



DEPARTMENT OF PUBLIC HEALTH

**STUDENT
SUCCESS**
HANDBOOK
2024-2025

Introduction

This handbook was developed to help guide you through the Public Health Promotion and Health Studies curricula at William Paterson University. Use it in conjunction with the William Paterson University Undergraduate Academic Catalog as you pursue the Bachelor of Science degree in Public Health Promotion or Health Studies.

The handbook contains a great deal of information about our undergraduate programs, including curricular requirements, internship requirements, academic standards, and general expectations about student conduct and performance while enrolled in the major.

It also includes major departmental and university academic policies. Please read the handbook carefully and thoroughly.

You are responsible for knowing its contents as you work toward fulfilling the baccalaureate degree requirements of your program of study.

If you do not understand something in the handbook, ask your advisor or any Public Health Promotion faculty member for an explanation. They will be happy to help.



Public Health
Prevent. Promote. Protect.



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PUBLIC HEALTH
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973.720.2394 FAX 973.720.2215 • WWW.WPUNJ.EDU

Dear Student,

Welcome to the 2024-2025 academic year!

We are pleased that you have decided to pursue your education in our department. This handbook was developed to assist you in navigating your way through your studies in the Department of Public Health. It includes important information that serves as an “orientation” to our department and to your major area of study.

Our department offers two undergraduate programs, a BS in Public Health Promotion and a BS in Health Studies.

Our BS in Public Health Promotion is a fully accredited undergraduate program in Public Health Promotion by the Council on Education for Public Health Promotion (CEPH). Public Health Promotion is an exciting and growing field of undergraduate study that was highlighted as a “hot field” to watch by the *Washington Post* and listed as one of the five fastest growing undergraduate majors by the *Chronicle of Higher Education*.

Our BS in Health Studies is designed for individuals who already work in a health, healthcare, and allied health field who are looking for a bachelor’s degree to complement their current career. While the BS in Health Studies does not prepare a student for a specific career pathway, it is a solid degree for adult learners looking to enhance their current career with health-related content and skills.

Our faculty are distinguished educators, researchers, authors, and Public Health Promotion leaders who take pride in their relationships with our students. Since our major courses are generally small, you will get to know the faculty and they will get to know you. We take a personal interest in your academic success, so as you move through this academic year, please let us know how we can assist you in achieving your academic goals.

Again, welcome to the Department of Public Health at WPU.

ABOUT THE DEPARTMENT OF PUBLIC HEALTH

Structure of the University and the College of Science and Health

William Paterson is a university with its academic departments grouped into five colleges, each administered by a dean and an associate dean.

The Department of Public Health is in the College of Science and Health, along with the departments of Biology, Chemistry, Communication Disorders, Computer Science, Environmental Science, Kinesiology, Mathematics, and Nursing.

Although organized under one roof administratively, the ten departments of the College of Science and Health are physically located in three buildings.

University Hall (*below*) is the home of Communication Disorders, Nursing, and Public Health Promotion. The Kinesiology Department is nearby in Wightman Gym. Biology, Chemistry, Computer Science, Environmental Science, and Mathematics are in the Science Building.



The University President is Dr. Richard Helldobler. The Provost and Vice President of Academic Affairs is Dr. Joshua Powers. The Associate Provost for Academic Affairs is Dr. Sandra Hill. Dr. Kara Rabbitt is the Associate Provost for Academic Initiatives and Dr. Jonathan Lincoln, is the Associate Provost for Curriculum and International Affairs. The Dean of the College of Science and Health is Dr. Venkat Sharma and the Associate Dean is Dr. Melkamu Zeleke. Their offices are located in the Science Building.

The Department of Public Health

Originally founded in 1973 as the Department of Health Science, today the Department of Public Health is a vibrant, high-quality academic division that embraces the mission of William Paterson University.

Department Mission: The mission of the public health program is to prepare public health professionals to serve diverse populations. The program focuses on prevention and health equity and prioritizes advocacy through community partnerships.

The major objectives of the department are:

- a. To provide undergraduate and graduate professional preparation in public health promotion.*
- b. To provide educational preparation for careers in a variety of health services related industries and agencies.*
- c. To support research and scholarship by the faculty and students of the department.*
- d. To support student learning and well-being through participation in the University Core Curriculum program.*
- e. To provide professional preparation for certification in health for physical education majors.*
- f. To provide service courses for other disciplines.*
- g. To participate in the Honors College by offering an undergraduate honors track in Global Public Health*

Department of Public Health Faculty & Staff

The Department of Public Health is presently comprised of five full-time faculty, an internship site coordinator, thirty-nine adjunct faculty, and an administrative assistant.

The faculty and staff are:

Full Professors

Dr. Corey Basch

Dr. Marianne Sullivan

Associate Professors

Dr. Naa-Solo Tettey

Assistant Professors

Dr. Carlee Denholtz

Nicole Milano, ABD

NTTPs

Dr. Lama Chaddad

Internship Site Coordinator

Christie Jaime

Administrative Assistant

Rosemary Walker

Adjunct Faculty:

Rebecca Abenante

Anita Gardner

Dr. Jocelyn Apicello

Alyssa Berdnik

Dr. Pashko Camaj

Dr. Alejandria Canelo

Sandra Carnegie-Anderson

Wendy Cedar

Dr. Jill Chasse

Sheila Clancy

Carlee Denholtz

Judith Francis

Jodi Inglis

Marilyn McSpiritt-Guzio

Barbara Menzel

Dr. Jonathan Moss

Sandy Naraynan

Jill Riera

Jamie Sclafane

Dr. Tekeyah Sears

Stephanie Talmadge

Hilary Tabish

Blythe Ulrich

Full-Time Faculty Profiles

Corey H. Basch, EdD, MPH, CHES, Professor and Department Chairperson

Dr. Basch (she/her) holds master's degrees in nutrition education, communication and education, and cognition and learning as well as a doctorate focusing on health and humanities from Columbia University. In addition, she holds a master's degree in Public Health Promotion from the University of Massachusetts- Amherst. Dr. Basch completed postdoctoral training in the Department of Epidemiology at Columbia University's Mailman School of Public Health with a specialization in cancer-related population science. Dr. Basch teaches Health Research Methods I and II, Concepts and Issues of Aging, Health Communication Methods, Popular Literature in Public Health Promotion, Health Informatics, Healthy U, and the Internship course in Public Health Promotion Education in the BS programs and Epidemiology for Public Health Practice, Evaluation for Public Health Practice and Occupational and Environmental Health in the MPH Program.

Lama Chaddad, MD, MPH

Dr. Lama Chaddad, a pediatrician graduated from Moscow University in 1996 and earned her master's degree in public health, Quantitative Methods, Epidemiology and Biostatistics from Rutgers University, School of Public Health in 2004. Dr. Chaddad has been working as a Public Health Epidemiologist since 2007 and teaching various undergraduate and graduate courses related to Public Health and research since 2008. She is interested in research, data analysis, and analytical studies of health-related issues, especially in infectious communicable diseases.

Carlee Denholtz, PhD

Professor Denholtz has been an Assistant Professor for the Department of Public Health since 2020, teaching undergraduate public health classes. She earned a Master of Science in Kinesiology from Indiana University, Bloomington, and a Ph.D. in Family Science and Human Development at Montclair State University. Her research analyses family leave policies to highlight the inequities low-income families experience through navigating Federal and New Jersey family leave laws.

Before working in academia, Professor Denholtz worked as a wellness professional for 10+ years. She worked at Google as a Global Health Programs Manager, overseeing employee health programs across North America and Europe that fostered community and collaboration. She also worked as a Wellness and volunteerism Specialist for Avis Budget Group, creating and executing wellness and volunteerism strategies for 20,000+ employees across North and South America regions.

