

2014-2015-LONG SIGNATURE SHEET

Proposal Number: PHS 11-11-13 _____

Proposal Title: Changes to the BSPH and Public Health Minor Curricula [Revised]

Originating Department: Public Health Sciences

TYPE OF PROPOSAL: UNDERGRADUATE GRADUATE _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)



UNC CHARLOTTE

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11/4/14	11/4/14	11/11/14	Approved	<u>DEPARTMENT CHAIR</u> Gary Silverman
11/11/14	12/09/14	01/06/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Susan McCarter
1/7/15	1/7/15	1/15/15	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> Jan Warren-Findlow
1/24/2015	1/21/2015	1/26/2015	Approved	<u>COLLEGE DEAN</u> Nancy Fey-Yensan Jane B. Neese
			N/A	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses)
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
			N/A	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

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UNC CHARLOTTE

**LONG FORM
COURSE AND CURRICULUM PROPOSAL**

To: Undergraduate Course & Curriculum Committee Chair

From: Department of Public Health Sciences

Date: November 11, 2013

Date Revised: October 27, 2014

Re: PHS 11-11-13 Changes to the BSPH and Public Health Minor Curricula
[Revised]

The Department of Public Health Sciences proposes to revise the BSPH, including the Pre-Public Health (PRPH) major and Public Health (HLTH) minor curricula, to reflect recent changes in practice, strengthen the program offerings, and support interdisciplinary partnerships as detailed in the following proposal.

The proposed changes to the Pre-Public Health core courses will more closely align with the Association for Prevention Teaching and Research (APTR) standards, national recommendations for public health education, for which the Public Health minor already is aligned.

In an effort to strengthen program offerings and support interdisciplinary partnerships, additional electives outside of the College of Health and Human Services have been added to allow greater diversity in course offerings to support a broad range of student interests in population health.

These changes are to be effective for Fall 2015.

Revised 10/11/13
OAA/mjw

I. University of North Carolina at Charlotte**PHS 11-11-13****Revised Undergraduate Curriculum Proposal from the Department of Public Health Sciences****Title: Changes to the BSPH and Public Health Minor Curricula****II. Proposal Content****A. Proposal Summary**

The Department of Public Health Sciences proposes to revise the program requirements necessary to complete the Pre-Public Health and Public Health majors, and to declare the Public Health minor. Specifically:

- Pre-Public Health (PRPH)
 - Delete COMM 1101 Public Speaking as a PRPH core course requirement.
 - Add HLTH 4280 Global Health Issues as a Pre-Public Health (PRPH) core course requirement.
- BSPH Major
 - Change the sequence of four BSPH core courses: HLTH 3102 Comparative Healthcare Systems, HLTH 3103 Behavior Change Theories & Practice, HLTH 4102 Healthcare Administration, HLTH 4600 Capstone
 - Add prerequisite of HLTH [3103 Behavior Change Theories and Practice](#) ~~4600 Capstone~~ and BSPH major” to HLTH 4105 Program Planning and Evaluation and HLTH 4105L to reflect this sequence change.
- Public Health minor (HLTH)
 - Expand the required science & lab options to read “Choose from the list in the Undergraduate Catalog” rather than a subset of those options
 - Add prerequisite of “Students must complete a science and lab prior to declaring the HLTH minor.”
- Course changes
 - Create standing courses for previous “HLTH 3000: Topics in Public Health” courses which have been offered two or more times
 - HLTH 3201 Community Engagement
 - HLTH 3202 Peer Health Education
 - Add pre-requisite of HLTH 3101 or Junior or Senior status to HLTH 4104 Epidemiology
 - Add existing courses to the list of accepted health-related electives suitable for the Public Health minor and BSPH upper division elective requirements:
 - AFRS 3261 Psychology of the Black Experience
 - AFRS 4630 Environmental and Public Health in Africa.

These courses were noted as such in our support of the establishment of the Africana Studies health concentration in Fall 2011.

B. Justification

1. Need - The curricular structure for the Public Health program, which includes the Pre-Public Health major, was developed in 2006. The program was launched in Fall 2007. A 5-year curriculum review by the BSPH Committee, feedback from partnering departments, and student input are the catalysts for the proposed revisions. Considerations included the following.

- The BSPH Committee, consisting of Public Health Sciences faculty and a student representative, reviewed the current curriculum and recommended that Pre-Public Health core courses be those taught by the Department of Public Health Sciences.
- This Pre-Public Health core course revision would enable students who are not accepted into the upper division major to utilize PRPH courses to complete the Public Health minor with only 3 additional courses. This change will facilitate completing a four-year degree in the allotted time even after changing major.
- Academic units other than the Department of Public Health Sciences that deliver the core and supporting Pre-Public Health courses have requested that their courses be reclassified as elective (non-core courses) and to expand alternatives as means of enhancing enrollment management.
 - COMM 1101 Public Speaking will be deleted from the required PRPH core course list and changed to an elective within the Pre-Public Health-Related Communications courses list. Such a change will reduce the burden on the Department of Communications Studies. Options for completing the Public Health (HLTH) minor science requirement will be expanded to include all courses meeting general education requirements, allowing the science departments (e.g., Anthropology, Biological Sciences, and Psychology) to better manage enrollment and course offerings.
 - Several courses will be added to the list of approved minor and BSPH major electives and several recurring topics courses will be formalized as standing courses.
 - The AFRS courses were included as health-related electives via our support of the new Africana Studies health concentration that was approved in Fall 2011. We are now revising our catalog content to reflect that previously agreed upon change.
- Student representatives on the BSPH Committee the past three years have consistently stated that the HLTH 4600 Public Health Capstone content should be delivered during the fall semester prior to graduation in order to better prepare for graduate school and future employment. The course is currently offered during the spring semester in which the students graduate.
 - The sequence of BSPH core courses will be revised to facilitate HLTH 4600 being offered in Fall.
- HLTH 4104 Epidemiology is a 4000 level class. Adding HLTH 3101 as a prerequisite addresses the challenge many underclassman face when taking upper division courses too early in their course of study and ensures they will have sufficient background for the course.

2. Prerequisites/Corequisites – This proposal entails the following changes to pre/co-requisites.

HLTH 4104 Epidemiology. HLTH 3101 is added as a prerequisite to taking epidemiology.

HLTH Minor. The BSPH Committee recommends adding completion of a science with a lab as a prerequisite to declaring the Public Health minor (HLTH). This change will assist in managing enrollment by ensuring that students are prepared to be successful in the minor coursework. Changing this requirement would allow current faculty workload and students' access to minor core courses to remain consistent. We face the potential of unfettered demand exceeding our capacity to deliver coursework and that minor students will outcompete pre-majors for the limited seats. In just 5 years, the number of HLTH minors has increased by more than 400 students; from ~100 to ~500

The BSPH Committee also recommends expanding the list of approved science with lab courses for the minor to include any science with lab course meeting the university's general education requirements.

BSPH major. Changing the prerequisite for HLTH 4105 Program Planning and Evaluation and HLTH 4105L would assist with enrollment management and ensure that BSPH core courses are taken in the appropriate sequence.

Changing the pre-requisites of HLTH 4280 Global Health Issues is needed to ensure this new PRPH requirement is accessible to those students as the course is currently restricted to BSPH and HLTH students.

New Courses. The two new elective courses are restricted to students enrolled in the department's public health programs for consistency with their content and pedagogy.

3. Course numbering – The following courses have been offered two or more times as special topics and need to become standardized courses. The proposed numbers are consistent with university policy and departmental practice.

HLTH 3201. Community Engagement. (3) Prerequisite: PRPH majors, BSPH majors, HLTH minors, or Instructor Permission. This course is designed to emphasize the nuances of working with diverse communities toward a positive public health outcome. It will include an analysis of communities and partnering with community agencies to impact public health outcomes. (On Demand)

HLTH 3202. Peer Health Education. (3) Prerequisite: BSPH major or Instructor Permission. This course is designed for students interested in a variety of health topics as they relate to peer education. In class, students will have the opportunity to become Certified Peer Educators through The BACCHUS Network. Along with this, public speaking and program planning skills will be discussed. For the final project, students will be asked to design and host an awareness table on a health topic of their choice. Health topics that will be discussed in class include alcohol awareness, tobacco awareness, sexual assault awareness, stress management, body image, LGBTQ education and sexual health. (On Demand)

4. Improvement – The proposal addresses identified needs for successful student matriculation and course enrollment management for Public Health Sciences and partnering academic units.

5. Previous Offering – The two proposed new courses have been offered previously. Community Engagement and Peer Health Education have been offered two or more semesters as Public Health minor and BSPH major electives. Reviews and student demand support formalizing these courses.

C. Impact

The impact of the revised program requirements and expanded course options is expected to be moderate during the first year for undergraduate Pre-Public Health majors and minimal for BSPH majors and Public Health minors, and negligible thereafter.

1. Groups of students –

Pre-Public Health majors will be required to take Global Health Issues as a Pre-Public Health core course instead of Public Speaking. Students may not be aware of the change if they do not contact their CHHS Academic Advisor, check the BSPH webpage, retrieve an updated PRPH-BSPH academic checklist, or read emails from the Public Health Sciences Undergraduate Coordinator. Applying to the BSPH program may be delayed for one year if the newly required core course is not completed or in-progress when the BSPH upper division application is submitted.

