UNC Charlotte
College of Health and Human Services & School of Data Science
HCIP 6250 Capstone: Problem Solving in Healthcare Analytics
Fall 2020

Course Number  HCIP 6250
Course Title    Capstone: Problem Solving in Healthcare Analytics
Course Credit  3 Graduate Credits
Pre-requisites HCIP 6400 or HADM 6400 or HLTH 6471, and instructor permission
Course Day/Time Thursdays 5:30 – 8:15 pm (September 10 – December 10; Final Exam/Presentation on Thursday, Dec 17 from 5:30 – 7:30 pm)
Course Location Online synchronous via Zoom (a link will be provided in Canvas)

Faculty
Laura H. Gunn, PhD
Associate Professor, Public Health Sciences
Director, CHHS Biostatistics Core
Affiliate Faculty, School of Data Science
E-mail: laura.gunn@uncc.edu

Online Office Hours: Tuesdays 4:15-5:15 pm; Fridays 1-2 pm; and by appointment (a link will be provided to you through Canvas for accessing virtual office hours)

Catalog Course Description
A capstone course with synthesis and application of strategic planning, information technology, and analytic concepts via ‘real world’ consultative projects grounded in health informatics and analytics.

Course Overview and Goals
This course serves as the capstone for the Master of Science in Health Informatics and Analytics program and for the Master of Public Health (MPH) concentration in Population Health Analytics. It is an integrative course using project management as an organizational framework, and it is designed to demonstrate and enhance the skills students have learned throughout the program. The course also prepares students to enter into/advance within the professional workforce.

Each functional area (e.g., informatics, analytics, data interpretation, and reporting) is critical to the healthcare decision processes that these data inform. However, decisions in each functional area should not be made in isolation. These decisions need to be
consistent with other decisions throughout the organization, providing it with a sustainable competitive advantage in the market in which it operates.

The goals of this course are to ensure students can: (1) address health questions with an appropriate approach; (2) identify the most appropriate method(s) and/or data source(s) to answer a given health question; (3) code and analyze data to answer a given health question; (4) interpret and communicate analytic results in a meaningful way to internal/external stakeholders or clients for decision making; and (5) enter into/advance within the professional workforce.

**Course Conduct**

This capstone class emphasizes team consulting projects with a healthcare industry client/partner, as well as addresses related professional skills that prepare students to enter into/advance within the professional workforce. We will meet weekly online during class time to work on and discuss course topics and progress on team projects. **Teams/team leaders will also be required to schedule mutually convenient times for a phone call with our client, within the healthcare organization for whom we will be consulting, to discuss progress/address questions on a fortnightly basis.**

**Student Learning Outcomes**

After successfully completing this course, students should be able to:

1. Formulate a health question in measurable terms;
2. Design and implement analytic plans for specific projects working with/within health-based organizations;
3. Apply data and tools to address healthcare questions;
4. Conduct a meaningful analysis within timelines set forth in the analytic plan;
5. Demonstrate effectiveness in working as part of a team, listening and responding effectively to the ideas of others, and successfully using negotiation and conflict resolution skills;
6. Perform effectively on interprofessional teams (this is also MPH Core Competency #21 for MPH and dual MPH/HIAN students);
7. Demonstrate effectiveness in organizing, synthesizing, and articulating the interpretation of an analysis in writing and orally to various audiences;
8. MPH and Dual MPH/HIAN Students Only: The exact learning outcome related to the aforementioned outcome states: **Students will communicate audience-appropriate public health content, both in writing and through oral presentation. (MPH Core Competency #19);** and
9. Effectively respond to a job position announcement and subsequent interview.
10. MPH and Dual MPH/HIAN Students Only: Participate in a mandatory, half day workshop with community partners to develop recommendations on improving social mobility in Charlotte.
MPH and Dual MPH/HIAN Students Only

All MPH and dual MPH/HIAN students are required to attend an interprofessional community workshop in their last spring semester of their MPH studies. Any such students currently enrolled in this course should have taken the workshop this past March 2020; however, please let me know immediately if you are graduating this December and have not yet taken the workshop. The workshop each spring is approximately a half day. Students work in groups and are partnered with community leaders across a broad spectrum of public health domains to develop recommendations on improving quality of life in Charlotte. There is no makeup event. All students must be present for the entire time of the event. There is a written assignment for you to complete afterward for credit toward your MPH degree. Please contact Dr. Jan Warren-Findlow (jwarren1@uncc.edu) if you have questions pertaining to this workshop/requirement.