Prof Denholtz teaches the following courses: PBHL 1100, PBHL 3020, PBHL 3040, PBHL 3042, PBHL 3150, PBHL 3610, PBHL 4610, PBHL 5800 & PBHL 6200.

Nicole Milano, LSW

Nicole Milano is currently a PhD candidate at Rutgers School of Social Work. She is a licensed social worker in the state of New Jersey with an interest in health equity and working adults with chronic illnesses. She currently teaches HealthyU, Drugs and Health, and Violence in Public Health.

Marianne Sullivan, DrPH, MPH, Professor

Dr. Sullivan holds a doctorate in Public Health/Sociomedical Sciences from Columbia University and a master's in Public Health from the University of California – Berkeley. Her area of interest is epidemiology and environmental health. She is a past Environmental Protection Agency STAR Fellow. Dr. Sullivan is the director of the Global Public Health Promotion Honors track. She teaches Global Health, Environmental Health, Epidemiology, Introduction to Public Health and Honors Thesis courses.

Naa-Solo Tettey, EdD, MPH, MCHES, CPH, Associate Professor

Dr. Tettey holds master's degrees in psychology and education, health care administration, and Public Health Promotion, as well as a doctorate in health and behavior studies with a concentration in health education from Columbia University. Dr. Tettey is a master certified health education specialist, certified in Public Health Promotion, and an ACSM certified wellness coach. Her interests and expertise are in health disparities, complementary and alternative health, faith-based health education, and the use of social media and the internet as health promotion tools. Dr. Tettey teaches Principles of Behavior Change, Disparities in Health, Health Administration, Counseling Skills for Health Professionals, and the Internship course in Public Health Promotion Education.

Staff Profiles

Christie Jaime, MA, CHES, Internship Site Coordinator

Professor Jaime earned her master's degree in health education from Montclair State University and her bachelor's degree in health education from William Paterson University. As a health educator she has many years of experience in a variety of Public Health Promotion settings, as well as higher education teaching experience. Professor Jaime coordinates internship site placements and oversees interns in the field.

Rosemary Walker, Administrative Assistant

Rosemary Walker is a seasoned professional with a bachelor's degree in computer science from William Paterson University. With over 10 years of experience at the university, she has made a significant impact as a Program Assistant in the EOF department, working with a diverse population of students and supporting the staff. She has recently joined the Public Health department as their new Administrative Assistant, providing support to both faculty and staff members.

Academic Advising

Students in the Department of Public Health are advised by professional academic advisors in the Gloria S. Williams Advisement Center. You can find and book an appointment with your advisor through Navigate. If you would like to speak with a faculty member about your major or course progression, please contact the chair of the Department of Public Health.

ACADEMIC DEGREE PROGRAMS IN THE DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health offers two academic programs. Students wishing to declare a major in the department may choose from the BS in Health Studies or the BS in Public Health Promotion. Information about each of these degree programs is presented on the following pages.

Departmental admission requirements

To be admitted to the majors within the Department of Public Health, students must have a cumulative Grade Point Average (GPA) of at least a 2.0 and take and pass (with a C- or better) the following courses (or equivalent transfer course):

Anatomy and Physiology Course Requirement

- BIO 1140: Applied Anatomy & Physiology, or
- BIO 1120 & 1130: General Anatomy & Physiology 1 & 2, or
- BIO 1180 & 1190: Basic Anatomy & Physiology 1 & 2, or
- BIO 1200: Human Biology

Statistics Course Requirement

- MATH 1300: Elementary Statistics, or
- MATH 2300: Statistics I

Basic Health Course Requirement

- PBHL 1100: Healthy U

Upon acceptance into the department, students are required to meet with the department chairperson to review previous course work that may be applicable to their major, and to develop their individualized academic plan.

General degree requirements

In order to qualify for graduation, all students must complete a minimum of 120 credits of coursework in the following areas: major courses, co-requirements, University Core Curriculum, foreign language, and free electives.

Students sometimes accrue more than the required number of credits needed for graduation. This happens as a result of transferring from another institution, changing majors while at William Paterson University, adding a minor, course failure, or because of an error from not seeking or following advisement recommendations in course selection.

Academic Standards for the BS in Health Studies

The academic standards for the BS in Health Studies are the same standards as described in the Undergraduate Student Handbook.

Academic Standards for the BS in Public Health Promotion

Due to certification and accreditation requirements, the academic standards for students enrolled in the BS in Public Health Promotion degree program are different than those described in the Undergraduate Student Handbook.

Departmental probation

Students earning less than a C grade in a PBHL major core course, PBHL major track course, PBHL major elective course, or major co-required course will be placed on departmental probation. Students on departmental probation must repeat the course in which a grade less than C is earned until they receive a C or better in that course.

Progression in the major

Students on departmental probation for a grade less than C in a pre-requisite course will not be permitted to progress to the next level course as follows:

PBHL 3000 Introduction to Public Health Promotion will not progress to:

- PBHL 3400 Environmental Health
- PBHL 4000 Epidemiology

PBHL 3010 Principles of Behavior Change will not progress to:

- PBHL 3610 Health Communication Methods

PBHL 3020 Health Care in the US will not progress to:

- PBHL 4500 Health Administration

PBHL 3040 Health Research Methods I will not progress to:

- PBHL 3042 Health Research Methods II

PBHL 3042 Health Research Methods II will not progress to:

- PBHL 4301 Public Health Promotion Practice
- PBHL 4500 Health Administration
- PBHL 4610 Program Planning

PBHL 3610 Health Communication Methods will not progress to:

- PBHL 4610 Program Planning

Any course required for the PBHL program, will not progress to:

- PBHL 4975 Internship in Public Health Promotion

Career Pathways for Undergraduate Students

Many students ask, "What can I do with this major?" or "What sort of career does this major prepare me for?" While a bachelor's degree in any undergraduate major is never a guarantee of future employment, it is important to understand one fundamental difference between these two health-related degree programs:

- The BS in Public Health Promotion is designed to allow students to explore the

various career pathways in the fields of public, community, and population health,

- The BS in Health Studies, however, does not involve career exploration, nor does it lead to any identifiable job titles, as the Public Health Promotion degree does.

Careers & the Public Health Promotion Degree	Careers & the Health Studies Degree
✓ Required internship experience	✓ No internship experience
✓ Certification opportunities are	✓ No certification opportunities available
✓ Major coursework includes career exploration and	✓ Major coursework does not include career exploration or
✓ Major coursework allows students to pursue graduate studies	✓ Major coursework allows students to pursue graduate studies

Careers in Public Health Promotion: “Public Health Promotion careers offer something for everyone. Epidemiology and biostatistics involve mathematics and modeling. Environmental health includes a wide range of science skills. Health administration incorporates business and management skills. Health education involves skills required to develop community-wide prevention programs. Health policy includes an understanding of law-making processes. Perhaps never has there been a more exciting time to pursue a career in Public Health Promotion. Why? Because....

- Most experts agree that major advances in improvement of health over the next decades will not come from new medical findings or cures, but rather the broader development and application of population- based prevention programs.
- Health services delivery systems are undergoing rapid change. Greater emphasis is being placed on health promotion and disease prevention as a means to reduce the costs of care by improving the health of our populations. These changes have created a broad array of new opportunities for professionals with advanced training in Public Health Promotion.
- As the public has become better informed about the effects of toxic wastes and pollutants on their health, greater emphasis is being placed on assuring the safety of our communities, as well as worker health and safety. As a result, there is growing demand for experts in environmental health and industrial hygiene.
- Public Health Promotion research is focusing more on women's health, and child and substance abuse, and an increased emphasis is being placed on behavioral change to prevent the risk of STDs, HIV/AIDS, tuberculosis, and unplanned pregnancies. Greater emphasis is also being placed on school health and the health of minority and disadvantaged populations.”

