

Student Handbook for the BSPH Major



2018-2020
Cohort 12



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Table of Contents

Congratulations & Welcome!	3
The Purpose of this Student Handbook	3
The Field of Public Health	4
The 10 Essential Public Health Services	4
Areas of Public Health	4
Resources for Information about Public Health	5
The Department of Public Health Sciences	6
Department Contact Information	7
Department Degree and Certificate Programs	7
Department Faculty	8
Department BSPH Program Representatives	9
BSPH Program Overview	10
BSPH Vision Statement	11
BSPH Mission Statement	11
BSPH Program Goals	11
BSPH Program Conceptual Model	12
Figure 1: BSPH Program Conceptual Model	12
Core Disciplines	13
Interdisciplinary Cross-cutting Competencies	14
BSPH Program Requirements	15
Table 1: Course Requirements for the PRPH and BSPH Programs	15
Advising for BSPH Majors	16
Core Courses in the BSPH Major	17
Internship Experience	19
Capstone Project	19
BSPH Program Policies & Procedures	20
Code of Student Academic Integrity	20
Professional Organizations	21
Evaluation Standards for BSPH Student Progress	22
Program Dismissal Policy	22
Recourse for Violations	23
Check E-mail Daily	23
Non-discrimination Policy	23
Transfer Credit	23
Credit for Life or Work Experience	23
Residency Requirement	23
Grade of Incomplete	24
Graduation Requirements	24
Policy Appeals	24
Severe Weather Policy	24
Appendices	25
Appendix A: Seven Areas of Responsibility for Health Educators	25
Appendix B: Code of Ethics for the Health Education Profession	27
Appendix C: Plagiarism	30
Appendix D: Instructor End of Semester BSPH Student Evaluation	31

Congratulations and Welcome!

Congratulations and Welcome! You have been accepted into the Public Health Major and you will be part of the twelfth cohort to complete the program and graduate with a Bachelor of Science in Public Health (BSPH)! The BSPH program is accredited by the Council on Education for Public Health (CEPH) and we are a member of the Association of Schools and Programs of Public Health (ASPPH). We expect great things from you!!

The Public Health Major will expose you to:

- ◆ A variety of classes that will provide you with a solid foundation in the core disciplines of public health (i.e., health behavior, epidemiology, health administration, environmental health, and biostatistics) and core functions (i.e., assessment, program and policy development, assurance, and/or communication) of public health.
- ◆ Practical experiences (i.e., internship and capstone project) that will help you to integrate and demonstrate knowledge and analytical skills in practice settings and public health research.

As a BSPH Major, you are expected to:

- ◆ Earn no lower than a B in your BSPH core courses.
- ◆ Have perfect attendance (except for emergencies) in all classes.
- ◆ Complete all your assignments thoroughly, well, and on-time.
- ◆ Show and maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community.
- ◆ Seek assistance from your instructor, and then the BSPH Program Director, as soon as possible if you feel you are falling behind in any classes or have other issues that are affecting your performance.

As a graduate of the BSPH program, you will be:

- ◆ Qualified for entry- and mid-level positions in a variety of settings including health-related agencies and organizations, 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.
- ◆ Prepared for continued study in the Department of Public Health Sciences in the areas of Public Health or Health Administration.
- ◆ Eligible to sit for the nationally-recognized Certified Health Education Specialist (CHES) exam, and you are encouraged to do so (for more information about CHES certification, visit <http://www.nchec.org/index.htm>)

The Purpose of this Student Handbook

The purpose of the Public Health Major Student Handbook is to provide Public Health Majors with information and policies related to the BSPH program. As a Public Health Major, you are expected to know the information in this handbook and if you have any questions or comments, you can contact:

Pilar d. Zuber, PhD, MSPH, MCHES, CPH, BSPH Program Director

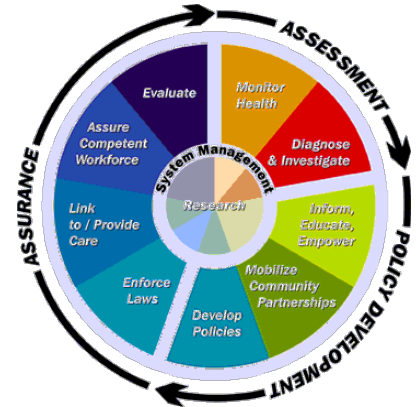
- ◆ CHHS 335E, pdelcast@uncc.edu, 704-687-1924

The Field of Public Health

What is Public Health? 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 10 Essential Public Health Services

1. **Monitor** health status to identify community health problems
2. **Diagnose and investigate** health problems and health hazards in the community
3. **Inform, educate, and empower** people about health issues
4. **Mobilize** community partnerships to identify and solve health problems
5. **Develop** policies and plans that support individual and community health efforts
6. **Enforce** laws and regulations that protect health and ensure safety
7. **Link** people to needed personal health services **and assure** the provision of health care when otherwise unavailable
8. **Assure** a competent public health and personal health care workforce
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services
10. **Conduct** research for new insights and innovative solutions to health problems



Areas of Public Health

Behavioral Sciences/Health Education: These specialists use specific methods, skills, and program strategies to help people choose healthier lifestyles, to make more efficient use of health services, to adopt self-care practices, and to participate actively in the design and implementation of programs that affect health.

Biostatistics: Career opportunities in this area involve the application of statistical procedures, techniques, and methodology to characterize or investigate health problems and programs.

Epidemiology: Due to a nationwide shortage, opportunities abound for specialists trained in the systematic study of the distribution and determinants of disease or disability in population groups.

Environmental Health Sciences: Environmental health includes many diverse disciplines such as chemistry, toxicology, and engineering, and is concerned with the identification and control of factors in the natural and man-made environment (e.g., air, water, land, housing) which affect health.

Health Services Administration: Persons seeking careers in administration or resource management in the public or private sectors of health service delivery can specialize in health planning, organization, policy formulation and analysis, finance, economics, or marketing.

Resources for Information about Public Health

What is Public Health?

- ◆ American Public Health Association <http://www.apha.org/>
- ◆ This Is Public Health <https://thisispublichealth.org/>
- ◆ Associations of Schools and Program of Public Health <http://www.aspph.org/>
- ◆ American Medical Association <http://www.ama-assn.org/ama/home.page>
- ◆ Mecklenburg County Health Department
<http://charmeck.org/mecklenburg/county/HealthDepartment/Pages/default.aspx>
- ◆ Wikipedia, online encyclopedia http://en.wikipedia.org/wiki/Public_health
- ◆ Society for Public Health Education <http://www.sophe.org/>
- ◆ North Carolina Public Health Association <http://www.ncpha.com/>
- ◆ North Carolina Chapter, Society for Public Health Education <http://www.ncarolinasophe.org/>

Program Accreditation and Individual Licensure

- ◆ Council on Education for Public Health <http://www.ceph.org/i4a/pages/index.cfm?pageid=1>
- ◆ The National Commission for Health Education Credentialing <http://www.nchec.org/>

Employment Search

- ◆ Public Health Employment Connection <http://cfusion.sph.emory.edu/PHEC/phec.cfm>
- ◆ PublicHealthJobs.net <http://www.publichealthjobs.net/>
- ◆ Public Health Career Mart <http://www.apha.org/professional-development/public-health-careermart>
- ◆ Partners for Information Access for the Public Health Workforce <http://phpartners.org/jobs.html>

The Department of Public Health Sciences

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. Our goals include creating North Carolina's second accredited School of Public Health.