BSPH majors will proceed through a different sequence of the existing core offerings. No discernable impact. The expanded electives will increase options.

Prospective **Public Health minors** now will have to have completed a science with lab prior to declaring the minor. The science with lab options, however, are expanded to include any of those approved for the general education requirements. The expanded electives will increase student options.

2. Effect on existing courses & curricula

- a. BSPH majors and Public Health minors will have access to more elective courses during the fall and spring semesters by adding Africana Studies courses.
- b. COMM 1101 enrollment may initially decrease as the course shifts from a PRPH requirement to elective.
- c. Enrollment in HLTH 4280 Global Health Issues may spike initially. Additional sections will be offered as needed.
- d. Enrollment in HLTH 4104 Epidemiology will be unaffected, but students no longer can complete the entire HLTH minor core in a single semester
- e. The content and/or frequency of offering of other courses will not be affected.
- f. Anticipated enrollment in the newly formalized courses is consistent with past enrollment experience.
- g. Course numbers for the proposed new courses are consistent with university policy and departmental practice.

- h. Catalog copy changes are needed in the requirements for degree, prerequisite to declaring the minor, and course description sections.

III. Resources Required to Support Proposal

- a. Personnel – Except for a short-term spike in HLTH 4280 Global Health Issues enrollment as students take it earlier as PRPH students (rather than later as a BSPH major or HLTH minor), the net effect of these changes are minimal within the department. The Department of Communication Studies may need fewer COMM 1101 sections and general education science faculty may see demand more dispersed among the general education options. The proposed new courses already are being taught by current faculty under the topics offerings.
- b. Physical Facility – None. Course are being taught, adequately, in the College of Health and Human Services.
- c. Equipment & Supplies – None. No special equipment or supplies needed to teach current courses.
- d. Computer – None. No special computing resources needed beyond Moodle in current courses.
- e. Audio-Visual – None. Standard classroom podiums are sufficient for current courses.
- f. Other Resources – Instructors will be needed to teach additional HLTH 4280 Global Health sections initially.
- g. Source of Funding – The Public Health Sciences Department is able to fund part-time instructors to meet the increased instructional need responsive to the addition of HLTH 4280 sections.

IV. Consultation with the library and other departments or units

- a. See attached Library Consultation (Appendix A)
- b. Consultation with other departments.
 - o See attached 2012 email from Dr. Akin Ogundiran, African Studies Department Chair, requesting collaboration on health-related courses in Africana Studies and Public Health Sciences. That request was approved, and we began allowing the identified Africana courses as meeting our health-related objectives requirement. The change requested now is to update the catalog text to better reflect this past agreement. (Appendix B)
 - o See attached December 2013 email from Dr. Shawn Long, Chair, Communication Studies supporting the proposed changes.(Appendix C)

V. Initiation, Attachments and Consideration of the Proposal

- A. ORIGINATING UNIT.

The proposed PRPH and BSPH core course changes were presented during the Public Health Sciences Annual Retreat on August 16, 2013. The faculty supported the proposed changes. The formal proposal was reviewed and unanimously approved by the BSPH Program Committee, the Public Health Programs Governance Committee (the department curriculum committee), and by the department faculty before undergoing review and revision at the college level. The final revised proposal was reviewed and approved in Fall 2014.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

The PHPGC functioning as the departmental curriculum committee reviewed the course proposals for HLTH 3201 and 3202 and found them in compliance with university standards for the indicated credit hours.

C. ATTACHMENTS.

CONSULTATION:

- Appendix A. Library consultation
- Appendix B. African Studies consultation
- Appendix C. Communication Studies consultation

COURSE OUTLINE/SYLLABUS:

- Appendix D. HLTH 3201 Community Engagement
- Appendix E. HLTH 3202 Peer Health Education

PROPOSED CATALOG COPY: See attached, updated catalog copy

- Appendix F. Revised catalog copy (tracked changes)
- Appendix G. Revised catalog copy (clean)

- a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.
- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?

Appendix H. BSPH Academic Plan of Study (revised)

- Yes. If yes, please provide updated Academic Plan of Study in template format.
- No.

STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

- Yes. If yes, please provide updated SLOs in template format.
- No.

TEXTBOOK COSTS: Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

- Yes. Briefly explain below. (See below)
- No. Briefly explain below.

Electronic textbooks, textbook rentals, and the buyback program have been considered and recommended as part of the program, but remain the purview of the faculty member offering the course.

**Appendix A
Library Consultation**



Consultation on Library Holdings

To: Camina Davis, Undergraduate Public Health Programs Coordinator

From: Mendy Ozan, Health & Human Services Librarian

Date: December 2, 2013

Subject: HLTH 3201 Community Engagement, HLTH 3202 Peer Health Education I

Summary of Librarian's Evaluation of Holdings:

Evaluator: Mendy Ozan **Date:** 12/02/2013

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Library holdings are adequate for the addition of HLTH 3201 Community Engagement and HLTH 3202 Peer Health Education I. The library has access to a number of relevant electronic resources including CINAHL, Health Source: Nursing/Academic Edition, ERIC (via EBSCO), Education Research Complete, Social Work Abstracts, Social Services Abstracts, Sage Journals Online, PsycInfo, ScienceDirect, and Academic Search Complete. In addition to these electronic resources, the library holds over 1,000,000 print volumes and has access to approximately 55,000 electronic books and 47,000 print and electronic serials.

Overall, Atkins Library has adequate resources to support the proposed courses. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

Evaluator's Signature

Date

Revised 10/29/08
OAA jdp

Revised 10/11/13
OAA/mjw

Appendix B
Interdepartmental Consultation: Africana Studies

From: Ogundiran, Akinwumi

Sent: Thursday, November 03, 2011 6:07 PM

To: Long, Shawn; Long, Dennis; Huet, Yvette; Lord, Vivian; MSPH Program; MHA Program; Wilson, David; Talbot, Laura; Chernotsky, Harry; Cachelin, Fary; Shenk, Dena; Lamorey, Suzanne; Culbreth, Jack; Browder, Diane; Smith-Ruiz, Dorothy; Ojaide, Tanure

Cc: Fey-Yensan, Nancy; Gutierrez, Nancy; Calhoun, Mary Lynne

Subject: AFRS Health-Related Courses in the Spring

Dear Colleagues,

SPRING 2012: HEALTH RELATED COURSES IN AFRICANA STUDIES
DEPARTMENT

AFRS 2050	HARRIS	M		W			2:00	3:15	MCEN	116	BLACK SEXUALITY AND HEALTH
AFRS 3050	PINCKNEY		T				5:00	7:45	FRET	116	PSYCHOLOGY OF THE BLACK EXPERIENCE
AFRS 4050	SMITH-RUIZ				R		5:00	7:45	FRET	114	RACE, HEALTH AND THE AFRICAN DIASPORA
AFRS 5000	SMITH-RUIZ				R		5:00	7:45	FRIDY	004	RACE, HEALTH AND THE AFRICAN DIASPORA
AFRS 5000	FLINT	M					3:30	6:15	FRET	118	HEALTH AND HEALING IN AFRICA

I would like to share with you the health-related courses that we are offering in spring 2012. These courses are offered in anticipation of both the BA-AFRS Concentration in Health and Environment, and the Graduate Certificate in Africana Studies that you kindly supported at the proposal stage. Thank you! These two programs will start this coming spring semester.

I need your help again. Please share these courses with your advising team, students and advisees. We look forward to the possibility of cross-listing some of these courses with your departments/programs in the future.

Let me know if you have any questions. I will be glad to stop by your office.

Thank you,

Akin

Akin Ogundiran, Ph.D. | Chair, Africana Studies Department
Professor of Africana Studies, Anthropology & History
UNC Charlotte | Africana Studies | Garinger 113
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-2355 | Fax: 704-687-3888
ogundiran@uncc.edu | <http://www.africana.uncc.edu>
Africana Studies @ UNC Charlotte: 40 Years of Transnational Education in a Global City

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From: Ogundiran, Akinwumi
Sent: Tuesday, February 22, 2011 10:27 PM
To: Lord, Vivian; Neese, Jane; Long, Dennis
Cc: Gutierrez, Nancy
Subject: AFRS Concentration in Health and Environment

Dear Colleagues,

I would like to consult with you regarding the proposal for a concentration in health and environment within the undergraduate major in Africana Studies. The proposal is attached for your review. The goal of the concentration is to add a niche of social policy issues to the AFRS curriculum. This is the last phase of the major curriculum changes, begun about seven years ago, to complete the Africana Studies paradigm shift.

This is a liberal arts concentration with emphasis on the cultural, social, ethical, psychological, historical, and policy dimensions of the pertinent health and environmental issues in the global Africana World. The concentration builds on the faculty expertise within the department. However, you will notice that few courses in the College of Health and Human Services have been listed as optional classes for the concentration. The proposed program will expand the formal synergies between CHHS and our department. Several CHHS students – especially Pre-Public Health, already take AFRS as a minor or are completing a significant number of their liberal arts courses with us.