(Data) Security Awareness Training

Since we will be consulting/collaborating with a health organization and working with big data, all students must complete the online (Data) Security Awareness Training. Whether working with publicly available data, free-use secure data, or fee for use data, it is important to know and practice issues related to data security. This online training should take about 45 minutes and will need to be completed before the second class meeting. The online course should be available directly from your Canvas account, or at the following link: https://spaces.uncc.edu/pages/viewpage.action?pageId=11931724. If you have taken this course in 2019 or later, then you are not required to take it now. Please upload into Canvas a copy (or screenshot) demonstrating your completion by Thursday, September 17th. Please let me know if you have any questions about this requirement.

Assessments

Course assessments fall into two major domains: the team project and job preparedness.

All assignments/drafts/final products should be typed unless otherwise specified. Points will be deducted for writing (e.g., grammatical errors, misspellings, poor sentence structure, incorrect referencing, etc.). Please also refer to assessment rubrics provided in the course Canvas site.

Job Preparedness (25%)

Each student will submit a resume and cover letter in response to a given job announcement, as well as undergo a mock job interview for that position.

- Resume: 9%
- Cover letter: 8%
- Mock Interview: 8%
**Team Project (75%)**

Students will work in assigned teams of 4 to 7 students and engage in a major analytics-based project. This project will take the form of a consulting assignment for a healthcare organization. The analytics project is developed incrementally over the semester with peer, faculty, and client guidance and feedback. It consists of several components totaling 75% of your final grade:

- Intermediate Outcome 1: 5%
- Intermediate Outcome 2 (includes manuscript draft): 20%
- Intermediate Outcome 3 (includes manuscript draft): 15%
- Final Paper: 15%
- Final Presentation: 20%

All analyses will be performed using R statistical software, since this is the software of choice/proficiency for our client and faculty. For those of you already using R, this will be a chance for you to strengthen your R coding skills; and, for those of you who may not have used R, this will be an opportunity for you to learn R and add R to your repertoire of coding skills and languages while leveraging on your peers’, faculty’s, and client’s R proficiency/expertise. R is frequently used in the healthcare sector and beyond, and it is freely available. This also reflects the ‘real world’, as you will most likely need to adapt to various software throughout your professional trajectory depending on the job/position, project, setting/environment, etc. This aligns with standard industry expectations that your work will be performed using software preferences and guidelines provided by the organization for which you may work, which may or may not align with your personal software preference(s).

Teams are expected to ‘meet’ online regularly throughout the semester during synchronous class time, and online outside of class time, to complete their project. Expectations and format guidelines for each of the elements pertaining to the project will be detailed on the course Canvas site.

All members in each team should contribute equally to drafts/assignments/presentations/final products, and in most/all cases, a single team submission should be made on behalf of all individuals in the team (I will inform you if separate submissions are required for any team assignments/drafts). Please be responsible and respectful of your peers and make sure you contribute to the work distribution equally, even though ‘equally’ could be in different forms with different responsibilities from one another.

Be mindful that if workload distributions are such that one (or multiple) team member’s responsibilities can only be completed after another team member’s work is completed, then the first team member’s work should be completed early and with sufficient time for the other team member(s) to complete their portions. When work distributions are sequential, team members must agree the delivery dates/times of each portion by each team member to appropriately set expectations and timelines. In such situations, teams should set reasonable timelines for each member to complete their tasks in a timely manner so as not to adversely affect others’ responsibilities/contributions. Team
members who agree with their teammates to complete their portion of the work by a given date but fail to do so may receive deductions from their assignment grade if it affects the work of the other team member(s).

**At the end of each team assignment, include a list of the contributions/responsibilities completed of each team member for that particular assignment.**

**Peer & Self Evaluations for Team Submissions**

Confidential peer and self-evaluations will be submitted directly to me via email for each team submission indicating: (1) whether you believe each of you contributed approximately equally on the team submission, explaining any discrepancies; (2) any challenges encountered with the team dynamics or work performance; and (3) any positive aspects you would like to highlight of your team dynamics and/or work performance. Be sure to include a self-evaluation as part of this peer evaluation.