The Department favors the development and implementation of collaborative academic programs and interdisciplinary scholarship; and embraces the University's core values encouraging diversity and equal educational and employment opportunities throughout the University community. The University's non-discrimination policies, the Council on University Community, and the Multicultural Resource Center support these values.

Our excellence is rooted in the competence of our highly collegial faculty and staff; support from the university's administrative leadership; expert peer review; and the understanding and enthusiasm of our community partners including advisory board members, part-time instructors, and internship preceptors. We welcome your advice and guidance; your collaborations and partnerships; your support and contributions; and your commitment to excellence.

Vision Statement. Healthy People. Healthy Places. Healthy Communities.

Mission Statement. To develop leaders in practice and research who advance the public's health

Values. Collaboration, community engagement, diversity, innovation, professionalism, health equity, social justice

Collaboration. We value creative, team-based, interdisciplinary, and multidisciplinary approaches to improve the public's health.

Community Engagement. We value public engagement and work with communities to build and foster lasting relationships.

Diversity. We celebrate the value of multiple backgrounds, views, and orientations to meet the public health needs of all population groups.

Innovation. We embrace idealism, excellence, entrepreneurship, and creativity to generate solutions that improve the health and well-being of all.

Professionalism. We follow a code of conduct guided by integrity, ethical standards, and respect for others.

Health Equity. We believe that all people have the right to live in environments that optimize health and well-being.

Social justice. We advocate for fair and equitable opportunities for all members of society.

Department Contact Information

Chair: Dr. Lyndie Forthofer
Administrative Assistant: Ms. Shashi Gnanasekaran
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Ms. Chelsea Demarest, HSM Program Director
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Dr. Michael Thompson, MHA & HIA Programs Director
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Dr. Jan Warren-Findlow, MPH Program Director
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Undergraduate Programs

- ♦ Bachelor of Science Public Health (BSPH; CEPH accredited)
- ♦ Bachelor of Science in Health Systems Management (HSMT)
- ♦ Minor in Public Health (HLTH)

Graduate Programs

- ♦ Master of Public Health (MPH; CEPH accredited)
- ♦ Master of Health Administration (MHA; CAHME accredited)
- ♦ (Intercollege) Professional Science Master's in Health Informatics and Analytics
- ♦ PhD in Public Health Sciences (behavioral sciences concentration; CEPH accredited)
- ♦ (Interdisciplinary) PhD in Health Services Research

Graduate Certificate Programs

- ♦ (Intercollege) Graduate Certificate in Healthcare Information Technology (HIT)

Department Faculty

- ♦ **Ahmed Arif**, MBBS, PhD, CPH, Associate Professor & PH Minor Coordinator
- ♦ **Deborah Beete**, MPH, MDiv, Lecturer
- ♦ **Chris Blanchette**, PhD, MBA, Associate Professor
- ♦ **Jessamyn Bowling**, PhD, Assistant Professor
- ♦ **Shi Chen**, PhD, Assistant Professor
- ♦ **Alicia Dahl**, MS, PhD, Assistant Professor
- ♦ **Mark DeHaven**, PhD, Colvard Distinguished Professor
- ♦ **Chelsea Demarest**, MPH, Lecturer & HSMT Director
- ♦ **Michael Dulin**, MD, PhD, Professor & APhi Director
- ♦ **Melinda Forthofer**, PhD, Professor & Department Chair
- ♦ **Laura Gunn**, PhD, Associate Professor
- ♦ **Andrew Harver**, PhD, Professor
- ♦ **Lorenzo Hopper**, MPH, Lecturer
- ♦ **Larissa Huber**, PhD, Professor & Doctoral Programs Director
- ♦ **L. Michele Issel**, PhD, RN, Professor
- ♦ **James Laditka**, DA, PhD, Associate Professor
- ♦ **Sarah Laditka**, PhD, MA, MBA, Associate Professor
- ♦ **Rajib Paul**, PhD, Associate Professor
- ♦ **Crystal Piper**, PhD, MHA, MPH, Associate Professor
- ♦ **Elena Platonova**, PhD, MHA, Associate Professor
- ♦ **Sharon Portwood**, JD, PhD, Professor
- ♦ **Elizabeth Racine**, DrPH, RD, Professor
- ♦ **Monika Sawhney, MSW**, PhD, Associate Professor
- ♦ **George Shaw, Jr., PhD, Assistant Professor**
- ♦ **Michael E. Thompson**, MS, DrPH, Associate Professor & MHA & Health Informatics Director
- ♦ **Lauren Wallace**, DrPH, MPH, MPA, Assistant Professor
- ♦ **Jan Warren-Findlow**, MBA, PhD, Associate Professor & MPH Director
- ♦ **Pilar Zuber**, PhD, MSPH, MCHES, CPH, Lecturer & BSPH Director

Department Undergraduate Public Health Programs Representatives

Ahmed Arif, MBBS, PhD, CPH, FACE, Associate Professor

- ◆ CHHS 429, aarif@uncc.edu, 704-687-7561
- ◆ Dr. Arif teaches courses within the BSPH program and serves as the Coordinator for the Public Health Minor

Deborah Beete, MPH, MDiv, Lecturer

- ◆ CHHS 424, dbeete@uncc.edu, 704-687-6018
- ◆ Ms. Beete teaches courses within the BSPH and HSMT programs

Alicia Dahl, MS, PhD, Assistant Professor

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- ◆ Dr. Dahl teaches courses within the BSPH and HSMT programs.

Sharon Portwood, JD, PhD, Professor

- ◆ CHHS 423, sgportwo@uncc.edu, 704-687-7916
- ◆ Dr. Portwood teaches courses within the BSPH and HSMT programs.

Pilar Zuber, PhD, MSPH, MCHES, CPH, Lecturer, BSPH Program Director

- ◆ CHHS 335E, pdelcast@uncc.edu, 704-687-1924
- ◆ Dr. Zuber directs the BSPH program (including curriculum and admissions), is the official advisor for designated Public Health Majors, teaches Pre-PH courses, and is available for discussing any and all issues related to the BSPH program. She also oversees the Minor in Public Health.