Please let me know if you have any questions. I will be glad to meet with you if you so desire. I will certainly appreciate a brief statement by email of your support of the concentration.

Sincerely,

Akin

Akin Ogundiran, Ph.D. | Chair, Africana Studies Department
Professor of Africana Studies, Anthropology & History
UNC Charlotte | Africana Studies | Garinger 113
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-2355 | Fax: 704-687-3888
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Africana Studies @ UNC Charlotte: 40 Years of Transnational Education in a Global City

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Appendix C
Interdepartmental Consultation: Communication Studies

From: Long, Shawn
Sent: Tuesday, December 03, 2013 12:19 PM
To: Davis, Camina
Subject: RE: Pre-Public Health core courses

Camina,
The changes are fine. I expect minimal impact on our offerings.

Thanks,
Shawn

Shawn D. Long, Ph.D.
Professor and Chair, Department of Communication Studies
9201 University City Blvd.
Charlotte, NC 28223
(704) 687-0783 *NEW*
shawn.long@uncce.edu
www.communication.uncce.edu

From: Davis, Camina
Sent: Monday, December 02, 2013 7:08 PM
To: Long, Shawn
Subject: Pre-Public Health core courses

Greetings Dr. Long

The Bachelor of Science in Public Health (BSPH) Committee has completed a five-year review of the Pre-Public Health (PRPH), BSPH major, and Public Health minor curriculum. The Committee has recommended that all of the Pre-Public Health core courses be taught by Public Health faculty beginning Fall 2014. This means that COMM 1101 Public Speaking would become a PRPH Health-Related Communications option instead of a core course requirement (see attached advising checklist). COMM 1101 would be replaced by HLTH 4280 Global Health Issues.

I am not sure how this change would impact COMM 1101 enrollment, but my assumption is there may be a minimal decrease. A sustained decrease is unlikely since COMM 1101 would still be an option to fulfill the PRPH 6-hour Health-Related Communication requirement and General Education Oral Intensive requirement.

Your feedback would be greatly appreciated.

Thank you.

Camina

Camina Davis, MS, CHES | Undergraduate Public Health Programs Coordinator
UNC Charlotte | Department of Public Health Sciences
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-7562 | Fax: 704-687-1644 (**Note new fax number**)
camdavis@uncc.edu | <http://publichealth.uncc.edu>

Appendix D HLTH 3201 Community Engagement Syllabus

University of North Carolina at Charlotte
College of Health and Human Services
Public Health Sciences

Course Number and Title: HLTH 3201 Community Engagement

Credits, Days/Time, Location: 3 Undergraduate Credits; Thursdays 9:30a.m.-12:15p.m., CHHS 330

Faculty Information: Camina Davis, MS, CHES
CHHS 423E, Wednesdays 12:30-1:30p or by appointment
camdavis@unc.edu 704 687-7562

Required Texts: The Community Toolbox Website <http://www.webcitation.org/5f1EOj45g>

Catalog Description: Public Health Community Engagement is a course designed to emphasize the nuances of working with diverse communities toward a positive public health outcome. It will include an analysis of communities and partnering with community agencies to impact public health outcomes.

Course Objectives:

- 1) Students will be able to describe communities and factors that affect the health of communities
- 2) Students will engage in community mobilization by developing a communications campaign for UNC Charlotte students to increase awareness and funds for a community agency.
- 3) Students will demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
- 4) Learn, share, take risks and have fun!!

Course Policies:

Classroom protocol

Please note that portable phones, pagers, and late arrivals are disruptive to the instructor and to your peers. The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. **Turn off your cell phone while in class.** Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Laptop computers

You may wish to take notes directly on your computer. ***If you choose to access your email, search the web, play solitaire or other games, or instant messenger your friends during class, you will receive one warning (for the semester) and a 2 percent deduction, per occurrence from your final grade thereafter.***

Communication

Emails and phone calls received during the hours of Monday – Thursday, 9 am to 4 pm will be returned within 48 hours; weekends not included. If you email at any other time, it is strictly a random chance that I

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will respond in a timely manner. If you do not receive a response within 48 hours, please resend the email or call again. You should check your UNCC email every day as that is the primary way that I will communicate with you when not in class.

Email Etiquette: For all emails you send related to this course, include **course title & number (HLTH 3000)** and a brief **descriptive subject line**, to clearly indicate the subject of your email. Include a salutation, e.g., "Hello Ms. Davis"; a brief email message; and sign the email with your full name & student ID. In general, students using electronic communications for this course should conduct themselves as responsible professionals. It is important to recognize that electronic communications are far more prone to misinterpretation than many other forms of communication. Their brevity heightens this possibility. When writing good electronic communications, you must dramatically raise your level of attention to the potential reactions of diverse readers. Before sending any electronic communication, consider the range of potential reader reactions. When communicating electronically, always "take the high road" of graciousness and sensitivity. If you are in doubt, do not send the email. Do not compose email messages in all caps: USING ALL CAPS IN AN EMAIL MESSAGE IS OFTEN INTERPRETED AS YELLING. Instead, use an underscore at the first and last letters of a word you wish to emphasize, like _this_.

Orderly, Productive and Professional Classroom Conduct. We will conduct this class in an atmosphere of mutual respect. Your active participation is encouraged in the classroom. Each of us may have strongly differing opinions on the various topics of class discussions. Remember that not everyone shares these beliefs and opinions and these maybe statements about personal beliefs, values, and opinions rather than fact. The conflict of ideas is encouraged and welcomed. The respectful and open-mindedness of ideas of others, including mine, is similarly welcomed. However, I will exercise my responsibility to manage the discussions so that ideas, comments, and arguments can proceed in an orderly, productive, and professional manner. You should expect that if your conduct during class seriously disrupts the atmosphere of mutual respect that I expect in this class, you will be asked to leave the class, will not be permitted to participate further and will have your final grade deducted by 2% points for each and every occurrence. However, if the first offense is irreconcilable, I reserve the right to file charges with the Dean of Students and request more stringent penalties (i.e. dismissal from the course, final grade incorporating only completed assignments).

Guidelines for Written Assignments

- All work should be double spaced, in 11-12 size font, no more than ½ page longer or shorter than the requested length, stapled, page numbers
- References must be within the last 10 years; unless you cite a "classic" article
- APA format (Atkins library website, Research & Course Help, Citation Tools, APA) <http://guides.library.uncc.edu/content.php?pid=207690&sid=1731525>
- Web references may be used but should not be your primary source
- Spelling, grammar, and punctuation will be assessed
- Heading (name, student ID, course number, assignment title, date submitted) and rubric must be attached (if applicable)
- Public Health databases http://guides.library.uncc.edu/database_public-health are strongly recommended when searching for reliable public health information

Turnitin.com

As a condition of taking this course, all required papers maybe subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent (<http://www.legal.uncc.edu/turnitinconsent.pdf>) and permission. If a student does not provide such written consent and permission, the instructors 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.

Course Preparation

You are expected to read assigned chapters prior to class, attend class, participate appropriately in class and complete assignments. If you have any questions or concerns about assignments or grades, or if you know you must miss a class, discuss it with the instructor prior to the assignment due date. Electronic submissions to Ms. Davis' email will NOT be accepted and the assignment will be considered late, even if it is submitted prior to or on the due date and time, unless prior approval is given. If you miss a 1 minute paper, those points will be lost because the assignment is based on the content from that class and there is no way to make those up. All other assignments can be submitted up to one class period beyond the due date, with a 20% penalty. Assignments submitted after that time will not be accepted.

Attendance Policy:

Attendance will be taken every class period for accountability purposes. You are permitted two absences from the entire three-hour class or four 1.5 hour classes. Clearly, exceptional emergency circumstances will be considered in assessing missed classes beyond the two permitted, but these conditions will be determined by your professor with the appropriate written documentation (i.e. computer malfunctions, mechanical problems, or waking up late does not constitute an exceptional emergency). You are encouraged to contact the Dean of Students Office <http://dso.uncc.edu/> if you have or may have excessive absences due to unforeseen circumstances. Assignments missed during extended absences, that are not supported by the Dean of Student, may not be submitted late.

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Instruction will be a combination of instructor lecture, guest lecture, group activities, and independent assignments. During formal group presentations, professional attire is required.

Assignments

Below is a description of each assignment which will be posted on **Moodle**. Additional details will be provided for more comprehensive assignments.

Accessing Moodle from the UNCC Homepage:

1. Type moodle.uncc.edu as the URL
2. Click on "Login" in the upper right corner; use NinerNet Username and Password

You can also access Moodle through 49er Express:

1. Login to 49er Express
2. Click on the "Student Life" tab
3. Click on Moodle in the Student Computing box
4. Click on the "Login" tab
5. Type in your Username and Password

If you have problems accessing Moodle, contact the Helpdesk using the "Help" tab at the top of the screen or 704-687-6400.

Assignments

Below is a description of each assignment. Students will be able to submit late assignments up to one class from the original due date with a 20% penalty. Submissions after that time will not be accepted.