Retrieved on 8/24/2016 from <http://www.whatispublichealth.org/careers/index.html>

PUBLIC HEALTH

BACHELOR OF SCIENCE-PUBLIC HEALTH PROMOTION

Public Health as a field of study encompasses many academic disciplines - therefore careers in public health have something to offer to everyone. The combined efforts of public health professionals make our world a safer place in which individuals live, work and thrive.

Program Overview

Designed to be completed in a minimum of four full-length semesters, students who major in Public Health Promotion take a variety of courses covering the core areas of public health, including behavioral sciences, health care systems, health research methods, environmental health, epidemiology, and public health practice. All Public Health majors complete 53 credits in the major, that allows for further exploration of the field.

The program prepares entry-level public health practitioners who are able to assess, plan, implement, and evaluate a broad range of health promotion and disease prevention programs designed for a community's diverse population. Knowledge of health promotion is achieved through a multi-disciplinary study of physical and natural sciences, education, psychology, and public health.

Practice-based skills are integral components of our carefully designed program. Students become oriented to the profession of health education through the completion of a 9-credit full-time internship during their final semester, at which time they are encouraged to take the national certification examination to become a Certified Health Education Specialist (CHES).

Careers in Public Health

With a Bachelor's Degree in Public Health Promotion and CHES certification, graduates are eligible to pursue a wide variety of positions in the field of health promotion. Examples of positions held by graduates of the program include:

Health educators for governmental departments of health; HIV/AIDS educators and counselors; Substance abuse prevention specialists; Health education coordinators for non-profit agencies such as the American Cancer Society and the American Red Cross; Health educators for family service organizations; Health promotion specialists in corporations, employee wellness centers, and managed care organizations; Health education coordinators for hospitals and nursing homes

Furthermore, graduates of the Health Promotion program are eligible to pursue a variety of career and graduate education opportunities. While there are many sub-fields within the field of public health, potential career pathways include environmental health, substance abuse prevention, health services research, and health management, to name a few.

Students who pursue graduate education in public health can pursue careers in fields such as epidemiology or health administration.

The BS in Public Health Promotion at WPU is an internationally recognized high-quality undergraduate public health program fully accredited by the Council on Education for Public Health (CEPH).



For more information contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans.

PUBLIC HEALTH

BACHELOR OF SCIENCE-PUBLIC HEALTH PROMOTION

Core Courses

(49 total credits)

PBHL 2950	Disparities in Health (UCC 4)	3
PBHL 3000	Introduction to Public Health	3
PBHL 3010	Principles of Behavior Change * (fall only)	3
PBHL 3020	Health Care in the United States *	3
PBHL 3040	Health Research Methods I * (fall only) (UCC WT)	3
PBHL 3042	Health Research Methods II * (spring only) (UCC TT)	3
PBHL 3110	Global Health Issues (UCC 6)	3
PBHL 3400	Environmental Health *	3
PBHL 3610	Health Communication Methods * (sp. only) (UCC TT)	3
PBHL 3750	Human Disease*	3
PBHL 4000	Epidemiology * (UCC WT)	3
PBHL 4500	Health Administration * (fall only)	3
PBHL 4610	Program Planning * (fall only)	3
PBHL 4965	Introduction to Internship * (fall only)	1
PBHL 4975	Internship in PBHL Promotion * (spring only)	9

Science Co-Requirement

(choose 1, 4 total credits)

BIO 1300	Field Biology	4
BIO 1700	Basic Microbiology	4
CHEM 1310	College Chemistry	4
ENV 1100	Environmental Sustainability	4
PHYS 1100	Introduction to Physics	4

Courses marked with an asterisk () are open to declared Public Health majors only

In general, the remaining courses in the major may be taken during any fall or spring semester, however...

All required PBHL **core** courses must be taken and passed with a C or better before a student may complete the internship requirement.

FALL - Semester 1 (Junior Year)

- PBHL 2950 Disparities in Health
- PBHL 3000 Introduction to Public Health
- PBHL 3010 Principles of Behavior Change
- PBHL 3020 Health Care in the US
- PBHL 3040 Health Research Methods I

SPRING - Semester 2 (Junior Year)

- PBHL 3042 Health Research Methods II (pre-req: PBHL 3040)
- PBHL 3110 Global Health Issues
- PBHL 3400 Environmental Health (pre-req: PBHL 3000)
- PBHL 3610 Health Communication Methods (pre-req: PBHL 3010)
- PBHL 3750 Human Disease

FALL - Semester 3 (Senior Year)

- PBHL 4000 Epidemiology (pre-req: PBHL 3000)
- PBHL 4610 Program Planning (pre-req: PBHL 3610)
- PBHL 4500 Health Administration (pre-req: PBHL 3020)
- PBHL 4965 Introduction to Internship
- Science co-req

SPRING - Semester 4 (Senior Year)

- PBHL 4975 Internship in Health Promotion

BS - HEALTH STUDIES

WILLIAM PATERSON UNIVERSITY

Program Overview

Health Studies is a 36-credit Bachelor of Science (BS) degree program that focuses on the study of human health, wellness, illness and disease. The Health Studies program is a general program for those who want to learn more about health and wellness, but who do not wish to pursue preparation in a specific health profession such as public health, health education, or nursing.

The BS in Health Studies is a general program that prepares students with the health knowledge and skills necessary to understand and

navigate the US healthcare system, to be an informed consumer of health information, and to critically assess personal health behavior, health status, and associated health risks. *The BS in Health Studies is not a career-preparatory degree.*

Students in the Health Studies program will explore concepts of human health and disease, nutrition, sexuality, aging, and substance abuse; Examine individual health behaviors, their relation to the development of disease, and their role in the protection of health; Develop health research literacy skills; Explore the organization, financing, management, and dynamics of the US healthcare system; Explore the role of culture in health behavior and decision-making.

Courses

Core Courses 30 credits

• PBHL 2150	Drugs and Health	3
• PBHL 2210	Nutrition	3
• PBHL 2700	Concepts and Issues of Aging	3
• PBHL 2900	Human Sexuality	3
• PBHL 3020	Health Care in the United States	3
• PBHL 3190	Disability & Public Health (TI)	3
• PBHL 3750	Human Disease	3
• PBHL 4200	Health Informatics (TI/WI)	3
• PBHL 4300	Counseling Skills for Health Professionals	3
• PBHL 4950	Cultural Dimensions of Health (WI)	3

University Core Curriculum (UCC) Courses

WI = Writing Intensive

TI = Technology Intensive

UCC 4 = Diversity & Social Justice

UCC 5 = Community & Civic Engagement

UCC 6 = Global Awareness

Major Electives 6 credits

PBHL 2100	Women's Health	3
PBHL 2200	Stress Management	3
PBHL 2920	LGBTQ Health (UCC 4)	3
PBHL 2950	Disparities in Health (UCC 4)	3
PBHL 3110	Global Health Issues (UCC 6)	3
PBHL 3120	Ethics in Public Health	3
PBHL 3130	Violence as a PBHL Issue (UCC 5)	3
PBHL 3140	Reproductive Rights (UCC 5)	3
PBHL 3150	Food and Community (UCC 5)	3
PBHL 3170	Popular Lit. in PBHL (WI)	3
PBHL 3180	Tobacco as a PBHL Issue (UCC 5)	3
PBHL 3210	Lifespan Nutrition	3
PBHL 3220	Food and Social Issues	3
PBHL 4900	Practicum in Health Studies	3

BS - HEALTH STUDIES

WILLIAM PATERSON UNIVERSITY

Program Objectives:

- Students in the Health Studies program will:
- Explore concepts of human health and disease, nutrition, sexuality, aging, and substance use.
- Examine individual health behaviors, their relation to the development of disease, and their role in the protection of health.
- Develop health research literacy skills.
- Explore the organization, financing, management, and dynamics of the US healthcare system.
- Explore the role of culture in health behavior and decision-making.