BSPH Program Overview

The Bachelor of Science in Public Health (BSPH) Program was designed to fulfill the needs and requirements of the following:

◆ **The Public Health Advisory Board**

The Public Health Advisory Board of the Department of Public Health Sciences provides strategic guidance for meeting the needs of the region's public health workforce by providing firm guidance on the necessary skills for evidence-based practice. The Board is comprised of a range of community development, health care, health promotion, and public health partners from the greater Charlotte metropolitan region.

◆ **The Council on Education for Public Health (CEPH)**

The Council on Education for Public Health (CEPH, www.ceph.org) is an independent agency recognized by the US Department of Education that accredits schools or programs of public health. The Council's focus is the improvement of health through the assurance of professional personnel who are able to identify, prevent, and solve community health problems. Our Public Health Programs received its initial (5-year) accreditation from the Council on Education for Public Health (CEPH) in June 2009. Our program was re-accredited for a 7 year period through 2021.

The Association of Schools and Programs of Public Health (ASPPH)

The Association of Schools and Programs of Public Health (ASPH, www.aspph.org) is the only national organization representing the deans, faculty, and students of the accredited member schools of public health and other programs seeking accreditation as schools of public health. ASPH developed a framework of core competencies needed in public health programs.

◆ **National Commission for Health Education Credentialing Inc. (NCHEC)**

The National Commission for Health Education Credentialing (NCHEC; <http://www.nche.org/aboutnche/about.htm>) sets the standards of competence and provides the certification for Certified Health Education Specialists (CHES) through the CHES examination. The CHES designation after a health educator's name is one indication of professional competency and commitment to continued professional development.

The BSPH Program content and guidelines correspond to CHES certification standards, responsibilities, and ethics (see APPENDIX A & APPENDIX B). Students who complete the BSPH Program qualify to sit for the CHES exam and all students are encouraged to do so.

BSPH Vision Statement

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.

BSPH Mission Statement

The Bachelor of Science in Public Health (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.

BSPH Program Goals

Instructional Goals

- ◆ Develop student competency in the core areas of public health. This will be accomplished through completing the BSPH core courses. Students should obtain a grade of B or higher.
- ◆ Develop student competency to inform, assist, and promote public health through critical thinking, analysis, and synthesis of health information. This will be accomplished through completing the BSPH core courses. Students should obtain a grade of B or higher.

Research Goals

- ◆ Engage students in public health-related activities and programs in the community. This will be accomplished through a required Internship experience. Students should obtain a grade of B or higher.
- ◆ Develop oral and written communication skills to disseminate public health scholarship. This will be accomplished through completing the required communication courses, Internship experience, and Capstone project. Students should obtain a grade of B or higher in each course.

Service Goals

- ◆ Encourage student involvement in public health-related local, regional, and national professional organizations. This will be accomplished through supporting student professional associations and encouraging participation in other local, regional, state, and professional organizations. Students should belong to and be active within at least one public health-related organization.
- ◆ Provide opportunities for student development as a practice professional. This will be accomplished through the completion of the Internship experience and the BSPH student portfolio and career building activities as part of Capstone project requirements. Students should participate fully in these activities in order to get the most out of them.

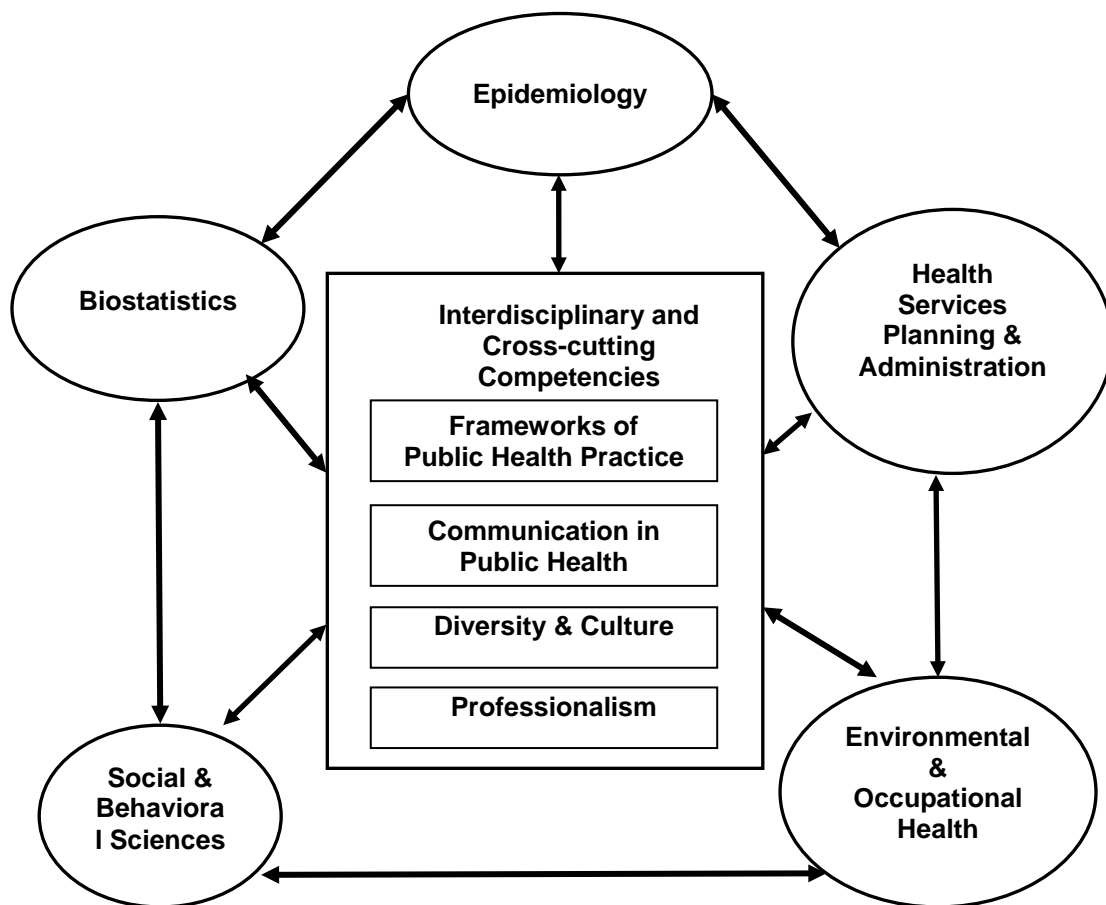
Evaluation of Goals

The BSPH Program goals are evaluated regularly with input from faculty and students. Your input is valuable so please contribute your thoughts, ideas, comments, and questions through your course evaluations and through the BSPH student representative on the Public Health Program Governance Committee. Your representative(s) for 2018-2019 will be elected through the Public Health Association.