1. Community Engagement (40 hours)

The purpose of this assignment is to encourage you to engage in UNC Charlotte, Mecklenburg, and surrounding counties' public health initiatives. You are required to complete 40 hours of volunteer work with one or more public health initiatives. Public health initiatives completed during class will count towards the 40 hours. Public health initiatives need to relate to public health events or programs that help to improve health outcomes; including but not limited to heart disease prevention, teen violence prevention, maternal & infant health, and social determinants (housing). You cannot count work hours if you are employed by a health agency. The program can take place on or off campus.

In order to receive credit for this assignment, you have to:

- a. Submit a "Community Engagement" form with an original signature from a faculty, staff, or agency representative. The form is available on Moodle. ***If the "Community Engagement" form is not signed, you will not receive credit for the hours.***
- b. Submit a ½ to 1 page double-spaced paper describing:
 - a. Name of agency, contact information, date, number of hours
 - b. Purpose of event or program
 - c. Describe community characteristics, community engagement impact on population,
 - d. Whether you would recommend this event to other students. Why or why not.***If the paper is not submitted, you will not receive credit for the hours.***
- c. Submit the Community Engagement form and paper in hardcopy format by or before the due date. The papers should be submitted in a folder.
- d. The Campus Events link http://www.uncc.edu/campusevents/event_query.asp?time=7days may be helpful in identifying events of interest. Programs sponsored by the **Student Health Center, Counseling Center, and some Recreational Services (SAC)** are **automatically approved**. Consult with the instructor to ensure that the activity will be approved.

2. Go Red for Women Poster Competition: (5hrs)**3. Do The Right Thing Essay Judge: TBD****4. March for Babies: Saturday, April 27, 10a-12p (3hrs)**
Uptown Charlotte, Corners of Trade & Tryon at the Square**5. Habitat for Humanity or Hands On Charlotte: TBD**

Evaluation Methods: Class Requirements & Grading

Activity	Percent of Total Grade
1. Community Engagement Hours & Reflections	30%
2. Go Red for Women Poster Competition	10%
3. Do The Right Thing Essay Judge	10%
4. March for Babies	10%
5. Habitat for Humanity or Hands On Charlotte	10%
6. Enhancement Assignments	30%
Total	100%

Grade Scale:

A = 90-100%

B = 80 – 89.99%

C = 70 – 79.99%

D = 60 – 69.99%

F = below 60

Tentative Topical/Unit Outline:

Date	Topic	Ch	Assignment due by 9a
Jan 10	Understanding Community (CT)		
Jan 17	Social Ecology of the Community Describing the Community (CT) Go Red for Women Campaign Overview With Every Heartbeat Is Life Overview		
Jan 24	Community Capacity (CT) American Heart Association & Dr. Warren-Findlow		WEHL groups
Jan 31	Follow the Funding Exploring Cultures (CT)		
Feb 7	With Every Heartbeat Is Life presentations (90 min) sessions 2, 4 & 5		The Hot Spotters Healthy Carolinians
Feb 14	With Every Heartbeat Is Life presentations (90 min) session 6 & 7 Youth Violence Factors Do The Right Thing Overview		Community Engagement & Reflections-10 hrs due 2010 Mecklenburg Quality of Life Survey Questions
Feb 21	Gang of One, Jail North, Male Involvement Program, Fatherhood (Jeff Shears), CMS panel		Frontline-The Interrupters
Feb 28	Mecklenburg County Court System Tour		
Mar 7	No Class-Spring Break		

Mar 14	Social Determinants (housing) (CT) HUD, WEHL facilitators		Community Engagement & Reflections-20 hrs due
Mar 21	Crossroads Charlotte		Souls of our neighbors Close to home
Mar 28	Homeless Services		
Apr 4	Maternal & Infant Health		Community Engagement-30 hrs due
Apr 11	Promoting Awareness thru Communication (CT) Understanding Social Marketing (CT)		
Apr 18	March for Babies Info Tables on campus		
Apr 25	CMC Neonatal Visit		
Wed., May 9	FINAL : 8:00-10:30a Online		Community Engagement-40 hrs due *Hours can be submitted prior to this date

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES*

These University policies must be inserted into your syllabi; departmental polices will vary.

University 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:

<http://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:

<http://legal.uncc.edu/policies/up-407>

Course Credit Workload.

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 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, library research, written assignments, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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 (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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](#) 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 (<http://registrar.uncc.edu/calendars/calendar.htm>) .

**University of North Carolina at Charlotte
College of Health and Human Services
Public Health Sciences**

Course Number and Title: HLTH 3202: Peer Health Education

Credits, Days/Time, Location: 3 Undergraduate Credits; Mondays 6:30-9:15p.m. in SHC 293)

Faculty Information: Leslie Dill Robinson
SHC 288, By appointment
ldill2@uncc.edu 704-687-7437

Required Texts: Hong, L., Robertson, J., Catanzarite, J., and Walker McCall, L. *Peer Health Education Concepts and Content*. University Readers

Catalog Description – include Pre and/or Co-requisites: HLTH 3202. Peer Health Education. (3)
Prerequisite: Pre-Public Health or BSPH major (Preferred) and Instructor Permission. This course is designed for students interested in a variety of health topics as they relate to peer education. In class, students will have the opportunity to become Certified Peer Educators through The BACCHUS Network. Along with this, public speaking and program planning skills will be discussed. For the final project, students will be asked to design and host an awareness table on a health topic of their choice. Health topics that will be discussed in class include alcohol awareness, tobacco awareness, sexual assault awareness, stress management, body image, LGBTQ education and sexual health.

Course Objectives:

Students will be trained to plan, implement, and evaluate health education presentations and programs for UNC Charlotte. By the end of this course, students will:

- Demonstrate an understanding of Peer Health Education
- Be able to effectively facilitate presentations, discussions and activities
- Be able to make referrals to on-campus resources/professionals
- Demonstrate effective oral and written communication

Course Policies:

Classroom protocol

Please note that portable phones, pagers, and late arrivals are disruptive to the instructor and to your peers. The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. **Turn off your cell phone while in class.** Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Laptop computers

You may wish to take notes directly on your computer. ***If you choose to access your email, search the web, play solitaire or other games, or instant messenger your friends during class, you will receive one warning (for the semester) and a 2 percent deduction, per occurrence from your final grade thereafter.***

Communication

Emails and phone calls received during the hours of Monday – Thursday, 9 am to 4 pm will be returned within 48 hours; weekends not included. If you email at any other time, it is strictly a random chance that I

will respond in a timely manner. You should check your UNCC email every day as that is the primary way that I will communicate with you when not in class.

Email Etiquette: For all emails you send related to this course, include course title & number (HLTH 3201 Wednesdays) and a brief descriptive subject line, to clearly indicate the subject of your email. Include a salutation, e.g., "Hello Mrs. Robinson"; a brief email message; and sign the email with your full name & student ID. In general, students using electronic communications for this course should conduct themselves as responsible professionals. It is important to recognize that electronic communications are far more prone to misinterpretation than many other forms of communication. Their brevity heightens this possibility. When writing good electronic communications, you must dramatically raise your level of attention to the potential reactions of diverse readers. Before sending any electronic communication, consider the range of potential reader reactions. When communicating electronically, always "take the high road" of graciousness and sensitivity. If you are in doubt, do not send the email. Do not compose email messages in all caps: USING ALL CAPS IN AN EMAIL MESSAGE IS OFTEN INTERPRETED AS YELLING. Instead, use an underscore at the first and last letters of a word you wish to emphasize, like _this_.

Orderly, Productive and Professional Classroom Conduct. We will conduct this class in an atmosphere of mutual respect. Your active participation is encouraged in the classroom. Each of us may have strongly differing opinions on the various topics of class discussions. Remember that not everyone shares these beliefs and opinions and these maybe statements about personal beliefs, values, and opinions rather than fact. The conflict of ideas is encouraged and welcomed. The respectful and open-mindedness of ideas of others, including mine, is similarly welcomed. However, I will exercise my responsibility to manage the discussions so that ideas, comments, and arguments can proceed in an orderly, productive, and professional manner.

Guidelines for Written Assignments

- All work should be double spaced, in 11-12 size font, no more than ½ page longer or shorter than the requested length, stapled, page numbers
- References must be within the last 10 years; unless you cite a "classic" article
- APA format (Atkins library website, Research & Course Help, Citation Tools, APA) <http://guides.library.uncc.edu/content.php?pid=207690&sid=1731525>
- Web references may be used but should not be your primary source
- Spelling, grammar, and punctuation will be assessed
- Heading (name, student ID, course number, assignment title, date submitted) and rubric must be attached (if applicable)
- Public Health databases http://guides.library.uncc.edu/database_public-health are strongly recommended when searching for reliable public health information

Turnitin.com

As a condition of taking this course, all required papers maybe subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent (<http://www.legal.uncc.edu/turnitinconsent.pdf>) and permission. If a student does not provide such written consent and permission, the instructors 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.

Course Preparation

You are expected to read assigned chapters prior to class, attend class, participate appropriately in class and complete assignments. If you have any questions or concerns about assignments or grades, or if you know you must miss a class, discuss it with the instructor prior to the assignment due date.

Attendance Policy:

Attendance will be taken each class and you will be responsible for any materials you missed. Five points will be subtracted from student's attendance grade for any *unexcused* absence.

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Instruction will be a combination of instructor lecture, guest lecture, group activities, and independent assignments. During formal group presentations, professional attire is required.

