



College of Health and Human Services

HCIP 6102 – Fall 2022 | Healthcare Data Analysis | 3 Credits

Days/Time, Location: Thursday 5:30 to 8:15 PM, CHHS 109

Instructional Method: Lecture (In Person)

Faculty Information: Timothy J. Lowe, PhD

Adjunct Professor of Public Health Sciences

College of Health and Human Services

Email: tlowe13@uncc.edu

Office Hours: Following class or by appointment via Zoom

My preferred method of contact is by [Piazza](#). This is a tool that allows us to discuss questions openly and for your classmates to benefit from answers to previous questions. I will respond to all emails within 48 hours Monday-Friday. Please keep in mind that it will generally take longer to receive a reply via email.

Course Overview

Develops skills in the management, analysis, and reporting of health data, including introductory applied statistical analysis. Students use statistical software (such as SAS, R, or Python) to run analyses and generate quantitative evidence to inform public health, health policy, healthcare operational, and clinical decision-making that improves quality, reduces health disparities, adjusts for risk, quantifies access, measures population health, and evaluates policies and programs. Focuses on interpreting and visualizing statistical output to generate reports and develop clinical, financial, and operational recommendations for communication to stakeholders. Touches upon SQL, qualitative methods, and application of legal and ethical precepts to healthcare data analysis.

Pre and/or Co-requisites:

For those in the Health Informatics & Analytics master's program (as well as others required to take this course and/or who have not completed a recent statistics course), please make sure you have reviewed the **Biostatistics Self-Assessment** that was sent to you by the program director, Dr. Yaorong Ge, upon acceptance into the program. This **Biostatistics Self-Assessment** is also available to you within the **Start Here** module in Canvas. If, after completing the assessment, you are not comfortable with your level of statistical knowledge, please consider taking a statistics course prior to this class, as recommended by all programs requiring this course, or

alternatively acknowledge that you may need to allocate more time to keep up with the course if you need training/refreshing. See the **Required Biostatistics Self-Assessment** section below for additional suggestions.

Course Objectives:

- CO1: Explain the role analytics serves in the disciplines of public health, medicine, and the broader healthcare sciences.
- CO2: Execute accurate and functional SAS code for correctly reading, managing, and analyzing public health, medical, or healthcare data.
- CO3: Develop critical thinking skills for solving challenging, real world public health, medical, or healthcare analytic problems.
- CO4: Interpret correctly statistical analyses of public health or healthcare questions.
- CO5: Apply methods of healthcare data analysis using SAS to a public health, medical, or healthcare dataset of your group's choice within a team project.
- CO6: Communicate effectively public health or healthcare analytic results in a meaningful way for decision making.

This course contributes to and assesses the following Master of Public Health Population Health Analytics (MPH PHAN) Concentration Competencies:

- Write programming code (SAS, R, SPSS, Stata, Python, or similar analytic programming language) to analyze a dataset of any size
- This competency is assessed in the Data Analytics Team Project where students identify a dataset of interest, develop a hypothesis, select appropriate methods to test it, develop programming code to run their analysis in a statistical software package and, finally, present their findings in written in oral form.

Assessment of the above competencies is embedded within assignments and weekly problem-solving exercises involving a national population health dataset from the National Center for Health Statistics, as well as within a data analytics team project and presentation/report where students identify a public health question and generate an analysis from a population health dataset.

This course also develops and assesses the following Council on Education for Public Health (CEPH) competency:

5. Manage, clean, describe, and display data: Students analyze data using a statistical software package and provide a written report including professionally formatted results tables.

Course Materials

Required Texts:

The Little SAS Book, Sixth Edition, Lora D. Delwiche and Susan J. Slaughter, SAS Institute, 2019 (ISBN-13: 978-1642952834)

Applied Medical Statistics Using SAS, Second Edition, Geoff Der & Brian S. Everitt, Chapman & Hall/CRC, 2012 (ISBN-13: 978-1439867976)

NOTE: The bookstore informed me that the Delwiche & Slaughter book is temporarily out of print and the second edition of the Der & Everitt book has greatly increased in price. So, you can either purchase used or digital copies (e.g., Kindle) of Delwiche & Slaughter, **fifth** edition, and Der & Everitt, **first** edition, or find a way to share materials so no students are excluded or feel undue financial pressure. We will discuss in class.