BSPH Program Conceptual Model

The BSPH conceptual model is shown in Figure 1. It shows the conceptual relations among the **core disciplines** in public health and the **interdisciplinary and cross-cutting competencies**, all of which students in the BSPH Program are expected to complete.

Figure 1. BSPH Conceptual Model



This diagrammatic approach to depicting the core competencies is adapted from the ASPPH Core Competency Project, <http://www.aspph.org/>

The core disciplines in public health and the interdisciplinary and cross-cutting competencies are described next.

Core Disciplines

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing, and providing interpretation for solving problems in public health, healthcare, and biomedical, clinical and population-based research. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Describe basic concepts of probability, random variation, and commonly used statistical probability distributions
- ◆ Identify and apply basic research methods used in public health
- ◆ Determine appropriate uses and limitations of both quantitative and qualitative data
- ◆ Apply statistical techniques to health data

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Apply the basic terminology and definitions of epidemiology
- ◆ Identify relevant and appropriate data and information sources
- ◆ Calculate and interpret basic measures of disease frequency and association
- ◆ Draw appropriate inferences for how data illuminates ethical, political, scientific, economic, and overall public health issues

Environmental and Occupational Health Sciences are the study of environmental factors including biological, physical, and chemical factors that affect the health of a community. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Describe the agents and processes related to environmental and occupational disease, illness, and injury
- ◆ Describe the significance of monitoring environmental and occupational factors for disease, illness, and injury
- ◆ Identify, interpret, and implement public health laws, regulations, and policies related to specific programs
- ◆ Identify local, state, and federal regulatory agencies related to environmental and occupational disease, illness, and injury

Health Services Planning and Administration is a multidisciplinary field of inquiry and practice concerned with the design, delivery, quality, and costs of healthcare for individuals and populations. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions
- ◆ Develop and adapt approaches to problems that take into account cultural differences and identify community assets and available resources
- ◆ Describe the management functions of planning, organizing, leading, and controlling
- ◆ Identify, interpret, and implement public health laws, regulations, and policies related to specific programs

Social and Behavioral Sciences are the study of behavioral, social, political, and cultural factors related to individual and population health and health disparities over the life course. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice
- ◆ Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions
- ◆ Develop and adapt approaches to problems that take into account cultural differences and identify community assets and available resources
- ◆ Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, and organizations)

Interdisciplinary and Cross-Cutting Competencies

Frameworks of Public Health Practice are the various frameworks that underlie public health practice for conceptualizing health and disease, investigating problems, conducting research, and planning, implementing, and evaluating programming. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Assess the health status of populations, determinants of health and illness, and factors contributing to health promotion and disease prevention
- ◆ Apply the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental health, and prevention of chronic and infectious diseases and injuries to public health problems and their solutions
- ◆ Apply the core functions of assessment, program and policy development, assurance, and communication in the analysis of public health problems and their solutions
- ◆ Apply "systems thinking," evidence-based principles, and the scientific knowledge base to critical evaluation and decision-making in public health

Communication in Public Health is the ability to collect, manage, and organize data to produce information and meaning, and to gather, process, and present information to different audiences in-person, through information technologies, or through media channels. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Communicate effectively both in writing and orally
- ◆ Effectively present accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- ◆ Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic, and professional backgrounds, and persons of all ages and lifestyle preferences

Diversity and Culture address the ability of public health professionals to interact with diverse individuals and communities, with integrity and shared values, to produce or impact an intended public health outcome. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Differentiate among availability, acceptability, and accessibility of health care across diverse populations
- ◆ Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic, and professional backgrounds, and persons of all ages and lifestyle preferences
- ◆ Develop and adapt approaches to problems that take into account cultural differences and identify community assets and available resources
- ◆ Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, and organizations)

Professionalism is the ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice, and accountability; and to commit to personal and institutional development. A UNC Charlotte BSPH program graduate will be able to:

- ◆ Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated, and rooted in social justice) and how these contribute to professional practice
- ◆ Describe the professional responsibilities and ethical obligations for public health and health education practice
- ◆ Apply ethical principles to the collection, maintenance, use, and dissemination of data and information
- ◆ Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people

BSPH Program Requirements

To graduate with a BSPH, you need to complete 120-125 hours: 70-75 hours from the PRPH program & 50 hours from the BSPH program (see Table 1).

Table 1. Course Requirements for PRPH and BSPH Majors

Pre-Public Health (PRPH) Major	Public Health (BSPH) Major
<p>English (3 or 6 hrs)</p> <ul style="list-style-type: none"> ◆ <i>UWRT 1101 & UWRT 1102 OR</i> ◆ <i>UWRT 1103</i> <p>Quantitative Courses (6 hrs)</p> <ul style="list-style-type: none"> ◆ <i>MATH 1100 and STAT 1222 (or equivalents)</i> <p>Sciences (7 hrs)</p> <ul style="list-style-type: none"> ◆ <i>Choose from list in the undergraduate catalog</i> <p>Social Sciences (3 hrs)</p> <ul style="list-style-type: none"> ◆ <i>Choose from list in the undergraduate catalog</i> <p>Liberal Studies (12 hrs)</p> <ul style="list-style-type: none"> ◆ <i>Choose from list in the undergraduate catalog</i> <p>Core Courses (9 hrs)</p> <ul style="list-style-type: none"> ◆ <i>HLTH 2101 Healthy Lifestyles</i> ◆ <i>HLTH 3101 Foundations of Public Health</i> ◆ <i>HLTH 4280 Global Health Issues <u>or</u> COMM 1101 Public Speaking *</i> <p>Health-Related Communication (choose 6 hrs)</p> <ul style="list-style-type: none"> ◆ <i>COMM 1101 Public Speaking (if PRPH declared Fall 2015 or after)</i> ◆ <i>COMM 2100 Intro to Communication Theory</i> ◆ <i>COMM 2105 Small Group Communication</i> ◆ <i>COMM 2107 Interpersonal Communication</i> ◆ <i>COMM 3115 Health Communication</i> ◆ <i>COMM 3130 Communication & Public Advocacy</i> ◆ <i>COMM 3135 Leadership, Communication & Group</i> ◆ <i>COMM 3141 Organizational Communication</i> <p>Minor (15-26 hrs)</p> <ul style="list-style-type: none"> ◆ <i>Choose any minor on campus (except HLTH)</i> <p>Electives (as many needed for 70-75 hrs total)</p> <ul style="list-style-type: none"> ◆ <i>Includes study abroad courses</i> <p><i>*Use COMM 1101 if PRPH declared before Fall 2015, use HLTH 4280 if PRPH declared Fall 2015 or after</i></p>	<p>Core Courses (32 hrs)</p> <ul style="list-style-type: none"> ◆ <i>HLTH 3102 Comparative Healthcare Systems</i> ◆ <i>HLTH 3103 Behavior Change Theories & Practice</i> ◆ <i>HLTH 3104 Research & Statistics in Health</i> ◆ <i>HLTH 3104L Research & Statistics in Health lab</i> ◆ <i>HLTH 3105 Public Health Education & Promotion</i> ◆ <i>HLTH 4400 Public Health Internship</i> ◆ <i>HLTH 4102 Healthcare Administration</i> ◆ <i>HLTH 4103 Environmental Health</i> ◆ <i>HLTH 4104 Epidemiology</i> ◆ <i>HLTH 4105 Program Planning & Evaluation</i> ◆ <i>HLTH 4105L Program Planning & Evaluation lab</i> ◆ <i>HLTH 4600 Public Health Capstone</i> <p>Culture & Health Courses (choose 6 hrs)</p> <ul style="list-style-type: none"> ◆ <i>ANTH 3122/3222 Culture, Health, & Disease</i> ◆ <i>HLTH/GRNT 3115 Health & the Aging Process</i> ◆ <i>HLTH/GRNT/WGST4260 Women: Middle Age & Beyond</i> ◆ <i>NURS/WGST 4191 Women's Health Issues</i> ◆ <i>Others as pre-approved</i> <p>Health-Related Electives (choose 12 hrs)</p> <ul style="list-style-type: none"> ◆ <i>COMM 3115 Health Communication</i> ◆ <i>ECON 3141 Health Economics</i> ◆ <i>POLS 3125 Health Care Policy</i> ◆ <i>PHIL 3230 Healthcare Ethics</i> ◆ <i>SOCY 4130 Sociology of Health & Illness</i> ◆ <i>SOCY 4168 Sociology of Mental Health & Illness</i> ◆ <i>Any unrestricted HLTH 3000-level or 4000-level course- Except HLTH 3101 and HLTH 4280 (if PRPH declared Fall 2015 or after)</i> ◆ <i>Upper level health-related study abroad courses</i> ◆ <i>Others as pre-approved</i>
PRPH Major total hours = Min. of 70	BSPH Major total hours = 50