Assignments

Below is a description of each assignment. Additional details will be provided for more comprehensive assignments.

Attendance/Participation (200 points total)

Be prepared to actively participate in activities, discussion, and presentations. Everyone possesses different thoughts, creative ideas, and has a different background. Attendance will be taken each class and you will be responsible for any materials you missed. Five points will be subtracted from student's attendance grade for any *unexcused* absence. An unexcused absence is ordinarily one that a student fails to clear with the instructor in advance of the class in question. In addition, true emergencies constitute an excused absence.

Exams (200 points total)

There will be two exams for this course: a midterm and a final. The midterm will be based on information learned during the Certified Peer Educator Training. The final will be based on material learned from class presentations and discussions.

Wellness Passport (200 points total)

You will be required to attend four (4) **Wellness Passport** events. This assignment provides you with an added opportunity to experience a variety of health and wellness activities, services, and programs that are available here at UNC Charlotte.

Journals (200 points total)

Writing a journal is a way for you to process experiences and develop questions. You are required to write a journal entry most weeks of the semester and the journal will be due the following class. See grading rubric for information.

Your journal will be read only by the instructor and/or teaching assistants and will be kept confidential. Each journal will be worth 20 points.

Presentation (200 points total)

As a class, you will plan, promote, and facilitate a health fair. With a partner, you will be required to design and host an awareness table on a health topic of your choice. The table will include a handout, an interactive activity, and a give-away. See grading rubric for more details. ****Look at page 22 in Chapter 3 for a reminder about the 8 steps to a successful program.****

Evaluation Methods: Class Requirements & Grading

Activity	Points
1. Attendance	200
2. Exams	200
3. Wellness Passport	200
4. Journals	200
5. Presentation	200
Total	1,000

Grade Scale:

- A = 90-100%
- B = 80 – 89.99%
- C = 70 – 79.99%
- D = 60 – 69.99%
- F = below 60

Topical/Unit Outline:

Date	Topic	Guest Speakers	Assignment
08/19	<p>Intro to Peer Health Education</p> <p>Ethics, confidentiality, goals, values clarification, self awareness</p> <p>Intro to the Student Health Center</p> <p>What services are available for UNC Charlotte students.</p> <p>Certified Peer Educator Training</p> <p>The Certified Peer Educator (CPE) Training helps peer educators develop leadership skills to be able to successfully develop and implement campus programs. (Module 1 & 2)</p>		
08/26	<p>Certified Peer Educator Training</p> <p>The Certified Peer Educator (CPE) Training helps peer educators develop leadership</p>		<p>Journal #1 due</p> <p>(The topic for this journal</p>

	skills to be able to successfully develop and implement campus programs. (Module 3,4,5)		is BACCHUS/GAMMA)
09/02	NO CLASS		
09/09	Certified Peer Educator Training The Certified Peer Educator (CPE) Training helps peer educators develop leadership skills to be able to successfully develop and implement campus programs. (Module 6,7,8,9)		Journal # 2 due (Write about the topic that is your primary interest related to peer education!)
09/16	Certified Peer Educator Training Brief review! **MIDTERM** Tonight we will be discussing important topics such as confidentiality, culturally inclusive language, norms messaging and men vs. women! Should be fun ☺ (Chapters 1-7)		Journal #3 due (The topic for this journal is Confidentiality)
09/23	Chapter 13 & 24 Tonight, Jenny will be visiting class to discuss healthy relationships and relationship violence issues. Jenny will pilot the One Act training. Will continue next week!	Jenny Cook	Skim through Chapter 13 and pages 262-264 prior to class.
09/30	Chapters 14-16 One Act (continued....)	Jenny Cook	Journal #4 due (Topic for this journal is Chapter 14)
10/07	NO CLASS *Spring Break*		
10/14	Chapters 8-10 It's time for Alcohol Jeopardy! Woo hoo! We will also be doing some class discussion about tobacco and other drugs.	Shawnte Elbert	Journal #5 due (Topic for this journal is Chapter 1)
10/21	**NO CLASS**		Skim through Chapter 8

	This night is given to you so you will have time to focus your attention on the Wellness Passport program.		Journal #6 due (Topic for this journal is pages 35-39 & 42-43)
10/28	Chapter 20-22 Tonight, we will discuss inclusive language, especially as it relates to prejudice, be it against race, sexual orientation, religious affiliation, or other identities.	Josh Burford	Journal #7 due (Topic for this journal is to make an inclusive, personal health plan)
11/04	Chapters 23-24 Katie Powers will be presenting on nutrition and we will discuss the importance of healthy living in college.	Katie Powers	Journal #8 due (Find a mental health article of your choice to journal on. Make sure to cite your reading.)
11/11	**NO CLASS** Please use this time to work on your group tabling project. Enjoy your break!		Journal #9 due (Topic for this journal is Chapter 20)
11/18	Chapter 25-26 David Spano will be discussing mental health, especially as it pertains to college students. We will explore some stress management programming used by peer education groups as well. Also, in wrapping up the course, we will discuss conflict management. Students will receive a study guide for the final exam tonight.	David Spano	Journal #10 due (Topic for this journal is conflict resolution in Chapter 25)
11/25	Sexual Health Leslie will be hosting Sexual Health Jeopardy for your viewing pleasure. Bring your questions and your curiosity as we delve into a very important subject!	Leslie Robinson	
12/02	**PRESENTATION TIME** Let the tabling begin! Tonight we will be meeting in the Student Union so that you can get busy with the mini Health Fair! 😊		

12/09	<p>**FINAL**</p> <p>The final for this course is cumulative. You will be given a study guide to help you prepare on 11/19.</p>		
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<http://legal.uncc.edu/policies/up-407>

Course Credit Workload.

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 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, library research, written assignments, and studying for quizzes and exams.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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Appendix F Proposed Catalog Copy: Tracked Changes

PUBLIC HEALTH SCIENCES (HLTH)

HLTH 2101. **Healthy Lifestyles.** (3) Prerequisite: PRPH majors or instructor permission. Overview of issues related to personal health, including healthy behaviors, lifestyles, and outcomes.

HLTH 3000. **Topics in Public Health.** (1-3) Prerequisite: ~~Permission of Instructor~~ Instructor permission. Additional prerequisites and credit hours vary with topics. Special topics for intermediate level undergraduates. May be repeated for credit as topics vary. *(On demand)*

HLTH 3101. **Foundations of Public Health.** (3) Prerequisite: PRPH majors, HLTH minors or ~~instructor~~ Instructor permission ~~of the instructor~~ of the instructor. Introduction to the field of public health, including its history, content areas, scope, and paradigms of professional practice.

HLTH 3102. **Comparative Healthcare Systems.** (3) Prerequisite: BSPH majors only. Examination of organizations, structures, and relationships in national and international healthcare systems and the associated financial, legal, and policy issues.

HLTH 3103. **Behavior Change Theories and Practice.** (3) Prerequisite: BSPH majors only. Overview of theoretical approaches to health behavior adherence and compliance, including increasing health enhancing behaviors and sustaining healthy behaviors over time.

HLTH 3104. **Research and Statistics in Health.** (3) Prerequisite: BSPH majors only. Corequisite: HLTH 3104L. Examination of the use of research methods and statistics in public health, including issues related to research design, measurement, sampling, and the application and interpretation of statistical methods.

HLTH 3104L. **Research and Statistics in Health LAB.** (1). Prerequisite: BSPH majors only. Corequisite: HLTH 3104. Activities designed to complement HLTH 3104. Meets once a week for 1.5 hours.

HLTH 3105. **Public Health Education and Promotion.** (3) Prerequisite: BSPH majors only. Overview of principles and strategies for health education in public health practice settings.

HLTH 3115. **Health and the Aging Process.** (3) Cross-listed as GRNT 3115 and NURS 3115. Examination of the physiologic processes of aging as a normal life experience. Study of psychological, nutritional and general health issues designed to facilitate high-level awareness.

HLTH 3200. **History of Public Health.** (3) An overview of health and illness from a population perspective, emphasizing the social and historical contexts in which key public health events have occurred. The content provides an historical interpretation of the development of public health - including the battle against infectious disease - across time and in today's world. (Fall)

~~HLTH 3200. **History of Public Health.** (3) An overview of health and illness from a population perspective, emphasizing the social and historical contexts in which key public health events have occurred. The content provides an historical interpretation of the development of public health - including the battle against infectious disease - across time and in today's world. (Fall)~~

HLTH 3201. **Community Engagement.** (3) Prerequisite: PRPH majors, BSPH majors, HLTH minor, or Instructor Permission. This course is designed to emphasize the nuances of working with diverse communities toward a positive public health outcome. It will include an analysis of communities and partnering with community agencies to impact public health outcomes. (On Demand)

HLTH 3202. Peer Health Education. (3) Prerequisite: BSPH major or Instructor Permission. This course is designed for students interested in a variety of health topics as they relate to peer education. In class, students will have the opportunity to become Certified Peer Educators through The BACCHUS Network. Along with this, public speaking and program planning skills will be discussed. For the final project, students will be asked to design and host an awareness table on a health topic of their choice. Health topics that will be discussed in class include alcohol awareness, tobacco awareness, sexual assault awareness, stress management, body image, LGBTQ education and sexual health. (On Demand)

HLTH 4000. Special Topics in Public Health. (1-3) Prerequisite: permission of the instructor. Additional prerequisites and credit hours vary with topics. Special topics for advanced undergraduates. May be repeated for credit as topics vary. (On demand)

HLTH 4090. International Comparative Health Systems: Western Europe. (3) Cross-listed as NURS 4090. A two-week study tour to explore the ~~cultural~~ cultural, social, and health care systems in Western Europe and to compare them with systems in outside the United States. Participants will visit a variety of health care sites and attend presentations by practitioners and educators. They will have opportunities to interact with people from the host countries and visit a variety of cultural and historic sites. May be repeated for credit as topics vary. ~~May be repeated for credit as topics vary.~~ (On Demand)

HLTH 4102. Healthcare Administration. (3) Prerequisite: HLTH 3102 and BSPH majors only. Overview of basic concepts and issues within the administration, financing, and policy of healthcare systems.