Is Health Studies Right for You?

The Health Studies program is a general health-related degree. As such, the Health Studies degree does not prepare a student for a specific career pathway or workplace setting. The program is specifically aimed at students who:

- Have completed AAS in an Allied Health discipline (dental hygiene, radiation technology, respiratory therapy, etc...) and wish to earn a bachelor's degree to complement their current career.
- Are seeking advancement at their current place of employment in the health/health care industry.
- Want a foundation in the study of human health before pursuing additional graduate training in clinical health science professions (best when combined with a major or minor in biology, chemistry, or other program under advisement).
- Want to enroll in a health-related degree-completion program that will lead to timely graduation from the university.

Health Studies Majors will Learn to:

- Critically review health information technology for healthcare, education and research.
- Locate valid sources of health and disease information.
- Analyze the factors that contribute to the major causes of morbidity and mortality in the United States. Describe the organization and administration of health care in the United States.
- Investigate and critically assess physical, social, emotional, and intellectual factors influencing health behaviors.
- Critically discuss the relationship between culture and health.

PUBLIC HEALTH - MINOR

WILLIAM PATERSON UNIVERSITY

Program Overview

Public health as a field of study is highly varied and encompasses many academic disciplines – therefore careers in public health have something to offer to everyone. The Association of Schools and Programs of Public Health states that “public health improves the shared conditions and behaviors that affect the health of each and every one of us.” The combined efforts of public health professionals make our world a safer place in which individuals live, work, and thrive.

The minor in Public Health introduces students to the core content and functions of the field of Public Health. Students may select from a variety of elective courses to build a program that enhances the student’s major area of study and matches the student’s personal interests in the health field. As Public Health is multidisciplinary by nature, the minor in Public Health is well-suited for students from a wide variety of majors.

Admissions Requirements

To be admitted to the minor in Public Health, students must take and pass with the grade of C or better

- PBHL 3000 Introduction to Public Health 3

Courses 18 credits

Core Courses

6 credits

- PBHL 3000 Intro to Public Health 3
- PBHL 4000 Epidemiology 3

Additional Core Courses 6 credits

select two of the following courses

- PBHL 2950 Disparities in Health (UCC 4) 3
- PBHL 3020 Health Care in the US 3
- PBHL 3110 Global Health Issues (UCC 6) 3
- PBHL 3400 Environmental Health 3

Elective Courses 6 credits

select two of the following courses

- PBHL 2700 Concepts & Issues of Aging 3
- PBHL 2950 Disparities in Health (UCC 4) 3
- PBHL 3020 Health Care in the US 3
- PBHL 3110 Global Health Issues (UCC 6) 3
- PBHL 3120 Ethics in Public Health 3
- PBHL 3130 Violence as a PH Issue (UCC 5) 3
- PBHL 3140 Reproductive Rights (UCC 5) 3
- PBHL 3150 Food and Community (UCC 5) 3
- PBHL 3170 Popular Lit in Public Health (WI) 3
- PBHL 3180 Tobacco as a PH Issue (UCC 5) 3
- PBHL 3190 Disability & Public Health (TI) 3
- PBHL 3220 Food and Social Issues 3
- PBHL 3400 Environmental Health 3
- PBHL 4950 Cultural Dimensions of Health (WI) 3

University Core Curriculum (UCC) Courses

WI = Writing Intensive

TI = Technology Intensive

UCC 4 = Diversity & Social Justice

UCC 5 = Community & Civic Engagement

UCC 6 = Global Awareness

HEALTH STUDIES - MINOR

WILLIAM PATERSON UNIVERSITY

Program Overview

Health studies is a broad term used to describe the study of health issues and behaviors with a particular emphasis on health at the level of the individual.

As our collective understanding of human health is continually evolving, the minor in Health Studies provides students with broad exposure to current and evidence-based content through a variety of personal health courses. Students who minor in Health Studies will explore content in several foundational areas of personal health and well-being, and may select elective courses based on personal interests and needs. The minor in Health Studies is well suited for students interested in exploring their own health, as well as those students who are interested in careers in the field of health and human services.

WHY MINOR IN HEALTH STUDIES?

The minor in Health Studies is a good choice for students who:

- Want broad exposure to personal health information for self-improvement and general knowledge.
- Want to explore individual wellness issues as they relate to their major area of study.
- Want to develop the skills to become a more engaged and informed consumer of health related information.

Courses 18 credits

Core Course 3 credits

- PBHL 1100 Healthy U 3

University Core Curriculum (UCC) Courses

WI = Writing Intensive

TI = Technology Intensive

UCC 4 = Diversity & Social Justice

UCC 5 = Community & Civic Engagement

UCC 6 = Global Awareness

Elective Courses 15 credits

select five of the following courses

- PBHL 2100 Women's Health 3
- PBHL 2150 Drugs and Health 3
- PBHL 2210 Nutrition 3
- PBHL 2200 Stress Management 3
- PBHL 2700 Concepts and Issues of Aging 3
- PBHL 2900 Human Sexuality 3
- PBHL 3140 Reproductive Rights (UCC 5) 3
- PBHL 3210 Lifespan Nutrition 3
- PBHL 3220 Food & Social Issues 3
- PBHL 3750 Human Disease 3

Academic Policies & Related Information

Email communication

Email communication between faculty and students will only be through WPU email addresses, as per University policy.

Grading

The following departmental grading scale is utilized for calculating grades in all PBHL courses.

DEPARTMENT OF PUBLIC HEALTH GRADING SCALE

A	93-100	B+	87-89	B-	80-82	C	73-76	D+	67-69	F	<60
A-	90-92	B	83-86	C+	77-79	C-	70-72	D	60-66		

Recording of lectures and class sessions

Student use of any electronic recording device to make electronic recordings of lectures, class discussions or other oral classroom communication is not permitted without written permission from the relevant course instructor(s).

Students with disabilities who are unable to take or read notes and who are requesting recording may make such requests to the Accessibility Resources Center (ARC), not to instructors, by following the procedures provided to students by the ARC. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law.

For more information on this University policy, see <https://www.wpunj.edu/policies/index.html>

Reference style

The Department of Public Health has universally adopted the use of the sixth edition of the Publication Manual of the American Psychological Association, commonly referred to as APA style, as the set of citation and attribution guidelines for use in all PBHL courses. An introduction to APA style is provided to all students as part of the core writing intensive course, PBHL 3040 Health Research Methods I. APA style is to be used in all courses where papers or reports are required.

The definitive online resource for APA citation style is found at the Purdue Online Writing Lab (OWL) at <https://owl.purdue.edu/>.

Textbooks

When deciding how to access/purchase textbooks, students must be aware that several textbooks used in the Public Health Promotion program are used in multiple courses.

Therefore, in some cases, it may be more cost effective to purchase a textbook rather than rent it for two or more semesters.

1. The textbook used in PBHL 3040 Health Research Methods I is also the same textbook used in PBHL 3042 Health Research Methods II.
2. The textbooks used in the following courses will be used for more than one semester AND/OR will be necessary for studying for the CHES Exam:
 - a. PBHL 3010 Principles of Behavior Change
 - b. PBHL 3610 Health Communication Methods
 - c. PBHL 4610 Program Planning
3. Public Health Promotion majors who intend to take the CHES exam should purchase the most recent edition of the Certified Health Education Specialist (CHES) exam study guide, *The Health Education Specialist: A Companion Guide for Professional Excellence*. It can be found online at <https://www.nchec.org/>

Use of electronic devices in the classroom

Unless otherwise instructed, all personal electronic communication devices (cell phones, notebooks, laptops, iPads, etc.) are to be turned off during class.

