find out your enrollment appointment date/time for the term:

1. Log in to your ConnectCarolina Student Center.
2. Click on the link under “Enrollment Dates”.
3. Select the term to view your assigned enrollment appointment.

You will be able to start enrolling on the date and time of your enrollment appointment.

After this time, the registration system will operate on a 24/7 schedule (24 hours/day, 7 days/week), except for occasional times when the system is down for maintenance. Please note that support from campus offices will only be available during normal business hours.

- Remember to check any holds you have that will prevent registration prior to your enrollment appointment starting and continue checking that section throughout the registration period! To check holds, go to the Holds section of your ConnectCarolina Student Center.
- If you are graduating at the end of the current semester and have not been officially admitted into a new program, you will not be activated to register.
- Review important University policies located at <https://registrar.unc.edu> , under “Registration” and then “Registration Policies.”
- Students expecting financial aid, departmental funding or other third-party support may request deferment of their term bill that is due prior to the start of each term.
- Deferment requests must be submitted by the due date on the first bill of each semester.

Nonpayment of Tuition and Fees

A student's registration will be canceled if s/he 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.

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.

Cancellation of Registration Policy

The University will only cancel registration for students who did not attend or participate in any courses. If a student attended or participated in any portion of 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:

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.

Post-Semester Registration Changes

Course changes after the last day of classes for the current term must be submitted on a Post-Semester Registration/Drop/Add form available through the student's academic program or the Office of the University Registrar. Please contact your respective Academic Coordinator for assistance. An appropriate justification and approval by the academic program should be attached to the post-semester form prior to submission for processing by The Graduate School.

Academic Integrity Standards - Student Honor Code

Students are subject to the regulations of student government under the Honor Code. Students may become ineligible to continue studies at UNC-Chapel Hill for student code violations. Instances of suspected plagiarism, cheating on examinations, or other violations of the Honor Code should be reported either to the [Office of Student Conduct](#) or the [Office of the Dean of Students](#).

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to support and comply with the enforcement of the [Honor Code](#), which prohibits lying, cheating, or involving academic processes or interactions with University, student, or academic personnel acting in an official capacity.

It shall be the further responsibility of every student to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic (i.e., teaching, research, and personal) conduct; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

Appropriate Use of Course Materials

The materials used in each course including, but not limited to, syllabus, exams, quizzes, and assignments, are copyright protected works. Any unauthorized copying of class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Community Standards in Our Course and In-Person Instruction

Your attendance and active participation are an integral part of your and all of our learning experience in our program. If you will be unavoidably absent, please communicate your intention to be on zoom or miss class by sending one joint email to all of your instructors that semester. We hope this approach minimizes the need for additional communication. We also want you to know that while we start classes on time, we recognize external challenges may affect your arrival time on occasion. We are grateful to you and our program community for your continued commitment!

Academic Ineligibility

The Graduate School will automatically cancel the registration of those students who become academically ineligible. See [Academic Eligibility](#).

Overload Policy

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. Students in the UNC Asheville - UNC Gillings MPH are assigned to take fewer than 16 credit hours each semester.

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 coordinator. Once signed, the course overload form will be forwarded to the Graduate School and registrar's office for approval.

Elective Policy

Currently, there are 9 required elective hours in the UNC Asheville - UNC Gillings MPH. These courses are taught in the third and fourth semesters of a student's typical degree plan. As the UNC Asheville - UNC Gillings MPH is a residential program offered in WNC, these elective courses are selected annually by faculty from the UNC Asheville - UNC Gillings MPH and follow the standard guidelines put forward by UNC Gillings.

Elective courses in a Gillings School of Global Public Health graduate degree concentration must be at the 400 level and above. Electives outside of Gillings School of Global Public Health graduate degree concentration must be 500 level and above. For more detailed information speak with your academic coordinator.

Graduate Grading Scale

All master's 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 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

1. **H:** High Pass – Clear Excellence
2. **P:** Pass – Entirely Satisfactory Graduate Work
3. **L:** Low Pass – Inadequate Graduate work
4. **F:** Fail

Special Permanent Grades

1. **F*:** Fail-Administratively Assigned, equivalent to F
2. **NG:** No grade assigned; administratively assigned only
3. **XF:** Fail-Honor Court hearing outcome; equivalent to F

Temporary Grades

1. **AB:** Absent from final examination
2. **IN:** Work Incomplete
3. **NR:** Not recorded

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 are not available as a graduate grade in the 992 culminating experience paper course. Faculty advisors and instructors should use the permanent HPLF graduate grading scale for reflecting academic progress on research in each 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

must first 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.