HLTH 4103. Environmental Health: A Global Perspective. (3) Prerequisite: BSPH majors only. Introduction to environmental and occupational health issues and their implications for individual and population health.

HLTH 4104. Epidemiology. (3) Prerequisite: HLTH 3101 or Junior or Senior status and HLTH 3101 or Junior or Senior status and PRPH majors, BSPH majors, HLTH minors. Introduction to basic principles and methods used in epidemiology to detect and control disease in populations.

HLTH 4105. Program Planning and Evaluation. (3) Prerequisite: HLTH ~~3103~~ ~~3103~~ and BSPH majors only. Corequisite: HLTH 4105L. Use of program planning and behavior change models to design and evaluate theory-based public health promotion and education initiatives.

HLTH 4105L. Program Planning and Evaluation LAB. (1) Prerequisite: HLTH ~~3103~~ ~~3103~~ and BSPH majors only. Corequisite: HLTH 4105. Activities designed to complement HLTH 4105. Meets once a week for 1.5 hours.

HLTH 4210. Health Promotion and Risk Reduction. (3) Overview of health promotion and risk reduction techniques, including theories, strategies, and statistics. (On demand)

HLTH 4220 Mental and Emotional Well-being. (3) Examination of mental and emotional health from a wellness perspective. (On demand)

HLTH 4230. Drugs and Society. (3) Examination of use, misuses, and abuse of natural and synthetic chemicals in today's society, including prevalence, risk factors, and prevention strategies. (On demand)

HLTH 4240 Injury Prevention through the Life Span. (3) Introduction to intentional and unintentional injuries, including prevalence, risk factors, and prevention strategies. (On demand)

HLTH 4250. Adolescent Health and Sexuality. (3) Examination of adolescent health sexuality issues in today's society. (On demand)

HLTH 4260. Women: Middle Age and Beyond. (3) Cross-listed as GRNT 4260 and WGST 4260. Position of older women in society and the particular problems of and issues for women as they age with special attention to health issues. *(On demand)*

HLTH 4270. Health Consumerism. (3) Examination of individual health consumer issues in the health marketplace. *(On demand)*

HLTH 4280. Global Health Issues. (3) Prerequisite: PRPH majors, BSPH majors, HLTH minors. Introduction to current issues in global health including disparities, root causes, and strategies for resolution.

HLTH 4290. Health Management Information Systems. (3) Overview of the technical, organizational, and management issues confronted by healthcare professionals in the selection, implementation, and management of healthcare information systems. *(On demand)*

HLTH 4400. Internship. (3) (W) Prerequisite: BSPH majors only. Practical experience in a public health setting that complements students' academic and professional goals. Arranged with Coordinator.

HLTH 4600. Capstone. (3) (W) Prerequisite: BSPH majors only. A culminating project or experience encompassing the five areas of public health: health behavior, environmental health, biostatistics, epidemiology, and health administration, that complements students' academic and professional goals. Arranged with Coordinator.

HLTH 4800. Independent Study. (1-6) Prerequisites: Permission of the instructor. Directed individual study that may take the form of initiating, designing, and/or conducting an original community-based or research project, or critique and synthesis of existing community or research issues. May be repeated for credit. *(On demand)*

HLTH 4900. Undergraduate Research. (1-4) Prerequisite: Permission of the instructor. Opportunity for advanced undergraduate students to work on community or research projects conducted by faculty in their field of interest. May be repeated for credit. *(On demand)*

Appendix G
Proposed Catalog Copy: Clean

See attachment

Appendix H Academic Plan of Study

Revised BSPH APS Follows (in tracked changes)



Bachelor of Science in Public Health (BSPH)

Academic Plan of Study

*College of Health & Human Services
Department of Public Health Sciences
publichealth.uncc.edu*

PROGRAM SUMMARY

- **Credit Hours:** 120 hours
- **Concentrations:** No
- **Declaring the Major:** Declaring the Pre-Public Health (PRPH) pre-major: Change of Major form accepted year-round; advising in CHHS Advising Center required prior to declaration. Focus on completing Public Health prerequisite curriculum prior to applying to Upper Division (BSPH) major. Admission to BSPH major: Minimum prerequisite: GPA of 2.5; 60 earned credits. Competitive admissions. Various admission criteria include GPA, core course grades, work or volunteer experience, and personal essays. BSPH applications submitted by 5:00 pm on the second Friday in February for fall semester admission ONLY.
- **Advising (For the Major):** Advising (pre-major): CHHS Advising Center. Required on declaration of the pre-major and before application to the Upper Division major; recommended more frequently as needed. Advising (major): Public Health Sciences faculty advisors.
- **Advising (For General Education):** CHHS Advising Center.
- **Minimum Grades/GPA:** Minimum grade of C in each Public Health prerequisite course and major course expected. Grade of B is recommended for the prerequisite courses. GPA of 2.5 in HLTH major courses is required for graduation.
- **Teacher Licensure:** No
- **Evening Classes Available:** Night classes are not a regular offering.
- **Weekend Classes Available:** No
- **Other Information:** CHHS Advising Center, CHHS 103, 704-687-7922. Academics and Advising in the Department of Public Health Sciences: <http://publichealth.uncc.edu/student-resources>
- **Contact(s):** Department of Public Health Sciences, CHHS 433, 704-687-7191

PROGRAM REQUIREMENTS

The Bachelor of Science in Public Health (BSPH) program at UNC Charlotte is fully accredited by the Council on Education and Public Health (CEPH). The program is designed to prepare scholar-practitioners with knowledge and skills in the core concepts of public health. The BSPH coursework provides students with a solid foundation in the core disciplines of public health (health behavior, epidemiology, administration, environmental health, and biostatistics), and the internship and capstone experiences allow students to integrate and demonstrate their knowledge and analytical skills in research and practice settings. The BSPH prepares students for work in entry-level to mid-level positions in a variety of settings including health-related agencies, hospitals, local and state public health departments, academic research centers and institutes, corporate disease management and wellness programs, non-profit agencies, and healthcare businesses and industries. Students completing the BSPH program meet the requirements needed to sit for the nationally recognized Certified Health Education Specialist (CHES) exam.

While completing the Public Health prerequisite courses, students apply to the Upper Division BSPH program. Admission is competitive; not all students who apply and who meet the minimum requirements are accepted into the

major. Students are admitted once a year for the BSPH program that begins each fall. Admission decisions are made by the Department in late spring for fall admission to the program. The Department offers admission to applicants whose credentials present the best qualifications among those meeting minimum requirements.

Minimum criteria for admission to the Upper Division BSPH major:

- Completion of prerequisite courses, with a minimum grade of C and recommended grade of B in each, by the end of the summer term prior to fall admission { HLTH 2101, HLTH 3101, HLTH 4280, Quantitative courses (6 hrs), Science courses (7 hrs), and Social Science courses (3 hrs)}
- Cumulative GPA (Grade Point Average) of 2.5
- Minimum of 60 total earned credits by the end of the summer term prior to fall admission
- Statement of Interest
- Submission of the Application for Admission to the Upper Division by 5:00 pm on the second Friday in February.
- Health-related professional experience (internships, volunteer, community service, or paid work) is recommended.

Areas	Credit Hours	Description
Pre-Major/ Prerequisites	31-32	Healthy Lifestyles (HLTH 2101), Foundations of Public Health (HLTH 3101), Global Health Issues (HLTH 4280), Math 1100 or above, Statistics (STAT 1222), Science with lab, Science with or without lab, Social Science, 2 health-related Communications courses.
Major	50	32 credits: Required courses also fulfill the General Education Communication Skills requirements for two writing intensive courses. 18 credits: Culture and Health and Health-Related Electives.
General Education (not satisfied by other major requirements)	18	English or UWRT 1101 and 1102 (or 1103), Liberal Studies (4 courses, see General Education link below)
Related Work	15-26	Completion of any UNC Charlotte minor <i>except</i> Public Health (HLTH)
Foreign Language	-	Foreign Language proficiency is not required.
Electives	0-6	As needed to complete 120 hours
Total Credit Hours	120	

The BSPH major requires students to complete a specific curriculum in a prescribed sequence over two years. Culture and Health electives and Health-Related electives are scheduled around the major courses. An internship occurs after the first two semesters of upper division courses. Students prepare in February for the summer or fall internship and submit updated immunization records, a criminal background check, a drug screening, bloodborne pathogens training, and proof of liability insurance prior to beginning the internship.