The Pre-Public Health (PRPH) Major. The PRPH Major includes a combination of 70-75 hrs of courses that fulfills the UNC Charlotte General Education requirements; includes declaring a minor; and serves as preparatory coursework for the Public Health Major. PRPH courses are outlined in Table 1. You should have completed most of these courses already. Any remaining ones (including those related to a minor) must be completed prior to graduating with a BSPH.

The Public Health (BSPH) Major. The BSPH Major includes 50 hrs of courses that are designed to meet the criteria established by the Council on Education in Public Health (CEPH) for accreditation of public health degree programs. BSPH courses are outlined in Table 1.

- ♦ If you are a double-major, declaration of a minor is not necessary, and the BSPH Major requirements are reduced for the Culture & Health courses (choose 3 hours instead of 6 hours) and the Health-Related Electives (choose 6 hours instead of 12 hours).

Advising for BSPH Students

The Office of Student Services will provide academic advisement to all PRPH students. Students who have been accepted into the BSPH Major will receive academic advising through the Department of Public Health Sciences.

Students will be assigned a member of the department faculty as their academic advisor. Department faculty advisors are responsible for providing academic and career advice for assigned students. At this time, Dr. Pilar Zuber (pdelcast@uncc.edu, 704-687-8680) is the official BSPH advisor for Cohort 12 students.

Students are responsible for communicating with their advisor at the beginning of each semester to ensure that they remain on track for completing all graduation requirements. The advisor will counsel, but the final responsibility for the proper completion of his or her academic program, for familiarity with the University Catalog, for maintaining the grade average required and for meeting all other degree requirements remains that of the student.

Core Courses in the BSPH Major

The core courses in the BSPH Major are designed to provide you with a solid foundation in the core disciplines (i.e., health behavior, epidemiology, administration, environmental health, and biostatistics) and core functions (i.e., assessment, program and policy development, assurance, and communication) of public health. The core courses build upon each other to facilitate the integration and application of knowledge, skills, and experience. The BSPH core courses are taught on a 2-year cycle. **Cohort 12** students will take the core courses in the following order:

Year 1	Fall 2018	Spring 2019	Summer 2019
	HLTH 3103- Behavior Change Theories & Practice (3)	HLTH 3102- Comparative Healthcare Systems (3)	HLTH 4400- Public Health Internship (3)*
	HLTH 3105- Public Health Education & Promotion (3)	HLTH 3104- Research & Statistics in Health (3)	
		HLTH 3104L- Research & Statistics in Health Lab (1)	
Year 2	Fall 2019	Spring 2020	
	HLTH 4102- Healthcare Administration (3)	HLTH 4103- Environmental Health (3)	
	HLTH 4600- Capstone Project (3)	HLTH 4105- Program Planning & Evaluation (3)	
		HLTH 4105L- Program Planning & Evaluation Lab (1)	

**Students not taking HLTH 4400 during Summer 2019 will complete the course in Fall 2019; HLTH 4104- Epidemiology may be taken any semester*

You will complete the remaining hours in your schedule each semester with courses that you still need to take related to General Education Requirements, Health-Related Communication, Minor/2nd major, Culture & Health Courses, and Health-Related Electives (refer to Table 1).

Core Course Descriptions. The following are the descriptions for the BSPH core courses as posted in the UNC Charlotte undergraduate catalog.

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

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

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

HLTH 3104 Research and Statistics in Health. (3). Prerequisite: 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. *(Spring)*

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

HLTH 4400 Internship. (3) (W). Prerequisite: majors only and consent of the instructor. Practical experience in a public health setting that complements students' academic and professional goals. Arranged with Director. *(Fall, Summer)*

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

HLTH 4600 Capstone. (3) (W). Prerequisite: Majors only and consent of the instructor. 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 Director. *(Fall)*

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

HLTH 4105 Program Planning and Evaluation. (3). Prerequisite: HLTH 3105; Corequisite: HLTH 4105L. 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). Prerequisite: HLTH 3105 and majors only; Corequisite: HLTH 4105. Activities designed to complement HLTH 4105. Meets once a week for 1.5 hours. *(Spring)*

HLTH 4104 Epidemiology. (3). Prerequisite: HLTH 4104. Introduction to basic principles and methods used in epidemiology to detect and control disease in populations. *(Fall, Spring, Summer)*

Internship Experience

The internship experience focuses on student opportunities to gain basic knowledge and skills related to working in community health settings.