Internship Requirement - BS in Public Health Promotion Program

The internship program for students majoring in Public Health Promotion is a supervised experience designed to provide the opportunity for students to apply their academic preparation in a professional work setting. There is no internship requirement for students enrolled in the BS in Health Studies degree program.

The internship experience is a requirement for all Bachelor of Science (B.S.) Public Health Promotion degree candidates in the Department of Public Health. The internship is the culmination of the major course of study and is completed after all other major courses and major co- required courses are taken and passed with the minimum required grade in each course.

In order for a student to register for the *Internship* course and begin the internship, all of the following criteria must have been met:

- Students must successfully complete the *Introduction to Internship* course and file all required paperwork by the deadlines announced in class.
- Students must complete all major courses and major co-requirements with a grade of C or better.

The Internship Site Coordinator assists all students in the identification of an appropriate internship site during the Introduction to Internship course that students take the semester before their internship.

The objectives of the internship course are to:

1. Review the process of conducting a community-based needs assessment
2. Explore methodologies for engaging communities in the identification of priority health problems
3. Examine community risk and protective factors

The objectives of the internship are to:

1. Expose students to the role and responsibilities of an entry level Public Health Promotion practitioner/educator in a Public Health Promotion agency
2. Examine the ways in which theoretical concepts are applied to the realities of the field of Public Health Promotion
3. Explore strategies for communicating with, and working with, Public Health Promotion professionals
4. Provide the opportunity to improve public speaking and audience management skills
5. Provide the opportunity for self-reflection regarding career goals and lifelong learning

More detailed information about the Department of Public Health's Internship program is in the Internship Manual posted on the department's website.

Questions about internships should be directed to the department chairperson or the Internship Site Coordinator.

*There are several important issues related to the internship requirement that students need to consider before beginning the BS in Public Health Promotion degree program. Students should carefully read the **Memorandum of Understanding between the WPUNJ Department of Public Health and the Student** found in Appendix A of this handbook.*

Each Public Health Promotion major will be asked to review and sign this Memorandum of Understanding (MOU) during one of their initial advising sessions with the department chairperson or their academic advisor.

Any student who refuses to sign this MOU will receive a notation in their departmental record indicating their refusal to sign. Refusal to sign this MOU does not indicate that the student is exempt from the requirements as stated in the MOU.

Standards of Academic Conduct

Academic dishonesty is taken very seriously at the University and within the Department of Public Health. Faculty are urged to include the official University Academic Integrity statement in their syllabi. If a faculty member suspects a violation of academic integrity in their course, that faculty member is encouraged to consult with the department chairperson to discuss the best course of action within five days of the alleged violation. In most instances, the faculty member will be encouraged to complete an Academic Integrity Violation Report form. The University's Academic Integrity Policy (amended 7/12/23) reads: **As an academic institution committed to the discovery and dissemination of truth and learning, William Paterson University expects that all members of the University community shall conduct themselves honestly and with professional demeanor in all academic activities in accordance with the University's established standards of academic conduct and shall adhere to the Academic Integrity Policy set forth.**

What is Academic Integrity?

Academic integrity refers to the values of being honest and ethical in one's academic work. Its opposite is academic dishonesty. The following are some but not necessarily all of the examples of behaviors that constitute academic dishonesty: Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another person or entity during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for someone else or asking or allowing another to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own, including artificial intelligence.

- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another's actual words without the use of quotation marks and footnotes attributing the words to their source.
 - Presenting another's ideas or theories in your own words without acknowledging the source.
 - Using information that is not common knowledge without acknowledging the sources.
 - Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student's academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

Student Recognition – Awards and Honor Societies

Awards for Outstanding Academic Achievement

This award is bestowed upon the graduating seniors with the highest overall GPA in each major. These awards include:

- Outstanding Academic Achievement Award in Public Health Promotion
- Rose Lynn Daniels Award for Outstanding Service to the Department

Eta Sigma Gamma Honor Society

Eta Sigma Gamma, Gamma Omega Chapter is the national honor society in Public Health Education. Its purpose is to further the professional commitment of health education practitioners through teaching, research and service. Induction into Eta Sigma Gamma is by invitation only. Criteria for induction includes: enrolment in the BS in Public Health Promotion track, completion of at least 12 credits of Public Health Promotion major core courses sustaining a 3.3 major GPA in Public Health Promotion.

Delta Omega Public Health Promotion Honor Society

Delta Omega is the national honor society in Public Health Promotion. Membership in Delta Omega reflects the dedication of an individual to increasing the quality of the field, as well as to the protection and advancement of the health of all people. Induction into Delta Omega is by invitation only. Criteria for inclusion includes: enrollment in the BS in Public Health Promotion, General track and a 3.3 major GPA.

Rose Lynn Daniels Award

This award is presented to a graduating student for outstanding service to the Department.

Student Support Services

Academic Success Center

At the Academic Success Center, located in the Library 111B, students receive one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for basic skills math and reading courses. Workshops designed to help students develop effective study skills and strategies are frequently offered. From the Center's lab, students may access network computer facilities. Study groups and exam review sessions are also available.

Accessibility Resource Center

The Accessibility Resource Center (Speert Hall 134) assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs.

William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).

Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively.

Students are encouraged to notify their faculty members of any accommodation granted by the ARC by providing each faculty member a copy of the official accommodation letter during the first or second week of the semester.

Counseling, Health and Wellness Center

The Counseling, Health and Wellness Center (Overlook South, 1st floor) provides a full range of clinical services for all William Paterson University Students, including preventative and counseling services. For mental health emergencies call 973-720-2257 (24 hours a day/7 days a week).

Science Enrichment Center

Located in Science Hall East 3023, the Science Enrichment Center provides tutorial assistance, references, a Virtual Science Resource Center, laboratory equipment, multimedia, study and other science skill training, workshops, cooperative learning, technological assistance and mentors. This program provides the opportunity for all students, regardless of previous academic background, to excel in science and enables science professors to maintain high academic standards in their courses.

Navigate- Early Alert Program

The Navigate Program was developed to enable the Academic Support Center to reach out to students who are struggling academically, financially, and/or possibly emotionally and to coordinate support services for students.

Writing Center

The Writing Center provides one-on-one tutoring for any WPU student working on any kind of writing in any stage of development. They work with students on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, and grammar, and we help them learn how to edit and proofread their own writing. Their aim is not just to produce a better piece of writing; it's to produce a better writer. Students can make an appointment at online or stop by Preakness Hall 124 or VR 3048.

For more information...

Additional detailed information about the Department of Public Health, including general Public Health Promotion resources and career information is located on the department's website. You may always contact the chairperson, your advisor, or other faculty within the department with your questions or concerns.

APPENDIX A: ACADEMIC PLAN FOR HEALTH STUDIES MAJORS

Health Studies majors may use this four-year worksheet to plan their coursework.