SUGGESTED PLAN OF STUDY

Freshman Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
ENGL or UWRT 1101	Writing and Inquiry in Academic Contexts I	3	X		
MATH 1100	College Algebra	3	X		
XXXX XXXX	Science with Lab	4	X		
LBST 110X	Arts & Society	3	X		
<i>Spring Semester</i>					
ENGL or UWRT 1102	Writing in the Academic Community	3	X		
STAT 1222	Elementary Statistics	3	X		
XXXX XXXX	Science without Lab	3	X		
XXXX XXXX	ANTH 1101 GEOG 1105 ECON 1101, 2101 POLS 1110 SOCY 1101	3	X		Choose Social Science Course
LBST 2101	Western Cultural and Historical Awareness	3	X		
28 Credit Hours for Year					

Sophomore Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
HLTH 2101	Healthy Lifestyles	3			
HLTH 3101	Foundations of Public Health	3			
HLTH 4280	Global Health Issues	3			
LBST 2102	Global and Intercultural Connections	3	X		
XXXX XXXX	Health-Related Communication	3			
<i>Spring Semester</i>					
LBST 221X	Ethical Issues and Cultural Critique	3	X		
XXXX XXXX	Health-Related Communication	3			
XXXX XXXX	Minor Course	3			
XXXX XXXX	Minor Course	3			
XXXX XXXX	Minor Course	3			
30 Credit Hours for Year					

Junior Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
HLTH 3102	Comparative Healthcare Systems	3			
HLTH 3105	Public Health Education and Promotion	3			
XXXX XXXX	Culture & Health Elective	3			
XXXX XXXX	Health-Related Elective	3			
XXXX XXXX	Minor Course	3			
<i>Spring Semester</i>					
HLTH 3103	Behavior Change Theories and Practice	3			
HLTH 3104	Research and Statistics in Health	3			
HLTH 3104L	Research and Statistics in Health Lab	1			
XXXX XXXX	Culture & Health Elective	3			
XXXX XXXX	Health-Related Elective	3			
XXXX XXXX	Health-Related Communication	3			
<i>Summer Semester</i>					
HLTH 4400	Public Health Internship	3	X	W	
34 Credit Hours for Year					

Senior Year					
Course Number	Course Title	Credit Hours	General Education	W/O Course	Notes
<i>Fall Semester</i>					
HLTH 4103	Environmental Health	3			
HLTH 4104	Epidemiology	3			
HLTH 4600	Public Health Capstone	3	X	W	
XXXX XXXX	Health-Related Elective	3			
XXXX XXXX	Minor Course	3			
<i>Spring Semester</i>					
HLTH 4102	Healthcare Administration	3			
HLTH 4105	Program Planning and Evaluation	3			
HLTH 4105L	Program Planning and Evaluation Lab	1			
XXXX XXXX	Health-Related Elective	3			
XXXX XXXX	Minor Course	3			
XXXX XXXX	Minor Course or Oral Intensive (O) Course	3			
31 Credit Hours for Year					

ADVISING RESOURCES

- General Education Requirements for ALL Students: ucol.uncc.edu/general-education
- Undergraduate Catalog: catalog.uncc.edu
- Central Advising website: advising.uncc.edu
- College of Health & Human Services advising website: health.uncc.edu/advising-center
- University Advising Center website: advisingcenter.uncc.edu

Department of Public Health Sciences

publichealth.uncc.edu

The Department of Public Health Sciences was originally founded as the Department of Health Behavior and Administration on July 1, 2002, as part of the transformed College of Health and Human Services. The new Department was conceived in response to recommendations derived from UNC Charlotte's Health Commission Report (2000) as well as a variety of initiatives placing emphasis on population health and health behavior research. In May 2007, the Department was renamed to Public Health Sciences to better reflect the unit's larger-scale set of current and planned research programs, degree offerings, and service activities. ~~Faculty research programs focus on individual and population health including: the prevention and management of disease across the lifespan; the health status of diverse, urban communities; and population health and health care analytics.~~—The Department's goals include creating North Carolina's second accredited School of Public Health.

VISION

The Department is a premier academic unit providing collaborative and integrated approaches to improving health and healthcare. An interdisciplinary, research-focused faculty provide educational experiences for researchers and practitioners that are relevant to contemporary public health and health care administration. The Department supports an environment that enhances the preparation of competent leaders in community health behavior, healthcare administration and policy, and health services research at the baccalaureate, masters and doctoral levels; for local, national, and international partnerships that enhance students' knowledge of health care issues; and for its focus on vulnerable populations.

MISSION

The Department engages in research, teaching, and service to prepare future researchers and practitioners in public health, health care administration, and health services research at the baccalaureate, masters, and doctoral level that meets the needs of an increasingly diverse student body and workforce. An interdisciplinary faculty makes available local, national, and international educational opportunities through nationally accredited programs that support collaborative learning and integrated experiences to develop knowledge and understanding of public health and health care issues. Faculty research programs focus on individual and population health including: the prevention and management of disease across the lifespan; the health status of diverse, urban communities; and population health and health care analytics.

The Department of Public Health Sciences is committed to academic excellence. The Department received the Provost's Award for Excellence in Teaching in 2012 and the Bachelor of Science in Public Health degree program has been recognized by the Association of American Colleges and Universities as a model program. Our Public Health baccalaureate and master's degree programs are accredited by the Council on Education for Public Health (CEPH). The Master of Health Administration (MHA) degree program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The department is a member of the Association of Accredited Public Health Programs, Association of University Programs in Health Administration; and the College of Health and Human Services is an affiliate member of AcademyHealth. The University of North Carolina at Charlotte is an official testing site for the Certified Health Education Specialist (CHES) exam.

The Department supports the University's core values encouraging diversity and equal educational and employment opportunities throughout the University community. These values are evident in the University's non-discrimination policies, the Council on University Community, and the Multicultural Resource Center.

PROGRAM DEGREES and MINOR PROGRAMS

The department offers the Bachelor of Science in Public Health (BSPH) and a Minor in Public Health (HLTH). Undergraduate interdisciplinary experiences provide students better flexibility in working across disciplines as well as within their own specialty as they grow their careers. The department also provides opportunities for students to work closely with individual members of the faculty through either Independent Study or Undergraduate Research experiences.

BACHELOR OF SCIENCE IN PUBLIC HEALTH (BSPH)

Public health is the science and art of promoting health, preventing disease and injury, and prolonging life through organized efforts of society. Public health activities focus on entire populations rather than on individual patients, and public health professionals monitor and diagnose the health concerns of entire communities and promote healthy practices and behaviors to assure our populations stay healthy.

The Bachelor of Science in Public Health (BSPH) prepares students through didactic and practice experiences to apply core principles of public health education within a variety of community settings and to advance the public health profession. The program values professional and academic integrity and ethics, collegiality, engagement with the community, and responsiveness and innovation in its pursuit of attaining the highest possible standards of health and well-being.

The BSPH program is designed to prepare scholar-practitioners with knowledge and skills in the core concepts of public health, including health behavior, research and statistics in health, environmental health, epidemiology, and health administration, as well as in the planning, evaluation, organization, and conduct of community and public health services. The planned course of study adopts an interdisciplinary focus and includes the development of tailored skills through the successful completion of a minor, electives, and experiential learning. The degree will prepare students who are interested in pursuing health-related careers in health promotion, program delivery, health communication, community organization, and behavior change for entry level to mid-level positions in service and research in health departments, public health agencies, community-based organizations, outreach education programs, hospitals, private health organizations, and corporate wellness settings. The program is designed to appeal to students with interests in “population” rather than “clinical” health. Continued study in the Department of Public Health Sciences is also an option for those interested in graduate degrees in Public Health or Health Administration. For details on these programs, see the *UNC Charlotte Graduate Catalog*.

PRE-PUBLIC HEALTH MAJOR (PRPH)
(Guidelines for Freshman and Sophomore Years)

Applicants who satisfy freshman or transfer requirements for admission to the University and are interested in the BSPH can declare the Pre-Public Health Major (PRPH). It includes a combination of 70-75 hours of courses that fulfill the UNC Charlotte General Education requirements; declaration of a minor; and serves as preparatory coursework for the Public Health major (BSPH).