Peer (and self) evaluations are due within 24 hours of the team assignment submission due date and time, and failure to submit these evaluations will result in 5-points deducted from that individual’s assignment grade.

If any work distribution inequalities arise from reviewing peer/self-evaluations, or in discussions, then I will arrange a meeting to discuss this challenge with some/all parties involved in the team. Please speak with me early if you perceive inequalities in the workload that each team member is contributing, or if the team dynamics are challenging in any other manner.

In most cases, team submission/assignment/draft grades will be the same (aside from the peer/self-evaluation receipt, if absent or delayed) for each individual in the team unless peer/self-evaluations indicate differently, in which case discussions will occur to investigate the workload distribution and appropriate evaluations within the team.

**“Free-ridership”**

These consultancies are substantial projects. All team members are required to contribute substantively and meaningfully to the project. Being a “free-rider,” i.e., contributing minimally or contributing analyses, written work, or other materials that are “sub-standard” and need to be redone by other team members, is not acceptable and will affect your grade on assignments in which this occurs.

As mentioned above, each team member will perform a peer evaluation for all team members, including oneself, for each graded team assignment/assessment. Five points will be deducted from an individual’s grade for absent peer (and self) evaluations (fewer than five points will be deducted for late peer/self-evaluations if submitted prior to that assignment grade being posted in Canvas). If there appear to be challenges with “free-ridership” based on peer/self-evaluations, then discussions/interventions will occur to try to improve team performance, and an individual’s grade may be affected for sub-
standard and/or ineffective contributions.

Unfortunately, “free-ridership” exists in graduate school and can be found even in strong students who may find themselves in a bind time-wise due to ineffective/underestimated time management (e.g., due to family commitments, outside work, etc.) in order to complete required tasks effectively. There have been several instances throughout various courses of “free-ridership” in the past few years. In those instances, the student was removed from the team and needed to repeat the course in a later semester. We offer no guarantee that a student who becomes a “free-rider” will graduate from the Health Informatics & Analytics (HIAN) program. Furthermore, HIAN faculty are unlikely to recommend a student who has become a free-rider for any opportunity – including fellowships or jobs.

In addition to the impact on the removed student, the remaining team is disrupted, requiring each remaining team member to do more work. Therefore, all students should be alert for early signs of free-ridership (in themselves and others) and take quick action to address them, including contacting me.

**Grading**

This course uses the standard graduate decile grading system:

- A = 90-100; B = 80-89; C = 70-79; U = below 70.

**Late Assignment Policy**

Any late assignment will incur a 10-point deduction for each day it is late, until I post grades for the assignment. If an assignment is submitted late on the actual due date (i.e., after the due time – e.g., submitted at 6 pm when it was due at 5 pm), then there will be a 5-point deduction to the grade unless you have contacted me ahead of the due time informing me of any delays. **I will not accept late assignments after I post grades unless there is a documented and excused extenuating circumstance (e.g., illness with a doctor’s note).**

**Class Attendance**

Due to the nature of collaborating in teams, and with a health organization client, throughout this course, weekly online synchronous attendance is expected. If you must be absent due to extenuating circumstances, be sure to communicate any such absences to me and your team members prior to class, out of respect to your peers and me, so that we may plan accordingly for any collaborative work on team projects, etc. that may be occurring throughout class during your absence. Although there is no direct grade allocation specifically for attendance per se, absences may very well affect your ability to effectively collaborate with your peers, etc. and may indirectly affect your grade on various assessments.

**Note regarding illnesses:** You can follow along in Canvas with any materials you may miss; and, please also contact me and/or your teammates for any additional
materials/discussions you may miss during the online synchronous class, as well as if you have any questions while you are away.

*Students should check their UNC Charlotte email and course Canvas site at least once per day during the semester.*

**Due Dates**

Due dates for course assignments/assessments/milestones will be posted in the Canvas course site and communicated during our online synchronous class (please also see the course schedule below). Plan your time accordingly. Typically, completing a capstone project requires about 9-10 hours per week devoted to the project. Often, students need to contribute more.

