

Catalog Copy for Courses listed on the 1-03-07 Consent Calendar

HBA 10-03-06

ESTABLISH A NEW DEGREE PROGRAM: BACHELOR OF SCIENCE IN PUBLIC HEALTH (BSPH)

DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The Department of Health Behavior and Administration was established on July 1, 2002 as part of the transformed College of Health and Human Services at The University of North Carolina at Charlotte. 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.

The Department is engaged in the development and implementation of interdisciplinary academic and research programs. The common theme supported by the Department is "public health and health behavior outcomes from a social ecological perspective." Current faculty research themes include: risk for chronic disease; life span health issues; health issues of vulnerable populations; maternal and child health; and, health-related measurement, evaluation, and outcomes.

We propose an undergraduate major - Bachelor of Science in Public Health (BSPH) - 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.

B. List the education objectives of the program.

- Increase knowledge base and skills to inform, assist, and promote public health
- Gain familiarity of multiple perspectives, approaches, and methods needed to address and solve problems of human health and illness including those that influence health disparities

- Explore social, behavioral, environmental, and multicultural determinants of health and disease through an interdisciplinary approach
- Promote critical thinking, analysis, and synthesis of health information
- Recognize, assess, and address trends in public health and health care delivery
- Improve content, structure, process, management, and administration of public health services through use of theory, research, and evaluation
- Gain a specialty area of knowledge and skills through the selection of a minor and electives

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The proposed BSPH degree is a specialized program in allied health care that incorporates both interdisciplinary and multidisciplinary approaches for preparing students who are interested in pursuing population-based health-related careers in the areas of health promotion, program delivery, health communication, community organization, and behavior change. The program complements existing degree programs in applied health areas in the College of Health and Human Services (CHHS) including nursing, athletic training, exercise science, and social work. The Department does not currently offer a baccalaureate degree program. On the other hand, the Department delivers a minor in Interdisciplinary Health Studies (IDHS) that has grown quickly from 4 students, in 2002, to 105 students, in 2006. We predict the BSPH will become a popular course of study at UNC Charlotte (see **II.A.2.**). In addition, the Department offers a Master of Science in Public Health (MSPH) and a Master of Health Administration (MHA). The BSPH could serve to prepare especially competent students to advance to either of these graduate programs.

(1) Courses: The BSPH will include the following existing courses as core courses:

- ❖ HLTH 2101 Healthy Lifestyles, HLTH 3101 Foundations of Public Health, HLTH 3140 Behavior Change Theories and Practice, HLTH 4128 Environmental Health, and HLTH 4299 Epidemiology

It will also include the following new content courses specific to the BSPH major:

- ❖ HLTH 3102 Comparative Healthcare Systems, HLTH 3103 Theory and Methods in Public Health Education, HLTH 3104/3104L Research Methods and Statistics in Health and its lab, HLTH 4102 Healthcare Administration, HLTH 4105/4105L Program Planning and Evaluation and its lab, HLTH 4601 Senior Seminar I: Practicum, and HLTH 4602 Senior Seminar II: Capstone

(2) Faculty: The BSPH curriculum will be taught by faculty within the Department of Health Behavior and Administration. The Department currently supports the IDHS minor, which serves over 100 students. The launch of the BSPH follows strategic development at both Department and College levels the past two planning cycles.

(3) Facilities: The BSPH will share classroom space, computing facilities, and all other facilities with other academic programs in the Department, and the College. The Department is scheduled to move to a new 161,000 square foot building for the College of Health and Human Services in December 2006. The new building will provide state-of-the-art instructional technology and considerable capacity for program growth.

(4) Other resources: In the delivery of the IDHS minor the Department has established substantive, two-way partnerships with other campus units, including the Departments of Communication Studies, Kinesiology, and Philosophy (see **Appendix A**) that will continue to flourish in the delivery of the BSPH major.

Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

All of the programs in the UNC system were considered of high quality. In addition, we examined similar programs at our assigned peer institutions including Portland State University (Bachelors in Health Sciences), San Diego State University (Bachelors in Health Science, Community Health Education), University of Texas San Antonio (Bachelors in Health), Western Michigan University (Bachelors in [Community Health](#)), and University of Louisville (Bachelors in [Public Health Education](#)).

2. List other institutions visited or consulted in developing this proposal. Also list any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

The initial development of the BSPH degree program extends back to visits made to Penn State University (Department of Biobehavioral Health) and the University of Kentucky (Department of Behavioral Science), in 2001, as part of the formation of the Department of Health Behavior and Administration at UNC Charlotte, in 2002. The earliest versions of the planned degree program were discussed at a Community Health Roundtable hosted by the Department in spring, 2003 involving nearly 40 community stakeholders and academic and public health leaders; and more recently by the Department's Public Health Advisory Board at its meetings on May 10, 2006 and October 17, 2006. The curriculum was also reviewed as part of an open presentation (*Assuring Competence through Curriculum Design*) made by Assistant Professor Michael Thompson at the recent annual meeting of the North Carolina Chapter, Society for Public Health

Education that was hosted by the Department and held on the campus at UNC Charlotte October 4-5, 2006.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

The BSPH major – which is intended as an upper division program of study - shall have student recruitment and admissions policies and procedures designed to locate and select individuals capable of completing the program's various learning activities and of developing competence for a career in public health, consistent with the policies and procedures in place at The University of North Carolina at Charlotte.