Required Courses (70-75 credits)

English or UWRT (3 or 6 credits)

ENGL or UWRT 1101 and ENGL or UWRT 1102 OR
ENGL or UWRT 1103

Quantitative Courses (6 credits)

MATH 1100 and STAT 1222 (or equivalents)

Sciences (7 credits)

Choose from list in the *Undergraduate Catalog*

Social Sciences (3 credits)

Choose from list in the *Undergraduate Catalog*

Liberal Studies (12 credits)

Choose from list in the *Undergraduate Catalog*

Prerequisite Core Courses (9 credits)

~~COMM 1101 Public Speaking~~
HLTH 2101 Healthy Lifestyles

HLTH 3101 Foundations of Public Health

[HLTH 4280 Global Health Issues](#)

Health-Related Communication (choose 6 credits from the following)

[COMM 1101 Public Speaking](#)

COMM 2100 Introduction to Communication Theory

COMM 2105 Small Group Communication

COMM 2107 Interpersonal Communication

COMM 3115 Health Communication

COMM 3130 Communication and Public Advocacy

COMM 3135 Leadership, Communication, and Group Dynamics

COMM 3141 Organizational Communication

Declare a Minor (15-26 credits)

Choose any minor on campus except ~~Interdisciplinary Health Studies (IHHS)~~ or Public Health (HLTH)

Electives (as many needed for 70-75 credits total)

Includes study abroad courses

APPLYING TO THE PUBLIC HEALTH MAJOR (BSPH)

Students must apply for admission to the Major in Public Health (BSPH). Applications are accepted from students who will have completed 60 credit hours by the time they begin to take courses in the major, including the following 25 hours of courses listed in the PRPH Major (*whether or not the student declared the PRPH Major*): ~~COMM 1101~~, HLTH 2101, HLTH 3101, HLTH 4280, Quantitative courses (6 hours), Science courses (7 hours), and Social Science courses (3 hours). (*NOTE: Students will complete any remaining PRPH requirements following admission to the BSPH.*)

Admissions only occur for Fall semesters and the number of students admitted each Fall is limited. BSPH admission is competitive and based on the following:

- A minimum cumulative GPA of 2.5 for 60 credit hours
- GPA for completed courses including ~~COMM 1101~~, HLTH 2101, HLTH 3101, HLTH4280, Quantitative courses (6 hours), Science courses (7 hours), and Social Science courses (3 hours)
- Goal statement and application for admission

Applications for admission should be submitted the spring semester prior to eligibility to begin the BSPH Major in the Fall semester. Applications for admission are due in February of each year, and include academic transcripts, application, and a statement of future career goals.

**PUBLIC HEALTH MAJOR (BSPH)
(Guidelines for Junior and Senior Years)**

The Public Health major includes 50 hours of courses that are designed to meet the criteria established by the Council on Education for Public Health (CEPH) for accreditation of public health degree programs. Students completing the curriculum will be eligible to sit for the nationally-recognized Certified Health Education Specialist (CHES) exam.

Courses for the BSPH Major (total hours = 50)**Core Courses (32 hours)***

Year 3 Fall

~~HLTH 3102 Comparative Healthcare Systems~~

~~HLTH 3103 Behavior Change Theories and Practice~~

HLTH 3105 Public Health Education and Promotion

The remaining 9 hours of course load should be filled with General Education course requirements, Pre-Public Health Major course requirements, required Minor courses, required Culture and Health electives, and required Health-Related electives.

Year 3 Spring

~~HLTH 3102 Comparative Healthcare Systems~~

~~HLTH 3103 Behavior Change Theories and Practice~~

HLTH 3104 Research and Statistics in Health

HLTH 3104L Research and Statistics in Health Lab

The remaining 8 hours of course load should be filled with General Education course requirements, Pre-Public Health Major course requirements, required Minor courses, required Culture and Health electives, and required Health-Related electives.

Year 3 Summer or Year 4 Fall

HLTH 4400 Public Health Internship

Year 4 Fall

~~HLTH 4600 Capstone~~

~~HLTH 4102 Healthcare Administration~~

HLTH 4103 Environmental Health

The remaining 9 hours of course load should be filled with required Minor courses, required Culture and Health electives, and required Health-Related electives.

Year 4 Spring

[HLTH 4102 Healthcare Administration](#)

HLTH 4105 Program Planning and Evaluation

HLTH 4105L Program Planning and Evaluation Lab

[HLTH 4600 Capstone](#)

The remaining 5 hours of course load should be filled with required Minor courses, required Culture and Health electives, and required Health-Related electives.

**Students will complete the core courses during the designated semesters and will complete HLTH 4104 (Epidemiology) as well as the remaining courses from among the following electives as their schedules permit:*

Culture and Health Courses (choose 6 hours)

[AFRS 3261 Psychology of the Black Experience](#)

ANTH 3122/3222 Culture, Health, and Disease

HLTH/GRNT 3115 Health and the Aging Process

HLTH/GRNT/WGST 4260 Women: Middle Age and Beyond

NURS/WMST 4191 Women's Health Issues

Health-Related Electives (choose 12 hours)

[AFRS 4630 Environmental and Public Health in Africa](#)

COMM 3115 Health Communication

ECON 3141 Health Economics

EXER 3260 Nutrition and Health Fitness

EXER 4130 Applied Nutrition for Today's Consumer

POLS 3125 Health Care Policy

PHIL 3230 Healthcare Ethics

SOCY 4130 Sociology of Health and Illness

SOCY 4168 Sociology of Mental Health and Illness

Any HLTH 3000-level or 4000-level course, except HLTH 3101, [HLTH 4280](#)

Any 3000- or 4000-level health-related study abroad course

To graduate with a BSPH degree, students must have completed 120-125 hours (70-75 hours from the PRPH major and 50 hours from the BSPH major).

MINOR IN PUBLIC HEALTH

The Minor in Public Health supports students interested in health-related careers or those seeking a health dimension within other career choices. Students in the minor come from biological, social, and behavioral sciences, as well as from health-related academic majors. The minor extends students' working knowledge of health applications that prepares them to be competitive in the job market and to make advanced degree choices.

Students seeking entry-level positions in health services or non-clinical health agencies and organizations after graduation will find this minor helpful in broadening their understanding of contemporary public health issues. Students in the minor are well positioned for graduate work in specific disciplines like psychology, sociology, social work, public health, health communication, or adult development and aging. The program also provides applied health content and added value to academic degrees of students seeking admission to dental, nursing, medical, pharmacy, physical therapy and other professional schools.

The Minor in Public Health fosters an interdisciplinary perspective of individual and population health. National health priorities in the first decade of the 21st century emphasize interdisciplinary training. As students develop specific healthcare competencies, undergraduate interdisciplinary experiences provide students better flexibility in working across disciplines as well as within their own major.

The Minor in Public Health is awarded only to students completing an undergraduate major at UNC Charlotte. The minor consists of 22 semester hours: 13 hours must come from a set of required courses and nine hours must come from the set of unrestricted electives. [Students must have completed the "Required Science and Lab" course in order to declare the Minor in Public Health.](#) -To qualify for the Minor in Public Health [upon graduation](#), students must have a grade point average of 2.0 in courses applied to the minor. Students are encouraged to take electives outside their major department and college to gain a broader health perspective. Because additions and deletions of courses may be made to correspond to current University offerings, students are encouraged to consult with the Program Coordinator as they plan their schedules.

Required courses (9 hours)

HLTH 3101 Foundations of Public Health (3)
HLTH 4104 Epidemiology (3)
HLTH 4280 Global Health Issues (3)

Required Science and Lab course (choose one; 4 hours)

[*Prerequisite for declaring the Minor in Public Health](#)

~~ANTH 2141 Principles of Biological Anthropology and Lab (4)~~
~~BIOL 2259 and 2259L Fundamentals of Microbiology (3) and Lab (1)~~
~~BIOL 2273 and 2273L Human Anatomy and Physiology (3) and Lab (1)~~
~~BIOL 3273 and 3273L Animal Physiology (3) and Lab (1)~~
~~PSYC 1101 and 1101L General Psychology (3) and Lab (1)~~
[Choose from list in the *Undergraduate Catalog*](#)

Unrestricted Electives (choose three; 9 hours)

[AFRS 3261 Psychology of the Black Experience \(3\)](#)
[AFRS 4630 Environmental and Public Health in Africa \(3\)](#)
ANTH 3122/3222 Culture, Health, and Disease (3)
ANTH 4131 Culture, Pregnancy and Birth (3)
COMM 3115 Health Communication (3)
ECON 3141 Health Economics (3)
ETIN 3243 Occupational Health Technology (3)
EXER 2150 Introduction to Kinesiology (3)
FINN 3271 Principles of Risk Management and Insurance (3)
GRNT 2100 Aging and the Life Course (3)
GRNT/PSYC 2124 Psychology of Adult Development and Aging (3)
HIST 2140 Disease and Medicine in History (3)
HLTH/GRNT 3115 Health and the Aging Process (3)
NURS/WGST 4191 Women's Health Issues (3)
PHIL 3230 Healthcare Ethics (3)
POLS 3125 Health Care Policy (3)
PSYC 2160 Introduction to Health Psychology (3)
PSYC 3151 Abnormal Psychology (3)
PSYC 3155 Community Psychology (3)
SOCY 4130 Sociology of Health and Illness (3)
SOCY 4168 Sociology of Mental Health and Illness (3)
Any unrestricted HLTH 2000-, 3000-, or 4000-level course

~~INTERDISCIPLINARY HEALTH STUDIES (IDHS) MINOR~~

~~The Interdisciplinary Health Studies (IDHS) minor was discontinued in Fall 2010; at this same time, the Public Health (HLTH) minor was implemented. Students with an IDHS minor already noted in Banner Self-Service prior to Fall 2010 may complete the IDHS requirements or change to the HLTH minor. All other students are required to complete the Public Health (HLTH) minor requirements.~~