Required Software:

SAS (not necessary to purchase, as it is available for UNC Charlotte students & faculty via the university software center at <https://software.uncc.edu> or via Apporto)

SAS is a VERY large program and students sometimes have difficulty loading and configuring the program on their PCs or Macs. In addition, SAS is not intuitive and requires some instruction in basic programming before students feel comfortable using it in class assignments. Thus, we have created a Training – Introduction to SAS course. If you need it, use it. You can register for the SAS and/or Statistics Bootcamps here: <https://hia.charlotte.edu/current-students/sds-bootcamp-courses>

NOTE for MAC users: SAS software runs within a Windows environment. You either will need to set up your MAC to run SAS within a virtual machine or use the UNCC computer lab-provided access to SAS through [Apporto](#).

Other Required Materials:

Course PowerPoint Slides (available in Canvas)

All course readings (*other than the required texts*) are available through Canvas.

Required Biostatistics Self-Assessment (available in the **Start Here** module on Canvas and upon admission to the Health Informatics & Analytics programs, the latter provided by Dr. Yaorong Ge, Program Director).

If you do well on this self-assessment, congratulations! If not, you can do one of two things. You can read the biostatistics refresher pdf (Biostatistics: A Refresher, Kevin M. Sowinski, Purdue University, 2015) in Module 1 (also in the Files/Readings folder in Canvas), OR you can take the [Training - Statistics for Data Science Overview](#) (Bootcamp). If you are weak in this area, do

both. The more statistics you know the easier this course (and more advanced courses to come) is going to be. Don't let it slide, this is critical knowledge for your professional development.

Additional SAS Texts (you don't need all these books for the class, but I wanted to provide a list of helpful materials as you build your professional library):

Applied Statistics and the SAS Programming Language, Fifth Edition, Ron P. Cody and Jeffrey K. Smith, Pearson, 2005 (ISBN-13: 978-0131465329)

SAS Programming in the Pharmaceutical Industry, Second Edition, Jack Shostak, SAS Institute, 2014 (ISBN-13: 978-1612906041)

Learning SAS by Example: A Programmer's Guide, Second Edition, Ron Cody, SAS Institute, 2018 (ISBN-13: 978-1635266597)

Professional SAS Programmer's Pocket Reference, Sixth Edition, Rick Aster, Breakfast Communications Corporation, 2012 (ISBN-13: 978-1891957185)

There are several listserv sites for SAS (the most frequently used one is SUGI) and I suggest Googling for sample code before spending loads of \$\$ on SAS resources.

Non-SAS Resources:

Even You Can Learn Statistics and Analytics, Third Edition, David Levine and David Stephan, Addison-Wesley Professional, 2022 (ISBN-13: 978-0137654765)

Nonparametric Statistics for Health Care Research: Statistics for Small Samples and Unusual Distributions, Second Edition, Marjorie A. Pett, Sage Publications, 2015 (ISBN-13: 978-1452281964)

Methods: Toward a Science of Behavior and Experience, Tenth Edition, William J. Ray, Wadsworth, 2012 (ISBN-13: 978-1111521158)

Helpful Websites:

SAS support website: <https://support.sas.com/software/products/university-edition>

UCLA SAS programming guide (has a LOT of material):
<https://stats.oarc.ucla.edu/sas/seminars/sas-programming-basics/>

Statistics review websites: <http://onlinestatbook.com>
<http://www.jerrydallal.com/lhsp/LHSP.HTM>

Required Equipment:

1. Laptop or PC
2. Access to internet with secure connection, virus protected
3. Microsoft Office (all assignments must be turned in as a .doc or .docx) and presentations should be given in PowerPoint

Grading Criteria

For the final project, refer to the Data Analytics Team Project Outline/Rubric for more details.

Final project will be graded based on the following parts:

- Delivery/Presentation (100 points total):
 - Did the speaker dress professionally?
 - Did the speaker hold your interest?
 - Was the speaker convincing/effective?
 - Was the speaker's voice loud enough and understandable?
 - Did the speaker make eye contact with the audience?
 - Did it appear that the presentation had been rehearsed?
- PowerPoint Content: (95 points total):
 - Introduction
 - Data Analytic Topics
 - Conclusion/Discussion
 - References
 - Appendix (1-3)
 - SAS code used
 - Dataset used

Grading Scale

A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = 69% & below

Evaluation Methods:

Assessments	Percentage
Assignments (5 at 100 points each)	25%
Scavenger Hunt for Bugs	1%
Module 1 Quiz	1%
Discussion Posts (10 total)	10%
Data Analytics Team Project (95 points) +	30%

Self/Peer Evaluation (5 points) Project Overview: Students identify a dataset of interest, develop a hypothesis, select appropriate methods to test it, develop programming code to run their analysis in a statistical software package and, finally, present their findings in written in oral form.	
Data Analytics Team Project Presentation	8%
Midterm Exam	25%
Total	100%

Guidelines for each assessment are provided within the course Canvas site. In general, I will post grades for all graded assessments within approximately two weeks.