Admission into the Public Health major will be competitive and based on completion of the following:

- 60 hours of Pre-Public Health requirements (including BSPH prerequisites and general education requirements) completed with a combined GPA of 2.5 or better
- COMM 1101, HLTH 2101, and HLTH 3101 completed with a B or better in each
- Math courses (6 hours), science courses (7 hours), and a social science course (3 hours) that serve to fulfill the university's General Education program requirements completed with a combined GPA of 3.0 or better
- Application for admission, including a statement of future career goals

2. Documents to be submitted for admission (listing or sample).

- Admission Form
- 2 professional or academic recommendations
- Statement of Future Career Goals

C. Degree requirements. List the following:

1. Total hours required.

The BSPH degree program will require 120-125 credit hours including 70-75 hours in pre-major course work (including General Education requirements, preparatory public health courses, and work toward any minor on campus except the Interdisciplinary Health Studies minor), and 50 credit hours in the core principles of public health including biostatistics (collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis); epidemiology (distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and

the natural history of disease and the biologic basis of health); environmental health sciences (environmental factors including biological, physical and chemical factors that affect the health of a community); health services administration (planning, organization, administration, management, evaluation and policy analysis of health and public health programs); and social and behavioral sciences (concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems).

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

N/A

3. Grades required.

Admission

- 60 hours of Pre-Public Health requirements (including BSPH prerequisites and general education requirements) completed with a combined GPA of 2.5 or better
- COMM 1101, HLTH 2101, and HLTH 3101 completed with a B or better in each
- Math courses (6 hours), science courses (7 hours), and a social science course (3 hours) completed with a combined GPA of 3.0 or better

Graduation

To graduate, a student must have an overall grade point average of at least 2.0 and a grade point average of at least 2.0 in the major.

4. Amount of transfer credit accepted.

Transcripts are evaluated in the Admissions Office and the results are provided to the applicant and to the major department/college. Determining the applicability of transferred credits to a major or program requirements is the responsibility of the Department Chairperson or Program Director. The University accepts a maximum of 64 semester hours of credit from two-year institutions for undergraduate students. In general, transfer credits will be accepted for the general education requirements, preparatory public health courses, and elective credits. But the 32 hours of core public health courses will not be transferable except on rare occasions.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)

Practical Skills. All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization. An essential component of the practice experience is supervision by a qualified

preceptor who is a public health professional. Programs must have well-defined learning objectives, procedures, and criteria for evaluation of the practice experience.

This requirement will be met by enrolling in the following course:

- HLTH 4601 Senior Seminar I: Practicum (3) (W)
Practical experience in a public health setting that complements students' academic and professional goals. Arranged with Practicum Coordinator. (*Spring or Summer*)

Culminating Experience. All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.

This requirement will be met by enrolling in the following course:

- HLTH 4602 Senior Seminar II: Capstone (3) (W)
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 Capstone Coordinator. (*Spring or Summer*)

6. Language and/or research requirements

No special (foreign) language requirements are envisioned. On the other hand, students must demonstrate English language proficiency. If a student uses English as a second language, they must meet the minimum University requirement for admission of at least 180 on the computer-based TOEFL test. Senior Seminar II: Capstone (HLTH 4602) may be met through a project or research experience completed under the supervision of a faculty advisor.

7. Any time limits for completion.

The BSPH program is designed to be completed in 4 years, and most full time students should finish within 4-6 years or more, consistent with national trends. But there are no progression requirements other than those in place at The University of North Carolina at Charlotte.

D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

The upper division core courses are numbered for the year (junior or senior) and for the order in which they should be completed. Senior seminars are numbered at a level appropriate for advanced undergraduate work. Results of our preliminary consultations with the library to support these courses – as well as the overall proposed degree – are provided in Appendix B.

Existing courses

- *COMM 1101 Public Speaking (3) (O)
- *HLTH 2101 Healthy Lifestyles (3)
- *HLTH 3101 Foundations of Public Health (3)
- *HLTH 3105 Behavior Change Theories and Practice (3)
- *HLTH 4103 Environmental Health: A Global Perspective (3)
- *HLTH 4104 Epidemiology (3)

New Courses

- HLTH 3102 Comparative Healthcare Systems (3)
Examination of organizations, structures, and relationships in national and international health care systems and the associated financial, legal, and policy issues. (*Fall*)
- HLTH 3101 Theory and Methods in Public Health Education (3)
Overview of principles and strategies for health education in public health practice settings, including communicating health concepts to the public and developing health messages for specific populations. (*Fall*)
- HLTH 3104 Research and Statistics in Health (3)
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. (*Spring*)
- HLTH 3104L Research and Statistics in Health LAB (1)
Activities designed to complement HLTH 3104. Meets once a week for 1.5 hours. (*Spring*)
- HLTH 4102 Healthcare Administration (3)
Overview of basic concepts and issues within the administration, financing, and policy of healthcare systems. (*Fall*)
- HLTH 4105 Program Planning and Evaluation (3)

Use of program planning and behavior change models to design and evaluate theory-based public health promotion and education initiatives. (*Spring*)

- HLTH 4105L Program Planning and Evaluation LAB (1)

Activities designed to complement HLTH 3130. Meets once a week for 1.5 hours. (*Spring*)

- HLTH 4601 Senior Seminar I: Practicum (3) (W)

Practical experience in a public health setting that complements students' academic and professional goals. Arranged with Practicum Coordinator. (*Spring or Summer*)

- HLTH 4602 Senior Seminar II: Capstone (3) (W)

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 Capstone Coordinator. (*Spring or Summer*)