Prior to beginning your internship, you are required to submit the following:

- ◆ Updated immunization records
- ◆ A recent criminal background check*
- ◆ A recent drug screening*
- ◆ Proof of liability insurance (provided by UNC Charlotte)
- ◆ Bloodborne Pathogens Tutorial
- ◆ Documents related to specific internship sites (if applicable)

* *Students are responsible for covering the costs for the criminal background check, drug screening, and any other agency-specific requirements*

For the internship, you are required to:

- ◆ Complete 160 hours of actual work experience and maintain a daily log with journal entries
- ◆ Attend an online weekly 3-hour seminar course to discuss predetermined topics related to working in community health settings (including *understanding internship experiences, knowing your agency, learning from experience, dealing with diversity in the workplace, developing ethical competences, managing your emotions and dealing with stress, trouble-shooting and making mistakes, and evaluation of your internship experience*) as well as any issues that arise at internship sites.
- ◆ Write and present a “final report” of the internship experience.

All internship requirements will be worked out with Dr. Pilar Zuber beginning in February 2019. You should complete your internship during Summer 2019 or Fall 2019. For more information about the internship experience (including obtaining a copy of the internship manual), contact Dr. Pilar Zuber (CHHS 335E, pdelcast@uncc.edu, 704-687-1924).

Capstone Project

The Capstone Project will focus on student opportunities to synthesize and integrate student knowledge and understanding of community health issues acquired throughout the BSPH program.

For the capstone project, you are required to:

- ◆ Attend a weekly 3-hour seminar course
- ◆ Compile a BSPH Student ePortfolio, which will include a resume and sections that correspond to the four interdisciplinary and cross-cutting competencies. Information gathered and presented in BSPH Student Portfolios will be projects or activities from each of the core courses in the BSPH major and requirements related to the Internship and Capstone experiences.
- ◆ Complete Career Building Activities, which will include mock written responses to job advertisements and mock interviewing.

You will begin working on your BSPH Student ePortfolio in Fall 2018 in HLTH 3105 Public Health Education and Promotion and complete it and the other capstone requirements in Spring 2020.

BSPH Program Policies & Procedures

The Department of Public Health Sciences, through its faculty governance structures, sets forth the student policies and procedures that apply to students enrolled in the BSPH Program. Because of the nature of professional public health practice, the Department of Public Health Sciences has different expectations of students than do non-professional degree programs. The standards provide clear expectations and procedures for academic and professional integrity and responsibility and are designed to determine students' aptitudes for becoming effective public health professionals. All BSPH students are expected to read, understand, know, and follow the applicable program policies and procedures. "Not knowing" does not excuse a violation.

In addition to the BSPH Program policies and procedures discussed in this section, students are expected to know and abide by the policies outlined for the College of Health and Human Services, the Graduate School (see <http://catalog.uncc.edu/graduate-catalogs>), and the University (university-level policies can be found at <http://legal.uncc.edu/policies/>)

University-level policies of direct import to BSPH students include the following:

- ◆ **Student Appeals and Grievances** (<http://legal.uncc.edu/policies/up-403>)
- ◆ **The Code of Student Responsibility** (<http://www.legal.uncc.edu/policies/up-406>)
- ◆ **The Code of Student Academic Integrity** (<http://legal.uncc.edu/policies/up-407>)
- ◆ **Student Grievance Procedure** (<http://legal.uncc.edu/policies/up-411>)
- ◆ **Sexual Harassment Policy and Grievance Procedures** (<http://legal.uncc.edu/policies/up-5022>)
- ◆ **UNC Charlotte Standard for Responsible Use** (<http://itservices.uncc.edu/iso/standard-responsible-use>).

The Department also recommends that students complete the Good Scholar Tutorial, an interactive learning tool to help you understand the importance of correctly referencing and citing outside sources you use in your written papers so that you can demonstrate your scholarship and avoid plagiarism. The Good Scholar Tutorial may be accessed here: <https://uncc.instructure.com/enroll/P6MM6F>

Code of Student Academic Integrity

All BSPH Major students are required to read and abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/up-407>). Violations include the following:

- ◆ **CHEATING.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- ◆ **FABRICATION AND FALSIFICATION.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- ◆ **MULTIPLE SUBMISSIONS.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- ◆ **PLAGIARISM.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge. (See APPENDIX C)
- ◆ **ABUSE OF ACADEMIC MATERIALS.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material. Typical Examples: Stealing or destroying library or reference materials needed.
- ◆ **COMPLICITY IN ACADEMIC DISHONESTY.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Violations of the Code will be handled in accordance with the written procedures described in the Code (see <http://legal.uncc.edu/policies/up-407>).

Professional Organizations

University Student Organizations can provide professional development and socialization for students with similar interests and goals. *You are encouraged to consider student membership in relevant university organizations.* To learn more about the following organizations or others, go to <http://studentorgs.uncc.edu/>.

- ◆ **Public Health Association (PHA).** The purpose of PHA is to foster an environment that contributes to the enhancement of the academic and professional concerns, goals, and careers of the BSPH majors and other students interested in the professions of Public Health at the University of North Carolina at Charlotte. <http://www.sco.uncc.edu/pha/>
- ◆ **Student Government Association (SGA).** The Student Government Association (SGA) is operated by students for students. Campus-wide issues are debated in the Legislature on campus. The executive power of SGA is vested in the Student Body President and Student Body Vice President, their staffs, the Student University Advocates, the Student Defense Chief, the Elections and Publicity Chair, and a number of committees to which the President appoints students each year. This body has the responsibility of enacting law as necessary to promote the general welfare of the student body. The Student Judiciary of SGA is composed of elected Hearing Panel Members, the University Advocate's Office, and the Student Defense Office and their assistants. They have jurisdiction over cases involving violations of the Code of Student Responsibility, the Student Body Constitution, and various student statutes.

State and National Professional Organizations can provide professional development in terms of broadening your views on health and wellness across the state or nation and keeping you up-to-date on current events, new information, job opportunities, and much more. Aspiring Public Health professionals and Health Educators should be members of professional associations that are relevant to furthering the professions of Public Health, Health Education, and Health Promotion. Several professional associations are listed below with their web links. *You are encouraged to consider student membership in relevant professional organizations.*

- ◆ Society for Public Health Education (SOPHE), <http://www.sophe.org/>
- ◆ North Carolina Chapter, Society for Public Health Education (NC SOPHE), <http://www.ncarolinasophe.org/>
- ◆ American Academy for Health Behavior (AAHB), <http://www.aahb.org/>
- ◆ American Association for Health Education (AAHE), <http://www.aahperd.org/aahe/>
- ◆ American Public Health Association (APHA), <http://www.apha.org/>
- ◆ American School Health Association (ASHA), <http://www.ashaweb.org/>

Evaluation Standards for BSPH Student Progress

To assure the progression of competent students through the BSPH Major and eventually into the public health profession, the following will be evaluated each semester for each student (the evaluation forms are located in Appendix E):

Grade Point Average. Students must maintain an overall GPA of at least 2.5 and a GPA of at least 2.5 for the BSPH major courses.