Course Schedule

Below is a course schedule of the weeks/modules, dates, and topics covered throughout the course. Within each Module Overview page, you will find learning objectives associated with each module. There also is a map that links each activity with the corresponding module and course objectives assessed.

Week/Module	Date	Topic(s)
Week 1/Module 1 Readings: Delwiche & Slaughter Chapters 1 & 6	August 25, 2022	Introduction to Healthcare Data Analysis, Including (Big) Data Storage, Security, & Dynamic Collection & Capture
Week 2/Module 2 Readings: Delwiche & Slaughter Chapters 2 & 3 Park - Univariate Analysis and Normality Tests Using SAS, STATA, and SPSS	September 1, 2022	Introduction to SAS Programming DUE: Quiz 1: Navigating the CDC Natality Data Dictionary
Week 3/Module 3 Readings: Delwiche & Slaughter Chapter 4 Cartier - The Basics of Creating Graphs with SAS/GRAPH Software	September 8, 2022	Descriptive Analyses of Healthcare (Big) Data in SAS DUE: Discussion Forum on Importing/Reading 2017 CDC National Natality Data into SAS
Week 4/Module 4 Readings: Delwiche & Slaughter Chapters 5 & 8	September 15, 2022	Visualization of Healthcare Data in SAS DUE: Assignment 1; Discussion Forum on Module 3 Problem Solving Exercise Student

		Solutions Involving Maternal Demographics of Education & Age by Occurrence of Newborn Congenital Anomalies
Week 5/Module 5 Readings: Delwiche & Slaughter Chapter 11 Ronk – Introduction to Proc SQL	September 22, 2022	Variable Creation, Transformation & Handling Missing Data within Healthcare Applications in SAS DUE: Assignment 2; Discussion Forum on Module 4 Problem Solving Exercise Student Solutions Involving Visualization of: Proportions of Overweight/Obese Mothers; Clusters of Maternal Weights & Heights; Birth Rate Differences by Time & Day of Week
Week 6/Module 6 Readings: Delwiche & Slaughter Chapter 9	September 29, 2022	Hypothesis Testing Review & T-tests Using Healthcare Data in SAS DUE: Assignment 3; Discussion Forum on Module 5 Problem Solving Exercise Student Solutions Involving Assessment of Relationships Between: (1) Maternal Weight & Infant Weight Clustered by Delivery Type; and (2) Cigarettes Smoked Pre-pregnancy vs. Third Trimester among Smoke
Week 7/Module 7	October 6, 2022	Midterm Exam & Preview of Data Analytics Team Project Module DUE: Discussion Forum on Module 6 Problem Solving Exercise Student Solutions Involving Birth Weights of Newborns Needing Neonatal Intensive Care & WIC Usage Association with Pregnancy Weight Gain among Young Syphilitic Mothers
Week 7/Modules 7-16	October 6, 2022, to December 1, 2022	Data Analytics Team Project

<p>Week 8/Module 8</p> <p>Readings: Delwiche & Slaughter Chapter 10</p>	<p>October 13, 2022</p>	<p>More Hypothesis Testing within Healthcare Applications in SAS</p>
<p>Week 9/Module 9</p> <p>Readings: Der & Everitt Chapter 8</p>	<p>October 20, 2022</p>	<p>Linear Correlation & Simple Linear Regression Using Healthcare Data in SAS</p> <p>DUE: Assignment 4; Team Name and Project Members; Discussion Forum on Module 8 Problem Solving Exercise Student Solutions Comparing: Maternal and Paternal Ages of Newborns; Seasonality Effects on Birth Rates; Racial Differences in Access to Health Insurance for Maternal Care; & Syphilis Diagnosis by Edu</p>
<p>Week 10/Module 10</p> <p>Readings: Der & Everitt Chapter 10 Foster – Propensity Score Matching</p>	<p>October 27, 2022</p>	<p>Multiple Linear Regression Analysis within Healthcare Applications in SAS</p> <p>DUE: Discussion Forum on Module 9 Problem Solving Exercise Student Solutions Involving Relationships of Pre-pregnancy BMI by Race and Maternal Pre-pregnancy Weights & Birth Weights</p>
<p>Week 11/Module 11</p> <p>Readings: Der & Everitt Chapter 9 Valway - Risk Assessment & Screening for Sexually Transmitted Infections, HIV, and Hepatitis Virus among Long-Distance Truck Drivers in New Mexico</p>	<p>November 3, 2022</p>	<p>Multiple Logistic Regression, Odds Ratios, & Relative Risks within Healthcare Applications in SAS & Peer-reviewed Literature</p> <p>DUE: Discussion Forum on Module 10 Problem Solving Exercise Student Solutions Involving Relationships between: (1) BMI & Pre-pregnancy Conditions of Diabetes &/or Hypertension; & (2) Maternal Delivery Weight & Various</p>