Absent (AB) Grade: 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.

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 where an AB was received. The student must complete the final exam in the timeframe expected or earn F*.

Incomplete (IN) Grade: See Incomplete Grade policy and process on page 19.

Not Recorded (NR) Grade: A grade of NR is administratively assigned by the University when the deadline to assign grades in each 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 where an NR was received. The student must complete the work and work closely with their instructor to ensure a permanent grade is assigned.

Grade Change

Course grades of H, P, L, F, and F* are permanent grades. A permanent grade may be changed upon the initiative of the instructor, only in cases of arithmetic or clerical error, and then only with the approval of the director, chair or dean of the instructor's academic program and of The Graduate School.

Such grade changes may be made no later than the last day of classes of the next succeeding regular semester. The Graduate School can serve as the Dean's Office authorization for University Registrar forms. More information about graduate grade changes can be found in the [University Registrar's Policy Memo No. 24](#).

Grade Appeal

Before filing any appeal of a course grade, the student should first address his or her concerns to the instructor who assigned the grade. Should the instructor detect an arithmetic or clerical error that negatively influenced the grade assignment, a grade change form should be executed reflecting the corrected grade. An instructor may not initiate a change of a course grade as a result of reevaluating the quality of the student's performance or as a result of additional work performed by the student.

If, after consultation with the instructor, a satisfactory resolution cannot be reached, the student may appeal the grade to the instructor's chair or dean. Such an appeal should be lodged by the student in writing with the instructor's chair or dean, with a copy to be provided by the student to the instructor, and should cite the evidence by which the student judges

- that an impermissible element existed in the instructor's evaluation of the student's coursework and
- that it influenced the grade assignment to the detriment of the student.

Appeals should be submitted no later than the last day of classes of the next succeeding regular semester.

For an appeal of a course grade to be considered, it must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

1. arithmetic or clerical error;
2. arbitrariness, possibly including discrimination or harassment based upon the race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression of the student;
3. personal malice; and/or
4. student conduct cognizable under the Instrument of Student Judicial Governance.

For additional information, please refer to the Graduate School Handbook: [The Graduate School Handbook](#).

Add/Drop Policy

Courses may be added only during the official add period. Please refer to the UNC 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 each term. Effective dates are not altered. For courses scheduled outside the standard term dates, proportional deadlines are similarly applied.

Dropping Courses

Drop deadlines are listed in the University Registrar's Calendar. To drop a course outside 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.

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 in a regularly scheduled course after the normal drop period in each term. Effective dates are not altered. No regularly scheduled 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. For courses scheduled outside the standard term dates, proportional deadlines are similarly applied.

IMPORTANT NOTE: Dropping a course 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

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

Leave of Absence (LOA)

Students can request to take a leave of absence. Before requesting the LOA, the student should speak with the concentration lead and their faculty mentor. The student then completes the LOA form and submits it to the academic coordinator who then sends it to the graduate school. The student should receive an email within 2 weeks from when the request has been submitted with an approval or denial notification. The LOA, if approved, will go into effect from the dates indicated on the submitted forms. Please note that you can only take one leave of absence while enrolled in the MPH program.

Please keep in mind that during this period, you cannot make academic progress – take comprehensive examinations, defend a dissertation, etc. You must be readmitted and registered for such requirements to be met.

Formal readmission is not required to register for coursework for the term following your approved leave period. Prior to returning to coursework, we encourage you to be in touch with your academic program to discuss upcoming registration. Please also be aware of campus dates for registration and tuition via the [University Registrar's calendars](#).

If you remain unenrolled for longer than a 12-month period, you must also request a new residency determination via the Residency Determination Service (ncresidency.org) and follow the proper instructions. (<https://gradschool.unc.edu/studentlife/resources/residency/>) to be considered a NC resident for tuition purposes.

Attendance Policy

The UNC Asheville - UNC Gillings MPH program is a hybrid program requiring both online and in-person courses in which students contribute greatly to individual and collective learning. Students are expected to attend all classes unless in the case of illness, pre-scheduled unavoidable events, or emergencies. In the rare case that you are unable to attend a class, please communicate with the relevant instructor in advance if possible. In addition, please review individual course syllabi for specifics about the attendance and participation policies and discuss any questions or concerns with the course instructor.