Course Grades. Students should complete all assignments thoroughly, well, and on-time. Students should aim to receive a grade of B or better in every BSPH Major core course, including the internship experience and capstone projects. Students should seek assistance from instructors first, and then the BSPH Program Coordinator, as soon as possible if you feel you are falling behind in any class or encountering issues that are affecting your performance.

Attendance. Students should have perfect attendance (except for emergencies) in all classes. Attendance is required and mandatory for all scheduled internship assignments. Students are responsible for keeping up with their scheduled courses and events. If a student cannot make a scheduled class or event, it is his or her responsibility to communicate directly with their instructor or supervisor *prior to their absence*.

Professionalism. Students should show and maintain a professional demeanor (i.e., be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community. Students must know and abide by the seven responsibilities for a health educator (see APPENDIX A) and the six areas of ethics for a health educator (see APPENDIX B).

Program Dismissal Policy

The faculty members of the UNC Charlotte BSPH Program have an academic, professional, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional Public Health practices. This policy reflects that obligation. A student may be dismissed from the BSPH program under one or more of the following circumstances:

- ◆ **Grade Point Average:** has a cumulative or program GPA that falls below 2.5 and remains below 2.5 after one semester of academic probation within the BSPH Program.
- ◆ **Course Grades:** receives two or more D or F grades in BSPH core courses. Students who earn a D or F in any BSPH core course (including the internship and capstone) are permitted one course repeat (i.e., students may pursue a course repeat on one occasion only). A student who repeats a course must submit a Grade Replacement Form (which will be explained at that time). If the student does not achieve a grade of C or better in a repeated course, s/he will be dismissed from the major.
- ◆ **Attendance:** has persistent attendance issues. Students are expected to attend all classes and be on time for any other course-related requirements (e.g., internship assignments, required presentations). Repeated unexcused absences and/or tardies in courses may result in the lowering of a course grade or in the failure of the course.
- ◆ **Professionalism:** demonstrates behavior inconsistent with professionalism (i.e., be prepared, be responsible, and be courteous) essential to Public Health practice. This may include, but is not limited to: displaying problems for which the student does not respond to appropriate treatment or counseling within a reasonable period of time; engaging in public health practice for which the student has not been authorized; displaying conduct which violates the Code of Student Academic Integrity (see section on Academic Integrity on p. 20), violating the Code of Ethics for the Health Educators (see APPENDIX B), or threatening the physical, emotional, mental, or environmental health or safety of others or the student himself or herself.

All students are regularly evaluated against the above standards and may be dismissed from any course or from the BSPH program upon violation of any of the stated standards, regardless of course grades.

Recourse for Violations

When a student may have violated one or more of the evaluation standards defined in the previous sections, the BSPH Program Director will determine whether the violation warrants a **warning and follow-up** or **dismissal**. The BSPH Program Director and/or Internship Coordinator may temporarily suspend the student from further course or internship involvement pending the issuance of the written and oral warning or the outcome of the procedure for dismissal.

Warning and follow-up. Where the BSPH Program Director determines that violation of any of the standards should be addressed through warning and follow-up, the BSPH Program Director and/or faculty member involved will provide the student with oral and written warnings outlining the exact nature of the behavior and consequences. In appropriate circumstances the student may be afforded opportunities to correct the behavior and written evaluation of necessary changes shall be carried out by the BSPH Program Director and/or faculty member involved and shared with and signed by the student. Should the student subsequently fail to meet any of the standards or changes stated, dismissal from the BSPH Program may be invoked.

Dismissal. Where the BSPH Program Director determines that the procedure for dismissal from the program should be invoked, she or he will provide the student with a written statement of the facts upon which the proposal to dismiss is based. The student will have the opportunity to appear before the Public Health Programs Committee (PHPC) to refute the facts, offer other information, or make any other statement concerning the proposed dismissal. The BSPH Program Director and PHPC will consider that information together with the information upon which the proposal to dismiss was based and determine whether adequate cause for dismissal has been established. The BSPH Program Director will notify the student of the decision.

Check Email Daily

The BSPH program requires students to use their UNC Charlotte e-mail accounts, and to check their accounts at least once per day while school is in session (including summer sessions, if students are attending). This facilitates good communication between the Department faculty and students, and students are responsible for any and all information that is delivered by email.

Non-discrimination Policy

The Department of Public Health Sciences is committed to equality of opportunity and does not discriminate in recruiting or admitting students, or in the hiring or promoting of faculty and staff, based on race, color, national origin, religion, gender, sexual orientation, age, or ability/disability.

Transfer Credit

The University Admissions Office initially determines which courses can be transferred from other colleges and universities. A minimum course grade of a "C" at the previous institution is a basic requirement for every transfer course. The BSPH Program determines whether transferred courses may exempt students from taking courses required in the BSPH major. BSPH Major courses can be waived only when the BSPH Program Director determines that a transferred course is equivalent to a required course. Internship and Capstone courses must be taken at UNC Charlotte.

Transient Study: Transient students are UNC Charlotte degree-seeking students who are also taking courses at another college. Current students desiring to take courses at another institution for transfer back to UNC Charlotte must complete the [Transient Study Form](#) and get approval for transient study PRIOR to registering for and taking the course. Final transcripts m

Credit for Life or Work Experience

The BSPH Program does not give credit for previous life or work experiences.

Residency Requirement

In accordance with University policy, students must earn the last 25% (30 credits) of baccalaureate degree requirements at UNC Charlotte, including a minimum of the last 12 semester hours in the major.

Grade of Incomplete

In accordance with University policy, a grade of "I" (Incomplete) is assigned **at the discretion of the instructor** when a student who is otherwise passing has not, due to circumstances beyond his or her control, completed all the work in the course. The missing work must be completed by the deadline specified **by the instructor** or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the "I" was assigned, whichever comes first. If the "I" is not removed during the specified time, a grade of F, U, or N as appropriate is automatically assigned. **The grade of "I" cannot be removed by enrolling again in the same course.**

Graduation Requirements

- ◆ Complete a minimum of 120 semester hours
- ◆ Complete all courses required by the university and the BSPH program.
- ◆ Complete upper division courses successfully and in the sequence indicated; maintain at least a 2.5 GPA for BSPH upper division courses; especially the core courses.
- ◆ Maintain a minimum cumulative GPA of 2.5.
- ◆ Earn the last 25% of credits from UNC Charlotte.

<u>Expected Graduation Term</u>	<u>Application for Degree</u>
December degree	September
May degree	January

Policy Appeals

A student who wishes to appeal a policy of the BSPH Program may do so by submitting a written appeal to the Department Chairperson in accordance with the "Academic Grievance Policy of the College of Health and Human Services" (in the College of Health and Human Services Handbook 2016-2017). This appeal will be reviewed and judgment made by the faculty of the department. Students should refer to the grievance and appeals policy in the College of Health and Human Services Student Handbook.