Please contact me as soon as possible if you do not think you will be able to submit an assignment on time due to extenuating circumstances. We all realize that we are in the midst of a global pandemic that is affecting our daily way of life, so please communicate with me and your team members if you think some timelines may need adjusting or if you have special circumstances due to disruptions by the pandemic more generally, etc., and I will do my best to accommodate special requests as-needed.

**Required Readings**

All consulting projects require additional reading. Some such resources will be identified at the outset of the project and posted to the Canvas course site, in addition to being supplemented, as needed, throughout the semester. However, there may be additional readings that you will need to identify based on your backgrounds and the identified project topic.

**Supplemental Resources**

The faculty have identified the following resources as broadly useful to all students:

- R Statistical Computing (also contains helpful resources/text recommendations): [https://www.r-project.org](https://www.r-project.org)
Course Schedule
A preliminary schedule of topics and due dates is as follows:

*Important Note:* Since we are collaborating with a health organization, there may be modifications to timelines and/or availability of data, including possible unexpected delays, throughout the semester. If this occurs, we will need to be flexible according to their/external timelines as we progress throughout the semester. This is simply a natural part of an interdisciplinary and collaborative capstone experience with any (health) organization.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>9/10</td>
<td>Faculty &amp; Student Introductions; Course Introduction; Guest Speaker/Client Meeting Mr. Michael (Mike) Korvink, Senior Data Scientist, Premier Inc. to Discuss Capstone Consulting Projects</td>
<td>Online Data Security Awareness Training – Due <strong>Before Class on 9/17</strong> (see earlier note above); Team Preferences – Due <strong>Wednesday 9/16</strong> by Noon; Prepare Questions for Client</td>
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<td>2</td>
<td>9/17</td>
<td>Resume &amp; Cover Letter Writing Workshop; Guest Speaker from Career Services, Brooke Brown</td>
<td>Bring an Existing Draft Resume (and Cover Letter, if available) to Class on 9/17</td>
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<td>3</td>
<td>9/24</td>
<td>Consultancy Meetings – as scheduled</td>
<td>Resume (9%) – Due <strong>Thursday 9/24</strong> by 5 pm</td>
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<td>4</td>
<td>10/1</td>
<td>Consultancy Meetings – as scheduled</td>
<td>Intermediate Outcome 1 (5%) – Due <strong>Thursday 10/1</strong> by 5 pm</td>
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<td>5</td>
<td>10/8</td>
<td>Consultancy Meetings - as scheduled</td>
<td>Cover Letter (8%) – Due <strong>Friday 10/9</strong> by 3 pm</td>
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<td>6</td>
<td>10/15</td>
<td>Consultancy Meetings – as scheduled</td>
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<td>7</td>
<td>10/22</td>
<td>Consultancy Meetings; Mock Interviews – as scheduled</td>
<td>Mock Interviews [day1 of 4] (8%)</td>
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<td>Intermediate Outcome 2 (20%) – Due <strong>Monday 10/26</strong> by Noon</td>
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<td>8</td>
<td>10/29</td>
<td>Consultancy Meetings; Mock Interviews – as scheduled</td>
<td>Mock Interviews [day2 of 4]</td>
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<td>9</td>
<td>11/5</td>
<td>Consultancy Meetings; Mock Interviews – as scheduled</td>
<td>Mock Interviews [day3 of 4]</td>
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<td>10</td>
<td>11/12</td>
<td>Consultancy Meetings; Mock Interviews – as scheduled</td>
<td>Mock Interviews [day 4 of 4]</td>
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<td>Intermediate Outcome 3 (15%) - Due <strong>Friday 11/13</strong> by 3 pm</td>
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<td>11</td>
<td>11/19</td>
<td>Consultancy Meetings</td>
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<td>12</td>
<td>11/26</td>
<td>Thanksgiving Break – No Classes</td>
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<td>13</td>
<td>12/3</td>
<td>Consultancy Meetings – as scheduled</td>
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<td>14</td>
<td>12/10</td>
<td>Final Revisions/Presentation Walkthroughs</td>
<td>Final Paper (15%) – Due <strong>Friday 12/11</strong> by 3 pm</td>
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<td>Final</td>
<td>12/17;</td>
<td>Final Presentations</td>
<td>Final Presentation (20%) – PowerPoint Presentation File Due <strong>Thursday 12/17</strong> by 5 pm</td>
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<td>5:30-7:30 pm</td>
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<td>Virtual Presentations from 5:30-7:30 pm</td>
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<td>Final Exam Schedule</td>
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Prohibition of Recordings During Synchronous Online Class Meetings (taken directly from the Office of Legal Affairs)