Name: _____ Student ID: 855- _____ Date: _____

Bachelor of Science: HEALTH STUDIES

Department of Public Health ❖ College of Science and Health

University Core Curriculum (UCC) Requirements

AREA 1: Personal Wellbeing (3)	PBHL 1100 HealthyU _____	_____
AREA 2: Expression (9)		
a. Arts & Communication	ART/COMM/MUS _____	_____
b. Writing	ENG 1100 College Writing _____	_____
c. Literature	ENG 1500 Exp. In Literature _____	_____
AREA 3: Ways of Knowing (19)		
a. Philosophical Perspectives (3)	PHIL _____	_____
b. Historical Perspectives (3)	HIST _____	_____
c. Social/Behavioral Sciences (6) <i>(in 2 different disciplines)</i>	PSY 1100 General Psychology _____	_____
d. Scientific Perspectives (4)	BIO 1140 Applied A&P _____	_____
e. Quantitative Thinking (3)	MATH 1300 Elem. Statistics _____	_____

INTENSIVE COURSES:
<i>These courses may be double-counted within the UCC, the major, or as free electives.</i>
Writing Intensive (4 courses)
ENG 1100 College Writing _____
ENG 1500 Exp. in Lit. _____
PBHL 4200 Health Inform. _____
PBHL 4950 Culture _____
Technology Intensive (2 courses)
PBHL 3190 Disability in PH _____
PBHL 4200 Health Inform. _____

Must complete 18 UCC credits before taking Area 4

AREA 4: Diversity & Justice (3)	_____	_____
<i>Must complete Area 4 before taking Areas 5 & 6</i>		
AREA 5: Community & Civic Engagement (3)	_____	_____
AREA 6: Global Awareness (3)	_____	_____

UNIVERSITY REQUIREMENTS:
Foreign Language Requirement
<i>6 credits of the same language</i>
Foreign Language (2 courses)

Transfer Student Checklist	Minor:
<input type="checkbox"/> Student has earned Associates degree (AA/AS) from a NJ community college.	
Departmental Admissions Requirements	
<input type="checkbox"/> BIO 1140 Applied A&P (or equivalent) _____	1. _____
<input type="checkbox"/> MATH 1300 Elementary Statistics (or equivalent) _____	2. _____
<input type="checkbox"/> PBHL 1100 HealthyU (or equivalent) _____	3. _____
Departmental UCC Requirement	
<input type="checkbox"/> PSY 1100 General Psychology _____	4. _____
University Requirements	
<input type="checkbox"/> Writing Intensive (1 course) PBHL 3040 Health Research Methods I _____	5. _____
<input type="checkbox"/> Foreign Language (6 credits of the same language) _____	6. _____

Why have you selected the Health Studies major? Select the best response and initial here _____.

- I have completed an AA/AS/AAS in an allied health discipline and wish to earn a bachelor's degree to complement my current career of _____.
- I work in the healthcare industry in a non-clinical role and wish to earn a bachelor's degree to complement my current career of _____.
- I want a foundation in the study of human health before pursuing additional graduate/professional training in clinical or allied health science professions, specifically in _____.
- I am interested in personal health and wellness and want to pursue a health-related, non-career preparatory degree program for timely graduation from the University.

HLST MAJOR CORE COURSES (30 credits)		Cr	Gr	HLST MAJOR ELECTIVES (6 credits)		Cr	Gr
-	PBHL 2150 Drugs & Health	3	_____	-	PBHL 2100 Women's Health	3	_____
-	PBHL 2210 Nutrition	3	_____	-	PBHL 2200 Stress Management	3	_____
-	PBHL 2700 Concepts and Issues of Aging	3	_____	-	PBHL 2920 LGBTQ Health (A4)	3	_____
-	PBHL 2900 Human Sexuality	3	_____	-	PBHL 2950 Disparities in Health (A4)	3	_____
-	PBHL 3020 Health Care in the US	3	_____	-	PBHL 3110 Global Health Issues (A6)	3	_____
-	PBHL 3190 Disability & Public Health Promotion (TI)	3	_____	-	PBHL 3120 Ethics in Public Health Promotion	3	_____
-	PBHL 3750 Human Disease	3	_____	-	PBHL 3130 Violence as a PBHL Issue (A5)	3	_____
-	PBHL 4200 Health Informatics (TI/WI)	3	_____	-	PBHL 3140 Reproductive Rights (A5)	3	_____
-	PBHL 4300 Counseling Skills for Health Prof.	3	_____	-	PBHL 3150 Food & Community (A5)	3	_____
-	PBHL 4950 Cultural Dimen. of Health (WI)	3	_____	-	PBHL 3170 Popular Lit. in PBHL (WI)	3	_____
				-	PBHL 3180 Tobacco as a PBHL Issue (A5)	3	_____
				-	PBHL 3210 Lifespan Nutrition	3	_____
				-	PBHL 3220 Food & Social Issues	3	_____
				-	PBHL 4900 Practicum in Health Studies	3	_____

Fall 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;">Semester Credits <input style="width: 30px;" type="text"/></div>	Spring 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;">Semester Credits <input style="width: 30px;" type="text"/></div>
Summer 20 ____	Winter 20 ____
Fall 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;">Semester Credits <input style="width: 30px;" type="text"/></div>	Spring 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;">Semester Credits <input style="width: 30px;" type="text"/></div>
Summer 20 ____	Winter 20 ____
Fall 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;">Semester Credits <input style="width: 30px;" type="text"/></div>	Spring 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;">Semester Credits <input style="width: 30px;" type="text"/></div>
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation.	

APPENDIX B: ACADEMIC PLAN FOR PUBLIC HEALTH PROMOTION MAJORS

Public Health Promotion majors may use this four-year worksheet to plan their coursework.

Name: _____ Student ID: 855- _____ Date: _____

Bachelor of Science: PUBLIC HEALTH PROMOTION PROMOTION

Department of Public Health ❖ College of Science and Health

University Core Curriculum (UCC) Requirements

AREA 1: Personal Wellbeing (3)	PBHL 1100 HealthyU	_____
AREA 2: Expression (9)		
a. Arts & Communication	COMM 2630 Public Speaking	_____
b. Writing	ENG 1100 College Writing	_____
c. Literature	ENG 1500 Exp. In Literature	_____
AREA 3: Ways of Knowing (19)		
a. Philosophical Perspectives (3)	PHIL	_____
b. Historical Perspectives (3)	HIST	_____
c. Social/Behavioral Sciences (6) <i>(in 2 different disciplines)</i>	PSY 1100 General Psychology	_____
d. Scientific Perspectives (4)	BIO 1140 Applied A&P	_____
e. Quantitative Thinking (3)	MATH 1300 Elem. Statistics	_____

INTENSIVE COURSES:	
<i>These courses may be double-counted within the UCC, the major, or as free electives.</i>	
Writing Intensive (4 courses)	
ENG 1100 College Writing	_____
ENG 1500 Exp. in Lit.	_____
PBHL 3040 Research I	_____
PBHL 4000 Epidemiology	_____
Technology Intensive (2 courses)	
PBHL 3042 Research 2	_____
PBHL 3610 Health Comm.	_____

<i>Must complete 18 UCC credits before taking Area 4</i>		
AREA 4: Diversity & Justice (3)	PBHL 2950 Disparities in Health	_____
<i>Must complete Area 4 before taking Areas 5 & 6</i>		
AREA 5: Community & Civic Engagement (3)		_____
AREA 6: Global Awareness (3)	PBHL 3110 Global Health Issues	_____

UNIVERSITY REQUIREMENTS:	
Foreign Language Requirement	
<i>6 credits of the same language</i>	
Foreign Language (2 courses)	
_____	_____
_____	_____

Transfer Student Checklist		Minor:
<input type="checkbox"/> Student has earned Associates degree (AA/AS) from a NJ community college.		
Departmental Admissions Requirements		1. _____
<input type="checkbox"/> BIO 1140 Applied A&P (or equivalent)	_____	2. _____
<input type="checkbox"/> MATH 1300 Elementary Statistics (or equivalent)	_____	3. _____
<input type="checkbox"/> PBHL 1100 HealthyU (or equivalent)	_____	4. _____
Departmental UCC Requirement		
<input type="checkbox"/> COMM 2630 Public Speaking	_____	5. _____
<input type="checkbox"/> PSY 1100 General Psychology	_____	6. _____
University Requirements		
<input type="checkbox"/> Writing Intensive (1 course)	PBHL 3040 Health Research Methods I _____	
<input type="checkbox"/> Foreign Language (6 credits of the same language)	_____ _____	

+ Free electives to equal 120 (or more) credit hours. Basic skills courses do not count toward this requirement.