Post-dismissal Procedure. Upon dismissal from a course or from the BSPH Program, the student may invoke the "Academic Grievance Policy of the College of Health and Human Services" (in the College of Health and Human Services Handbook 2016-2017). The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to of the Chair of the Department of Public Health Sciences, following steps 1 and 2 of the "Academic Grievance Policy."

Final Grade Appeals. Appeals of final grades must follow the UNC Charlotte final grade appeal procedure described at <http://legal.uncc.edu/policies/up-410>.

Severe Weather Policy

Students should follow the UNC Charlotte severe weather guidelines for class attendance. In the case of severe weather that results in the cancellation of University classes, students are not required to report to their internship assignments. Students are responsible for obtaining information about school closings and delays. **Call 704-687-2877 or visit the home page at <http://www.uncc.edu/> for information about University closings or delays.**

APPENDIX A

Seven Areas of Responsibility for Health Educators
National Commission for Health Education Credentialing, Inc.
<http://www.nchec.org/responsibilities-and-competencies>

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of an entry-level health educator. These Responsibilities were verified through the 2015 Health Education Specialist Practice Analysis (HESPA) project, and serve as the basis of the Certified Health Education Specialist (CHES) exam beginning in October 2016.

Area I: Assess Needs, Resources and Capacity for Health Education

COMPETENCY 1.1	Plan assessment process for health education/promotion
COMPETENCY 1.2	Access existing information and data related to health
COMPETENCY 1.3	Collect primary data to determine needs
COMPETENCY 1.4	Analyze relationships among behavioral, environmental, and other factors that influence health
COMPETENCY 1.5	Examine factors that influence the process by which people learn
COMPETENCY 1.6	Examine factors that enhance or impede the process of health education/promotion
COMPETENCY 1.7	Determine needs for health education/promotion based on assessment findings

Area II: Plan Health Education/Promotion

COMPETENCY 2.1	Involve priority populations, partners, and other stakeholders in the planning process
COMPETENCY 2.2	Develop goals and objectives
COMPETENCY 2.3	Select or design strategies/interventions
COMPETENCY 2.4	Develop a plan for the delivery of health education/promotion
COMPETENCY 2.5	Address factors that influence implementation of health education/promotion

Area III: Implement Health Education/Promotion

COMPETENCY 3.1	Coordinate logistics necessary to implement plan
COMPETENCY 3.2	Train staff members and volunteers involved in implementation of health education/promotion
COMPETENCY 3.3	Implement health education/promotion plan
COMPETENCY 3.4	Monitor implementation of health education/promotion

Area IV: Conduct Evaluation and Research Related to Health Education/Promotion

COMPETENCY 4.1	Develop evaluation plan for health education/promotion**
COMPETENCY 4.2	Develop a research plan for health education/promotion**
COMPETENCY 4.3	Select, adapt and/or create instruments to collect data
COMPETENCY 4.4	Collect and manage data
COMPETENCY 4.5	Analyze data**
COMPETENCY 4.6	Interpret results**
COMPETENCY 4.7	Apply findings

Area V: Administer and Manage Health Education/Promotion

COMPETENCY 5.1	Manage financial resources for health education/promotion programs**
COMPETENCY 5.2	Manage technology resources
COMPETENCY 5.3	Manage relationships with partners and other stakeholders
COMPETENCY 5.4	Gain acceptance and support for health education/promotion programs
COMPETENCY 5.5	Demonstrate leadership
COMPETENCY 5.6	Manage human resources for health education/promotion programs

Area VI: Serve as a Health Education/Promotion Resource Person

- COMPETENCY 6.1 Obtain and disseminate health-related information
- COMPETENCY 6.2 Train others to use health education/promotion skills**
- COMPETENCY 6.3 Provide advice and consultation on health education/promotion issues**

Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion and the Profession

- COMPETENCY 7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques
- COMPETENCY 7.2 Engage in advocacy for health and health education/promotion
- COMPETENCY 7.3 Influence policy and/or systems change to promote health and health education
- COMPETENCY 7.4 Promote the health education profession

***These competencies consist of only Advanced-level subcompetencies. Advanced-level subcompetencies are not included in the entry-level CHES examination.*

APPENDIX B

Code of Ethics for the Health Education Profession

<http://www.sophe.org/ethics.cfm>

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within which Health Education is practice. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work. Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public. A Health Educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.

Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.

Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.

Section 6: Health Educators protect the privacy and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitably to all people.

Article II: Responsibility to the Profession. Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements

Article III: Responsibility to Employers. Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

Article IV: Responsibility in the Delivery of Health Education. Health Educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.

Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation. Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion.

Article VI: Responsibility in Professional Preparation. Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners secure professional employment.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.

APPENDIX C

PLAGIARISM from the UNCC Code of Student Academic Integrity
<http://legal.uncc.edu/policies/up-407#APP>

Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgment of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge.

Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

- ◆ **EXAMPLE:** The following is an example of an unacknowledged direct quotation: Original Source: "To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it." (From Robert M. Duran, *Chaucer and the Shape of Creation*, Howard University Press, 1967, p. 187.)
- ◆ Student Paper: "To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it."

Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment ... " or "according to Rousseau ... " and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

- ◆ **EXAMPLE:** The following is an example of an unacknowledged paraphrase: Original Source: "The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshal a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature." (From W. Taylor Reveley III, "Presidential War-Making: Constitutional Prerogative or Usurpation?", *University of Virginia Law Review*, November 1969, footnotes omitted.)
- ◆ Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."

Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. If there is doubt whether information is common knowledge the citation should be given.

- ◆ Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper or report draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment made. Similarly, when a passage is paraphrased, prompt acknowledgment is required.

APPENDIX D

Instructor End-of-Semester BSPH Student Evaluation for BSPH Core Courses

The faculty members of the UNC Charlotte BSPH Program have an academic, professional, and ethical responsibility to ensure the progression of competent students through the BSPH Major and eventually into the public health profession. Related to the BSPH core course that you taught this semester, please rate this student on her or his effort, attendance, and professionalism and write in any relevant comments for your ratings. Thank you!

Semester:

Student:

BSPH Core Course:

Instructor:

Letter Grade:

Items	☑ Rating	Comments
<p>Effort. Students should complete all assignments thoroughly, well, and on-time, and should seek assistance from instructors as soon as possible if falling behind.</p>	<p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Needs improvement</p>	
<p>Attendance. Students should have perfect attendance (except for emergencies) in all classes, and communicate directly with their instructor about missed classes and assignments.</p>	<p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Needs improvement</p>	
<p>Professionalism. Students should show and maintain a professional demeanor (be prepared, be responsible, and be courteous) in actions and interactions within courses and in the community.</p>	<p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Needs improvement</p>	