UNIVERSITY OF NORTH CAROLINA CHARLOTTE

College of Health and Human Services

HCIP 6102 – Fall 2024 | Healthcare Data Analysis | 3 Credits

Days/Time, Location: Thursday 5:30 to 8:15 PM, CHHS 295

Instructional Method: Lecture **(**In Person)

Faculty Information: Timothy J. Lowe, PhD
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College of Health and Human Services
Email: tlowe13@charlotte.edu
Office Hours: Following class or by appointment via Zoom or Piazza
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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, SPSS, Stata, or Python) to run analyses and generate quantitative evidence to inform public health, health policy, healthcare operations, and clinical decision-making that improves quality, reduces health disparities, adjusts for risk, quantifies access, assesses 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 devote to this course to learn probability and statistics and their application to healthcare data. 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 and/or 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 will 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: You can use either Delwiche and Slaughter Fifth Edition (older version) or the Sixth Edition (latest version). 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 or Sixth Edition) and the 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 for free 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 Bootcamp. 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 (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 (Statistics 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 [SAS Users Group International]) 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 for in-class work (PC or Mac)
2. Access to internet with secure connection, virus protected
3. Microsoft Office (all assignments must be turned in as Microsoft Word documents and the final presentation requires Microsoft PowerPoint for in-class presentation)

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%
Module 1 Quiz	1%
Module 2 SAS Exercises	1%
Discussion Posts (10 total)	10%

Data Analytics Team Project (95 points) + 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.	30%
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. There is more information on each Module within the Modules section on Canvas. Each Module has a Module Overview page where you will find the learning objectives and a table that links each activity with its corresponding Module, course objectives, and how those objectives are assessed within that Module.

Week/Module	Date	Topic(s)
Week 1/Module 1 **Readings:** Delwiche & Slaughter Chapters 1 & 2 **Homework:** Discussion Forum on Module 1; Quiz 1: Navigating the CDC Natality Data Dictionary	August 22, 2024	Introduction to Healthcare Data Analysis, Including (Big) Data Storage, Security, & Dynamic Collection & Capture
Week 2/Module 2A **Readings:** Delwiche & Slaughter Chapters 3 & 4 **Homework:** Discussion Forum on Module 2 **Resource:** SAS - Base Cheat Sheet	August 29, 2024	Introduction to SAS Programming Part I **DUE: Discussion Forum on Module 1; Quiz 1: Navigating the CDC Natality Data Dictionary**
Week 3/Module 2B **Readings:** Delwiche & Slaughter Chapters 6 & 11 Park - Univariate Analysis and Normality Tests Using SAS, STATA, and SPSS **Homework:** Exercises in SAS for Developing Programming Expertise	September 5, 2024	Introduction to SAS Programming Part II **DUE: Discussion Forum on Module 2**

Week 4/Module 3 **Readings:** Delwiche & Slaughter Chapter 8 Der & Everitt Chapter 7 Cartier - The Basics of Creating Graphs with SAS/GRAPH Software **Homework:** Discussion Forum 3; Assignment 1 **Resource:** SAS - ODS Cheat Sheet Watts - PROC GCHART Basics	September 12, 2024	Descriptive Analyses of Healthcare (Big) Data in SAS **DUE: Exercises in SAS for Developing Programming Expertise**
Week 5/Module 4 **Readings:** Delwiche & Slaughter Chapters 5 & 6 Ronk – Introduction to Proc SQL **Homework:** Discussion Forum on Module 4; Assignment 2	September 19, 2024	Visualization of Healthcare Data in SAS **DUE: Discussion Forum on Module 3; Assignment 1**
Week 6/Module 5 **Readings:** Delwiche & Slaughter Chapter 9 Der & Everitt Chapter 2 ERIC - Common Measures and Statistics in Epidemiological Literature **Homework:** Discussion Forum on Module 5; Assignment 3	September 26, 2024	Variable Creation, Transformation & Handling Missing Data within Healthcare Applications in SAS **DUE: Discussion Forum on Module 4; Assignment 2**
Week 7/Module 6 **Readings:** Delwiche & Slaughter Chapter 10 **Homework:** Discussion Forum on Module 6; Assignment 4 (not due until week 11)	October 3, 2024	Hypothesis Testing Review & T-tests Using Healthcare Data in SAS **DUE: Discussion Forum on Module 5; Assignment 3**
Week 8/Module 7A	October 10, 2024	Midterm Exam & Preview of Data Analytics Team Project Module **DUE: Discussion Forum on Module 6**
Modules 7B-14	October 10, 2024, to December 5, 2024	Data Analytics Team Project