PBHL MAJOR CORE COURSES (49 credits)			Cr	Gr
<input type="checkbox"/>	PBHL 2950	Disparities in Health (A4)	3	_____
<input type="checkbox"/>	PBHL 3000	Introduction to Public Health Promotion	3	_____
<input type="checkbox"/>	PBHL 3010	Principles of Behavior Change (F)	3	_____
<input type="checkbox"/>	PBHL 3020	Health Care in the US	3	_____
<input type="checkbox"/>	PBHL 3040	Health Research Methods I (F)	3	_____
<input type="checkbox"/>	PBHL 3042	Health Research Methods II (SP)	3	_____
<input type="checkbox"/>	PBHL 3110	Global Health Issues (A6)	3	_____
<input type="checkbox"/>	PBHL 3400	Environmental Health	3	_____
<input type="checkbox"/>	PBHL 3610	Health Comm. Methods (SP)	3	_____
<input type="checkbox"/>	PBHL 3750	Human Disease	3	_____
<input type="checkbox"/>	PBHL 4000	Epidemiology	3	_____
<input type="checkbox"/>	PBHL 4500	Health Administration (F)	3	_____
<input type="checkbox"/>	PBHL 4610	Program Planning (F)	3	_____
<input type="checkbox"/>	PBHL 4965	Intro. to Internship PBHL (F)	1	_____
<input type="checkbox"/>	PBHL 4975	Internship in PBHL (SP)	9	_____

PBHL MAJOR CO-REQUIREMENT (4 credits)			Cr	Gr
<input type="checkbox"/>	BIO 1300	Field Biology		4 _____
<input type="checkbox"/>	BIO 1700	Basic Microbiology		4 _____
<input type="checkbox"/>	CHEM 1310	College Chemistry		4 _____
<input type="checkbox"/>	ENV 1100	Environmental Sustainability		4 _____
<input type="checkbox"/>	PHYS 1100	Introduction to Physics	4	_____

F = Fall only course

SP = Spring only course

Fall 20 ____	Spring 20 ____
_____	_____
_____	_____
_____	_____
_____	_____
Semester Credits	Semester Credits
Summer 20 ____	Winter 20 ____
Fall 20 ____	Spring 20 ____
PBHL 2950: Disparities in Health 3	• PBHL 3042: Health Research Methods II (PRE 3040) 3
PBHL 3000: Introduction to Public Health 3	PBHL 3110: Global Health Issues 3
• PBHL 3010: Principles of Behavior Change 3	PBHL 3400: Environmental Health (PRE 3000) 3
PBHL 3020: Health Care in the US 3	• PBHL 3610: Health Comm. Methods (PRE 3010) 3
• PBHL 3040: Health Research Methods I 3	• Science co-requisite 4
_____	_____
Semester Credits	Semester Credits
Summer 20 ____	Winter 20 ____
Fall 20 ____	Spring 20 ____
PBHL 3750 Human Disease 3	• PBHL 4975: Internship in Public Health Promotion 9
• PBHL 4000: Epidemiology (PRE 3000) 3	_____
• PBHL 4500: Health Admin. (PRE 3020, 3042) 3	_____
• PBHL 4610: Program Planning (PRE 3042,3610) 3	_____
PBHL 4965: Intro to Internship (PRE 3042,3610) 1	_____
_____	_____
Semester Credits	Semester Credits
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation. Courses marked with • must be taken during the indicated semester or graduation will be delayed by one year.	

Appendix C: Facts about Certified Health Education Specialists (CHES)

What is a Health Education Specialist?

Health education specialists work to promote healthy lifestyles and prevent and manage disease by empowering individuals to make informed decisions about their health and positively influencing the policies and conditions that affect people's health where they live, learn, work, and play.

Where Do Health Education Specialists Work?

According to the U.S. Department of Labor's Bureau of Health Statistics 2008 Census, there are more than 66,200 health educators (SOC Code 21-1091) working in the following settings:

- Hospitals, Clinics and Health Plans: To promote healthy lifestyles, help patients and families recover from illness and manage their condition, and provide training.
- Municipal/County/State Public Health Promotion Departments: To promote and protect the health of all populations living in their geographic area and achieve Public Health Promotion goals.
- Nonprofit/Voluntary Organizations: To provide education and services related to a particular disease or priority population.
- Business/Industry: To improve the health of employees. Chronic diseases and unhealthy behaviors affect the ability to work and increase employers' workers' compensation and health care costs, work-related injuries, absenteeism, as well as decreased productivity.
- Colleges & Universities: To assist students adopt healthful behaviors thereby improving academic performance.
- To provide specialized curricula for future health educators and to conduct research on effective programs, policies and interventions.

What Services Do Health Education Specialists Provide?

At the individual and population-based levels, health education specialists:

- Assess needs, assets and capacities for health education -Plan evidence-based effective health education programs
- Implement health education policies, projects and programs -Conduct evaluation and research related to health education
- Administer and manage health education -Serve as a health education resource person
- Communicate and advocate for health and health education

What is a Certified Health Education Specialist (CHES)?

The CHES designation signifies that an individual has met eligibility requirements for and has successfully passed a competency-based examination demonstrating skill and knowledge of the Seven Areas of Responsibility of Health Educators, upon which the credential is based. Certification is provided by the National Commission for Health Education Credentialing.

Why Are Health Education Specialists Vital to the Nation?

Health education improves the health status of individuals, communities, states, and the nation; enhances the quality of life for all people; and reduces costly premature deaths and disability.

By focusing on prevention, health education reduces the costs (both financial and human) spent on medical treatment. Chronic conditions, such as diabetes, heart disease, and cancer, consume more than 75 percent of

the \$2.2 trillion spent on health care in the United States each year - the equivalent of about 2.5 economic “bailout” packages. Spending as little as \$10 per person on proven preventive interventions could save the country over \$16 billion in just five years.⁴

Health education specialists offer knowledge, skills and training that compliment those of health providers, policy makers, educational experts, human resource personnel and many other professionals whose work impacts human health.

Addressing a single risk factor (e.g., smoking) influences outcomes across multiple diseases, from preterm birth to lung disease and cancer. Addressing obesity in today's children alters the prevalence of many diseases (e.g. heart disease, cancer, diabetes, arthritis) that may be encountered decades later.

Sources:

1. Centers for Disease Control, National Center for Chronic Disease Prevention and Health Promotion. Student Health and Academic Achievement. Accessed on February 27, 2010 at http://www.cdc.gov/HealthyYouth/health_and_academics/index.htm
2. National Association of Chronic Disease Directors (2009). School Resources, Worksite Resources and Community Resources. Accessed on February 17, 2009 at <http://www.achievethecommunities.org/nacddresources.cfm>.
3. Partnership to Fight Chronic Disease (2009). January 27, 2009 press release. Access on February 13, 2009 at <http://www.fightchronicdisease.org/media/statements/pfcd/Stimuluspackage.cfm>.
4. Trust for America's Health (2008). Prevention for a Healthier America: Investments in Disease Prevention Yield Significant Savings, Stronger Communities. June, TFAH.
5. California Department of Personnel Administration (2009). Worksite Resources. Accessed on February 19, 2009 at <http://www.dpa.ca.gov/benefits/health/wellness/guide/guidetoc.htm>.

Appendix D: Code of Ethics for the Health Education Profession

PREAMBLE

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 practiced. 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 meet 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 to secure professional employment.