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Relevant University (& Course) Policies

Course Credit Workload

This 3-credit graduate course requires 3 hours of classroom or direct faculty instruction and at least 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, analyses, library research, written assignments, preparing for presentations, etc.

Code of Student Responsibility (taken directly from the introductory statement on the UNC Charlotte brochure about the Code of Student Responsibility)

The UNC Charlotte Code of Student Responsibility (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code. The entire Code may be found at: https://legal.uncc.edu/policies/up-406.

Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a team assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: https://legal.uncc.edu/policies/up-407 (or see the following for the pdf version: https://legal.uncc.edu/sites/legal.uncc.edu/files/media/2019-08-05_UP-407-CodeOfStudentAcademicIntegrity-APPROVED.pdf).

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.
Special Accommodations (Taken directly from UNC Charlotte’s Office of Disability Services)

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please send me your accommodation letter as early as possible. You are encouraged to meet with me to discuss the accommodations outlined in your letter. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 (Fretwell 230).

Religious Accommodation

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Accommodation for Religious Observance form (https://legal.uncc.edu/sites/legal.uncc.edu/files/media/UP409-ReligiousAccommodationForStudents.pdf) to their instructor prior to the census date for enrollment for a given semester (http://legal.uncc.edu/policies/up-409). The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte’s Academic Calendar (https://registrar.uncc.edu/printable-calendar).

Names & Pronouns

Many individuals have and/or use preferred names in daily life that are different from their legal name. In this class, we seek to refer to individuals by their preferred names. Pronouns can also be a way to affirm someone’s gender identity: pronouns are a public way in which people are referred to in place of their name (e.g., he, she, they, etc.). In this class, you are invited (if you would like) to share your preferred name and/or pronouns, and we seek to refer to individuals using their preferred names and pronouns that they share. Please refer to the University’s Office of Identity, Equity, & Engagement (https://identity.uncc.edu) for more details.

Diversity, Title IX, & Responsible Use of University Computing (UNC Charlotte’s Official Notice of Nondiscrimination taken directly from the Office of Legal Affairs)

UNC Charlotte seeks to promote a fair, humane and respectful environment for its faculty, staff, students, contractors and visitors. The University prohibits discrimination and harassment on the basis of race, color, religion, age, national origin, physical or mental disability, political affiliation, veteran status, genetic information, sex, sexual orientation, gender expression, or gender identity in its programs and activities, and in its employment and educational decisions.

You may read more at the following link, which also includes information for reporting misconduct (including Title IX): https://legal.uncc.edu/policies/up-501.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://legal.uncc.edu/policies/up-502) and the policy on Responsible Use of University Computing and Electronic Communication Resources.
Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, including when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

**Last Date of Attendance**
The United States Department of Education requires UNC Charlotte's Office of Financial Aid to determine if a student who receives financial aid and fails to earn a passing grade in a course has actually attended and/or completed the course. Because I do not take regular attendance for this course, the date I will report as your last date of attendance will be the latest of the following:

- The date you last submitted an assignment;
- The date you last participated in an in-class, phone, or online discussion/activity; or
- The date you last initiated contact with me to ask a question about the course or course content.

If you earn a U grade, your last date of attendance will be reported to the United States Department of Education. This may require you to pay back any financial aid funds received for this course. For additional information, see Last Date of Attendance FAQs ([https://registrar.uncc.edu/gradingholds/last-date-attendance/last-date-attendance-faqs](https://registrar.uncc.edu/gradingholds/last-date-attendance/last-date-attendance-faqs)) on the Registrar's website.

**Final Grade Appeal Policy**
The university has a policy and procedure for student appeals of final course grades, which can be found at: [https://legal.uncc.edu/policies/up-410](https://legal.uncc.edu/policies/up-410).