		Maternal Demographic & Clinical Factors
Week 12/Module 12 Readings: Der & Everitt Chapter 18	November 10, 2022	Choosing an Appropriate Statistical Test and Conducting Advanced Tests in SAS DUE: Assignment 5; Discussion Forum on Module 11 Problem Solving Exercise Student Solutions Involving Associations of: (1) Pre-pregnancy Hypertension with Maternal Age & Pre-pregnancy Smoking Status; and (2) Infant Life Status with Delivery Method AND Discussion Forum on Module 11 Peer-reviewed Article Involving Risk Assessment for Sexually Transmitted Infections, HIV, and Hepatitis Virus among Long-Distance Truck Drivers
Week 13/Module 13	November 17, 2022	Group work on Data Analytics Team Project
Week 14/Thanksgiving Recess	November 24, 2022	No Class
Week 15/Module 14	Dec 1, 2022	Data Analytics Team Project Presentations
Week 16/Module 15	Dec 15, 2022	All Materials Due by 8:00 PM

Note: “Delwiche & Slaughter” and “Der & Everitt” refer to the course textbooks. Other materials are available in Canvas under the Files/Readings folder.

Syllabus Subject to Change:

The contents of this syllabus are as complete and accurate as possible at the time of creation, and there may be adjustments depending on progress we make toward our course goals and objectives. I will inform you 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 to successfully complete the requirements of the course.

Late Activities Policy

Any late activity (i.e., assignments, discussion posts, quiz, exams, team project & presentation) will incur a 10% reduction in points (from the original total points available) for each day it is late, up until the time I post grades or solutions (whichever comes first). Plan your time accordingly. I will not accept late activities after I post solutions or grades unless there is a documented and excused (via the Dean of Students Office) extenuating circumstance (e.g.,

illness with a doctor's note).

Working Individually & Collaboratively within this Course

Assignments and exams should be completed individually. You may, however, work with your peers on problem-solving exercises if you choose to do so. If you choose to work together on problem-solving exercises, then please identify, at the top of your discussion post of your solutions, with whom you worked; though, everyone will submit his/her own solutions in the discussion post. The data analytics team project requires collaboration among 4-5 students per team. The team project will involve data management, analysis (i.e., applying the appropriate *descriptive and inferential statistical methods*), as well as *data visualization techniques* of a health dataset of your team's choice using SAS programming. The goal is to draw evidence-based conclusions. Information and instructions regarding course activities, including the team project, are provided in Canvas.

NOTE: Students should check the Canvas course site and their UNC Charlotte email at least once per day during the semester to be aware of any course announcements.

Recommended Flash Drive

In conversations with campus IT, students no longer have access to an H: drive and IT won't allow us to save files on the individual computer workstations in the labs (since files are deleted every week). Additionally, IT indicated that they would have to remove the application that maps files from a Google drive to SAS each week in the lab. Therefore, each student will need to bring her/his own flash drive with them if using on-campus computers (in labs), in which case an 10 GB (or greater) flash drive to save files and work should be sufficient.

Relevant University & Course Policies

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” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

<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 group 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>

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.

Title IX Reporting Obligations Regarding Incidents of Sexual Harassment, sexual assault, dating violence, domestic violence, or stalking:

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [responsible employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.**

Although I must report the situation, you will still have options about how your case will be handled, including whether you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Course Credit Workload.

This is a 3-credit graduate course which requires three hours of ‘classroom’ instruction and at least six hours of out-of-class student work each week for approximately 15 weeks. That means students are expected to spend at least nine hours/week on this course across activities such as: readings, analyses, (library) research, assignments, discussion posts, preparing for exams, etc.