Week 9/Module 7B	October 17, 2024	Finding the Data You Need (for the Data Analytics Team Project)
Week 10/Module 8 **Readings:** Der & Everitt Chapter 6 **Homework:** Discussion Forum on Module 8; Assignment 4 **Resource:** SAS - Autoselect Cheat Sheet	October 24, 2024	More Hypothesis Testing within Healthcare Applications in SAS
Week 11/Module 9 **Readings:** Der & Everitt Chapter 8 **Homework:** Discussion Forum on Module 9; Assignment 4	October 31, 2024	Linear Correlation & Simple Linear Regression Using Healthcare Data in SAS **DUE: Discussion Forum on Module 8; Assignment 4**
Week 12/Module 10 **Readings:** Der & Everitt Chapter 9 Foster – Propensity Score Matching **Homework:** Discussion Forum on Module 10; Assignment 5	November 7, 2024	Multiple Linear Regression Analysis within Healthcare Applications in SAS **DUE: Discussion Forum on Module 9; Assignment 5**
Week 13/Module 11 **Readings:** Der & Everitt Chapter 10, 18 Reeves - Fundamentals of Epidemiology Valway - Risk Assessment & Screening for Sexually Transmitted Infections, HIV, and Hepatitis Virus among Long-Distance Truck Drivers in New Mexico **Homework:** Discussion Forum on Module 11	November 14, 2024	Multiple Logistic Regression, Odds Ratios, & Relative Risks within Healthcare Applications in SAS & Peer-reviewed Literature **DUE: Discussion Forum on Module 10**
Week 14/Module 12	November 21, 2024	Choosing an Appropriate Statistical Test and Conducting Advanced Tests in SAS **DUE: 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 15/Thanksgiving Recess	November 28, 2024	No Class
Week 16/Module 13	December 5, 2024	Reading Day
Final Exam/Module 14	December 12, 2024	Data Analytics Team Project Presentations; 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. Course textbooks (SAS programming) are intended to help you learn and practice coding. As such, it is best to use them as a guide for practicing coding in SAS. The more you practice and connect what you are coding to the step-by-step process of data analysis, the better data scientist/epidemiologist/public health professional you will be.

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 the 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 a 10 GB (or greater) flash drive to save files and work should be sufficient.

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.

AI use: The following materials, equipment, websites, or tools are prohibited for completing course assignments, quizzes or examinations, or other academic exercises unless I explicitly permit such use for legitimate pedagogical purposes: ChatGPT or other generative artificial intelligence tools or online course material suppliers such as CourseHero or Chegg.

SimCheck: As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to SimCheck or another service for the detection of plagiarism. Such works will be included as source documents in the SimCheck or other plagiarism detection service reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to SimCheck or other plagiarism detection service without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

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 civil protective orders, and more.

Please be aware that all UNC Charlotte employees, including faculty members, are expected 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 am expected to report the information to the Title IX Coordinator. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not 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 the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at titleix.charlotte.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 or visit their office in Fretwell 230.

Non-discrimination Statement: All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race; color; religion (including belief and non-belief); sex; sexual orientation; gender identity; age; national origin; physical or mental disability; veteran status; genetic information; or for any other reason, may constitute a violation of University Policy 501, Nondiscrimination. Any student suspected of engaging in such conduct will be referred to the Office of Civil Rights & Title IX.

Religious Accommodation: Students are obligated to provide faculty with reasonable notice of their religious observances and dates of any corresponding absences. Students and faculty should follow the steps indicated in University Policy 409 Step IV: Procedure.

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@charlotte.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 automatically are enrolled in NinerNotice to receive important texts and other UNC Charlotte communications.

Classroom Expectations: This syllabus contains the policies and expectations that I have established for HCIP 6102. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Classroom Conduct: I will conduct this class in an atmosphere of mutual respect for all persons. This principle is rooted in the College of Health and Human Services statements regarding diversity, access and inclusion.

I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

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.

Instructor's absences or tardiness: If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

Preferred Gender Pronoun: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

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 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 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.

Cell Phone and Computer Use in the Classroom (this will vary by faculty preference): The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

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.

University Policy Addressing 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.

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