**Available University Resources**

**University Writing Resources Center**
For those of you who may need or wish to seek assistance with improving your writing, I encourage you to visit the University Writing Resources Center (WRC) for free tutoring and assistance (they have both face-to-face and e-visits). Since assignments will also contain grading on writing/grammar/spelling, then I encourage you to visit the WRC if you have any questions about your writing prior to submission deadlines. To learn more, visit their website: [https://writing.uncc.edu/writing-resources-center](https://writing.uncc.edu/writing-resources-center).

**Atkins Library Research Help Desk**
The Atkins library also has resources available to guide you when conducting research throughout your capstone project. To learn more, visit their website: [https://library.uncc.edu/research-write/get-research-help/research-help-desk](https://library.uncc.edu/research-write/get-research-help/research-help-desk).
Counseling Center

Graduate school, and life experiences outside of graduate studies, can be stressful at times. You may find it helpful to chat with someone at the University’s Center for Counseling and Psychological Services (CAPS) (https://caps.uncc.edu), which is free for students. CAPS is staffed with qualified professional counselors who are trained to support and guide students through difficult transitions, experiences, and feelings. Please do not hesitate to contact them any time:

- **Phone Number:** 704-687-0311
- **Location:** The office is located in the Christine F. Price Center for Counseling & Psychological Services (CAPS) – behind the Student Health Center (corner of Mary Alexander Rd. & Cameron Blvd.)
- **Office Hours:** Monday - Friday 8 am - 5 pm, with evening hours available by appointment
  - For emergencies after hours, you can call Campus Police & Public Safety (704-687-2200).

Safety and Security Information: UNC Charlotte’s Department of Safety and Security offers the following safety tips:

- Ensure your cell phone number is in the Banner Self-Serve system (Emergency Text Phone Number box) to receive text message NinerAlerts. NinerAlerts are sent via a variety of methods when there is a threat to campus safety or a change in operating condition.
- For every NinerAlert that is issued, an action directive is also included in the body of the message. Action Directives can include run, hide, fight; seek shelter; or evacuate. Visit emergency.uncc.edu for more information on what each directive means.
- Download the Livesafe app. This connects you to campus police via phone or text 24/7.
  - 911 dialed from a mobile phone connects to CMPD and can slow down response.
  - Alternatively, you can put the UNC Charlotte Police emergency number in your phone: 704-687-2200.
- Always be aware of your surroundings and know the quickest escape routes: exit doors, windows, etc.
- Safety and Security offers a variety of trainings to students. For more information, visit: https://police.uncc.edu/crime-prevention-safety
- Remember: Personal pepper spray is allowed on campus. However, guns and knives are not.

Action Directives included in NinerAlerts:

**Run-Hide-Fight** is the action directive for an active assailant.

- **RUN:** If outside or in a building and it is safe to flee, run and leave the campus if possible.
- **HIDE**: If you are in a building and unsure of where the threat is, find the closest room in which to hide. Close, lock and/or barricade doors if they do not lock. Do not huddle in one location. Remain quiet.

- **FIGHT**: This is a last-resort option. Do not seek the assailant. If you come into direct contact with the individual, use any means necessary to defend yourself.

A **Seek Shelter** directive is normally issued during severe weather or hazardous material releases. If a Seek Shelter is ordered:

- Stay inside if you are indoors.
- If outside, quickly go to the nearest building.
- Once indoors, find a space in the building to shelter. Stay away from windows.
- In a tornado, go to the lowest floor of the building and find an interior room or hallway to shelter in. Stay away from windows.

An **Evacuation** can be for either a single building, area, or the entire campus. Further information and direction will be included in the NinerAlert.

**Syllabus Revisions/Changes to Course Plan**

The contents of this syllabus are as complete and accurate as possible at this time and there may be adjustments, as needed when collaborating with a client or as a result of pandemic-related issues, depending on progress we make toward our course goals and objectives. I will inform you (during our online synchronous class and on the Canvas course site) of any changes as they may occur throughout the semester. However, it is your responsibility, as the student, to keep track of announced changes that have been made in order to successfully complete the requirements of the course.