Disability Accommodations:

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at [704-687-0040](tel:704-687-0040) or visit their office in Fretwell 230.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the [UNC Charlotte Sexual Harassment Policy](#) and the policy on [Standard for Responsible Use](#) of University Computing and Electronic Communication Resources. Sexual harassment, as defined in the UNC Charlotte Sexual

Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

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 Religious Accommodation 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 <https://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>).

CHHS Laptop Policy:

ALL STUDENTS, graduate and undergraduate, taking CHHS courses, are required to possess a laptop with webcam and microphone. Our courses may require a laptop or other compliant device for in-class assignments. Please note that Chromebooks won't satisfy this policy. NinerTech offers compliant models at student discounted pricing that may represent a savings over regular commercial purchase.

Students may avail themselves of loaner equipment such as that provided via [Atkins Library](#), but should not rely on that option for all their computing needs. This requirement extends to non-majors, pre-majors and postbaccalaureate students enrolling in any of our CHHS courses and to students enrolling in courses delivered by CHHS faculty under a designation or cross-list not associated with one of our programs.

Diversity, Equity, & Inclusion:

The College of Health & Human Services (CHHS) values human diversity in all its richly complex and multi-faceted forms, whether expressed through, but not limited to, race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. It is the intent of CHHS that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. For more information on diversity and inclusion please visit diversity.charlotte.edu

Wellness Statement

It is common for college students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost. If you are struggling academically with this class, please contact me by email at tlowe13@uncc.edu.

Meet with your academic advisor if you are struggling academically in multiple classes, unsure whether you are making the most of your time at UNC Charlotte, or unsure what academic resources are available at UNC Charlotte.

Visit the Counseling and Psychological Services website at <https://caps.charlotte.edu/> for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information. Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.

Campus Emergencies:

UNC Charlotte and your instructor have a primary responsibility for ensuring student safety. Students are notified of impending or imminent threats via the [NinerAlert](#) system. In the event of an imminent emergency, please follow all university and/or instructor guidelines. Disruptions to university operations are communicated via the [NinerNotice](#) system. All students are automatically enrolled in NinerNotice to receive important texts and other UNC Charlotte communications.

Course Content Recording or Sharing Is Prohibited:

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.

All students are prohibited from copying and sharing old exams, course notes, tests, lecture slides, assignments, or online content on any other website, device, student groups, etc., as this infringes on the professor's rights and is a copyright infringement. Sharing any content without explicit permission of the instructor will result in an Academic Integrity Violation.

Additional Student Support & Available University Resources

University Writing Resources Center

For those of you who may need or wish to seek assistance with improving your writing for assignments/reports, I encourage you to visit the University Writing Resources Center (WRC) for free tutoring and assistance. 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, call, or email: <https://writing.uncc.edu/writing-resources-center> | 704-687-1899 | wrchelp@uncc.edu

Atkins Library Research Help Desk

The Atkins library also has resources available to guide you when conducting any research you may need throughout this course. To learn more, visit their website:

<https://library.uncc.edu/atkins/researchconsultation>.

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 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 (704-687-2200).

Additional Student Support Services

- [University Center for Academic Excellence \(UCAE\) | \(704\) 687 7837 | uncc-ucae@uncc.edu](#)
- [Veteran Student Services | 704-687-5488 | veteranservice@uncc.edu](#)
- [Multicultural Resource Center | 704-687-7121 | mrc@uncc.edu](#)
- [List of computer labs on campus](#)
- [Atkins Library Laptop Lending program](#)

Class Attendance Policy:

Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points.

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

If you earn an F or 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](#) on the Registrar's website.)

Class Absence(s):

The authority to excuse a student's class absence(s) and to grant a student an academic accommodation (turn in a late assignment(s), provide extra time on an assignment, reschedule an exam(s) etc.) sits with the individual instructor. Students are encouraged to work directly with their instructors regarding their absence(s). Note: The Dean of Students Office can assist faculty members in the verification a student's class absence(s) for documented situation related to medical, psychological, personal crisis, or military absences.

Withdrawal Policy:

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only 16 credit hours to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from [course withdrawal](#).

Incompletes:

The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, and no later than 12 months. If the I is not removed during the specified time, a grade of F, U, or N, as appropriate is automatically assigned. The grade of I cannot be removed by enrolling again in the same course, and students should not re-enroll in a course in which they have been assigned the grade of I. University policy addressing Incompletes.