Nonpayment of Tuition and Fees

A student’s registration will be canceled if tuition and fees are not paid (or properly arranged for 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](#).

Student Support Services

Resource	UNC Asheville	UNC Gillings
Student Affairs	✓ Yes	✓ Yes
Academic Success	✓ Yes	✓ Yes
Health and Wellness	✓ Yes	No
Counseling	✓ Yes	No
Events	✓ Yes	✓ Yes
Campus Recreation	✓ Yes	✓ Yes
Athletics	✓ Yes	✓ Yes
Research	✓ Yes	✓ Yes
Institutional Review Board (IRB)	✓ No	✓ Yes
Academic Accessibility (Accommodations)	✓ Yes	✓ Yes
Career Services	✓ Yes	✓ Yes

Career Services

Students in the UNC Asheville - UNC Gillings MPH have access to career services through the UNC Gillings School of Global Public Health Career Services Office. You can schedule Career Appointments through [Handshake](#).

Students can also access career services through UNC Asheville. Students can make an appointment by calling 828-251-6515 or send an email to career@unca.edu. Students can also drop-in Monday – Friday from 12pm-3pm on the first floor of the Ramsey Library in the Student Success Hub. If students want to find jobs, internships, and more, they can create an account through [Handshake](#).

UNCA Library Resources

Ramsey Library at UNC Asheville is available to students to study, research, and much more. More information can be found [here](#).

UNCA Multicultural Affairs

The Office of Multicultural Affairs (OMA) serves as a leader in advancing UNC Asheville's core value of diversity and inclusion. With a strategic focus on campus culture and leadership development, OMA provides institutional support, organizational advising, engagement opportunities, and educational initiatives aimed at supporting the University's liberal arts focus and advancing student success. To learn more about UNCA's Office of Multicultural Affairs, please click [here](#).

UNCA RockyCard

All students, faculty, and staff are issued a RockyCard when they become part of the UNC Asheville campus community. Your RockyCard is your campus ID, and is used for printing, building access, dining locations, etc. To learn more about your RockyCard, please click [here](#).

Student Complaints and Grievances

Enrolled students of the UNC Asheville-UNC Gillings MPH program can leave anonymous feedback using the online [form](#) which will be reviewed by the program co-directors and shared as appropriate with core faculty. Any identifying information will be omitted when shared with core faculty. Also, students may bring concerns to the MPH program co-directors. In addition, students may report bias incidents or complaints or file grievances with UNCA and/or UNC Chapel Hill (see below).

At UNCA, students may report a bias incident with the [Bias Incident Report Team](#) (BIRT) at UNCA. Another option is the student grievance procedure, which exists to serve all enrolled students at UNC Asheville in the event that they judge they have been improperly or unfairly treated in academic matters. Written notice of the grievance must be filed with the Faculty Conciliator, who will attempt to resolve the grievance informally to the satisfaction of all parties. When such informal conciliation proves impossible, students have the right to present their grievance to a closed hearing of the Academic Appeals Board. If a grievance is unfounded the Academic Appeals Board shall provide written notification of that fact to the student, the faculty member, and the departmental Chair. If a grievance is deemed valid, the Board shall forward a written account of its deliberations, including its recommendations for redress, to the student, the faculty member, the department Chair, and the Provost.

Where a student should go to file a complaint depends upon whether the complaint concerns academic or non-academic matters. In practice, student concerns, complaints or grievances are directed to one of two student ombudsmen. The Senior Director of Advising and Academic Success is generally the first point of contact for academic student complaints, and the Dean of Students is generally the first point of contact for non-academic student complaints. However, regardless of the initial contact, the two student ombudsmen work closely together and direct students to the appropriate complaint procedure and involve any other appropriate departments. Students may also institute complaints to the personnel involved in the procedure or action that yielded the complaint. For example, instructional matters are typically handled first by the class instructor, and then progressively by the department chair, the Dean and the Provost if needed. Each office that receives student complaints will maintain a record of those complaints and their resolutions.

Visit the [University Catalog](#) for a more complete description of the procedure for filing an academic grievance. For more information, [contact the current Faculty Conciliator](#).

[UNC Gillings Student Feedback and Equity Concerns form](#): This form can be completed and submitted anonymously. Students can use this form to describe feedback, both positive and negative, about anything including issues related to your experience as a student at Gillings, administrative processes, and classroom activities. This form will also allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#).

Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and](#)

[Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

All information is held privately to the fullest extent possible in accordance with federal and state law. UNC strives to honor the wishes of individuals submitting information but may need to pursue additional actions to protect the health and welfare of impacted persons and the broader University community. Depending on the nature of the concern, the UNC EOC Office could be contacted to provide further assessment. Should this occur, you will be notified of these next steps.

The bias-related questions in this form were adapted from the NC State Bias Reporting Tool. These questions are included with the goal of advancing Gillings' commitment to diversity, equity and inclusion among our faculty, staff and students, and stem from the belief that all people should be treated with civility, dignity and respect.

UNC Asheville-UNC Gillings MPH students will select *PHLP* as their department or concentration. There's also a *prefer not to answer* option.

FERPA

Under the federal **Family Educational Rights and Privacy Act (FERPA)**, personally identifiable information may not be released from a student's education records without their prior written consent. For more information please follow this link to the graduate school handbook. [FERPA](#)

Adverse Weather Policy

Since the UNC Asheville - UNC Gillings MPH Program is housed permanently in the UNC Health Sciences Building at the Mountain Area Health Education Center (MAHEC) main campus in Asheville, NC, all adverse weather policies will follow that of MAHEC. For this reason, classes are held on MAHEC's campus regardless of the weather in the Chapel Hill area; we do not follow the university calendar for weather-related closures. However, we are very aware that some of our students live in areas that may be impacted by weather or other natural disasters. Please stay in close contact with your instructors and program co-directors to discuss arrangements they may be able to offer.

Graduation

Applying for Graduation

Students must notify The Graduate School of their plan to graduate by submitting an Application for Graduation no later than the deadline shown in the [University Registrar's Calendar](#) for the semester in which they expect to graduate. 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, s/he must submit another application for graduation in a future semester.

Complete the Graduation check-out page in ConnectCarolina's Self Service area: Log in to [ConnectCarolina](#), then in your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows. Degree requirements and milestones vary by academic program, and The Graduate School maintains the master listing of milestones required for degree clearance. Graduate School staff certify each degree candidate has met all requirements before clearing them to graduate.

Milestones include:

- Application(s) to graduate
- Minimum credit hours required for the degree

- Foreign language requirement, if required by the academic program
- Committee structure approved
- Certification of program degree requirements received (via PCDR form)
- Exam documentation approved
- Thesis/thesis substitute/dissertation enrollments
- Residence credit requirement
- Thesis/dissertation approved via ProQuest; OR, thesis substitute documentation
- All grades submitted
- Exit survey completed

Students can view the status of their degree milestones in their Student Center in ConnectCarolina. Graduate School staff endeavor to clear students efficiently and accurately. Even if all completed milestones are in order and submitted, it can still take several business days for degree clearance to be processed. Any requests for early graduation clearance due to extenuating circumstances (generally only for employment or visa requirements) should be submitted through the academic program and only after the census date for the given graduation term

During the internship or practicum, the student should have the opportunity to link key academic knowledge to practical work experiences. In most situations, the student and the preceptor outline a set of agreed upon internship objectives, against which the student is evaluated at the end of the opportunity.

Accreditation

The University of North Carolina at Chapel Hill is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-479-4500 for questions about the accreditation of the University of North Carolina at Chapel Hill."

The Gillings School of Global Public Health is fully accredited by the Council on Education for Public Health (CEPH). CEPH is an independent agency, recognized by the US Department of Education to accredit schools and programs of public health.

List of Important Websites

UNC Academic Calendars

<http://registrar.unc.edu/academic-calendar/>

Graduate School Handbook

<http://handbook.unc.edu/>

Graduate School Forms

<https://gradschool.unc.edu/academics/resources/forms.html>

UNC Graduate School and Student Life

<https://gradschool.unc.edu/>

Residency

<http://gradschool.unc.edu/studentlife/resources/residency/>

Cost to attend and funding

<http://gradschool.unc.edu/funding/>

University Registrar (links to graduation info, courses, residency, etc.)

<http://registrar.unc.edu/>

Graduation Information and Deadlines

<http://gradschool.unc.edu/academics/resources/graddeadlines.html>

Office of Student Conduct-Honor System

<https://studentconduct.unc.edu/>

Student Life

<https://new.unca.edu/student-life/>

Events and News

<https://new.unca.edu/events-and-news/events-feed/>