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

Appendix E: Core Areas of Public Health Promotion

The field of Public Health Promotion is highly varied and encompasses many academic disciplines. However, Public Health Promotion is mainly composed of the following core areas:

1. Behavioral Science/Health Education
2. Health Services Administration/Management/Policy
3. Environmental Health
4. Biostatistics / Public Health Promotion Research
5. Epidemiology

Additional specialization areas exist within the field of Public Health Promotion, including:

- Maternal and Child Health
- Nutrition
- International/Global Health
- Public Health Promotion Practice

The BS in Public Health Promotion at William Paterson University is based on the core areas of Public Health Promotion as outlined above. All Public Health Promotion majors are exposed to these core areas in their major core courses. Furthermore, many major elective courses allow students to explore additional specialized areas of Public Health Promotion.

➤ **BEHAVIORAL SCIENCE / HEALTH EDUCATION**

Stopping the spread of sexually transmitted diseases, such as herpes and HIV/AIDS; helping youth recognize the dangers of binge drinking; and promoting seatbelt use. Behavioral Science/Health Education focuses on ways that encourage people to make healthy choices. This includes the development of community-wide education programs that range from promoting healthy lifestyles in order to prevent disease and injury, to researching complex health issues.

Specialists encourage people to make healthy choices and develop educational programs that promote healthy lifestyles and prevent disease and injury. They also promote more efficient uses of health services, adopt self-care practices, and participate actively in the design and implementation of health programs. Some examples of concentrations include mental health, aging, health promotion and disease prevention, Public Health Promotion practice, health education and behavior change, disability and health, and social research.

➤ HEALTH SERVICES ADMINISTRATION/MANAGEMENT/POLICY

Managing the database at a school clinic; developing budgets for a health department; creating policies for health insurance companies; and directing hospital services all depend on health administrators. The field of health services administration combines politics, business, and science in managing the human and fiscal resources needed to deliver effective Public Health Promotion services. Specialization can be in planning, organization, policy formulation and analysis, finance, economics, or marketing.

Analyzing the impact of seat belt laws on traffic deaths; monitoring legislative activity on a bill that limits malpractice settlements; advocating for funding for a teen anti-smoking campaign. Professionals in Public Health Promotion policy work to improve the public's health through legislative action at the local, state, and federal levels.

➤ ENVIRONMENTAL HEALTH

The air we breathe; the water we drink; the complex interactions between human genetics and our surroundings. How do the built and natural environments influence our health and how can we reduce risk factors? These environmental risk factors can cause diseases such as asthma, cancer, and food poisoning. Specialists from chemistry, toxicology, engineering, and other disciplines combine their expertise to answer these important questions. Environmental health studies the impact of our surroundings on our health.

Because environmental health is so broad in scope, it is often broken down in academic and professional settings in areas of contact and medians. These areas are:

- air quality
- food protection
- radiation protection
- solid waste management
- hazardous waste management
- water quality
- noise control
- environmental control of recreational areas
- housing quality
- vector control

➤ **BIostatISTICS / PUBLIC HEALTH PROMOTION RESEARCH**

Estimating the number of deaths from gun violence or looking at trends in drunk driving injuries by using math and science is the study of biostatistics. Using biostatistics, one can identify health trends that lead to life-saving measures through the application of statistical procedures, techniques, and methodology. Forecasting scenarios, identifying health trends within the community, explaining biological phenomena, as well as determining the causes of disease and injury, biostatistics are an integral part of Public Health Promotion. Biostatistics are often utilized in tandem with epidemiology.

➤ **EPIDEMIOLOGY**

When food poisoning or an influenza outbreak attacks a community, the "disease detectives" or epidemiologists are asked to investigate the cause of disease and control its spread. Epidemiologists do fieldwork to determine what causes disease or injury, what the risks are, who is at risk, and how to prevent further incidences. They spot and understand the demographic and social trends that influence disease and injury and evaluate new treatments. The initial discovery and containment of an outbreak, such as West Nile virus, often comes from epidemiologists. Some of the most important health-related discoveries in history are associated with epidemiology including the landmark 1964 Surgeon General's report on smoking tobacco stating its harmful effects. Biostatistics are often used in tandem with epidemiology.

➤ **MATERNAL AND CHILD HEALTH**

Providing information and access to birth control; promoting the health of a pregnant woman and an unborn child; and dispensing vaccinations to children are part of maternal and child health. Professionals in maternal and child health improve the Public Health Promotion delivery systems specifically for women, children, and their families through advocacy, education, and research.

➤ **PUBLIC HEALTH PROMOTION NUTRITION**

Promoting healthy eating and regular exercise; researching the effect of diet on the elderly; teaching the dangers of overeating and over-dieting are the responsibility of Public Health Promotion nutritionists. In short supply in both public and private sectors, this field examines how food and nutrients affect the wellness and lifestyle of population. Nutrition encompasses the combination of education and science to promote health and disease prevention.

➤ **INTERNATIONAL / GLOBAL HEALTH**

Addressing health concerns from a global perspective and encompassing all areas of Public Health Promotion (e.g., biostatistics, epidemiology, nutrition, maternal and child health, etc.).

International health professionals address health concerns among different cultures in countries worldwide.

Globalization has linked our health more closely to one another than ever before. The rapid movement of people and food across borders means that a disease can travel from a remote village to an urban hub at breakneck speed. Global Public Health Promotion meets the rising health challenges that transcend national boundaries. This international field encompasses virtually all specializations in Public Health Promotion.

➤ **PUBLIC HEALTH PROMOTION PRACTICE**

Public Health Promotion is an interdisciplinary field and professionals in many disciplines such as nursing, medicine, veterinary medicine, dentistry, and pharmacy routinely deal with Public Health Promotion issues. A degree in Public Health Promotion practice enables clinicians to apply Public Health Promotion principles to improve their practice.

Source: <http://www.whatispublichealth.org/about/index.html>

Appendix F: Requirements for the Registered Environmental Health Specialist Course

**Registered Environmental Health Specialist
Cook College, Rutgers University
Office of Professional and Continuing Education**

<http://www.cpe.rutgers.edu/eph/environment-and-public-health.html>

What does a Registered Environmental Health Specialist do?

Registered Environmental Health Specialists work as health inspectors, environmental compliance managers & environmental consultants in the public and private sectors. They work around the state, country & world:

- Developing bioterrorism preparedness plans
- Scouting for early signs of disease outbreaks and food poisoning
- Detection and monitoring of the West Nile virus
- Computerized mapping of rabies and Lyme disease outbreaks
- Troubleshooting environmental problems associated with famine in Africa
- Investigating environmental carcinogens Investigating cancer clusters” in New Jersey
- Organizing and leading regional watershed planning efforts

Becoming a Registered Environmental Health Specialist

- ✓ The Environment & Public Health Promotion (EPH) Program at Rutgers Cook College is an-8-week course followed by a 5-week field training internship that provides expertise, experience leading to the Registered Environmental Health Specialist (REHS) credential.
- ✓ Graduates of the EPH program are eligible to take the New Jersey licensing exam to become a Registered Environmental Health Specialist (REHS).

The Environment and Public Health Promotion Program

The EPH course includes nine separate modules covering a wide range of topics in environmental health and management including:

1. Emerging Issues in Public Health Promotion - updates from the cutting edge of Public Health Promotion in topics ranging from bioterrorism to West Nile virus to risk communication
2. Public Health Promotion Sanitation - food safety and inspection techniques, new topics on food security, and a wide variety of other Public Health Promotion topics
3. Epidemiology , Communicable Diseases and Outbreak Investigations - this is a core skill in the war on bioterrorism
4. Public Health Promotion Microbiology - microbes and the symptoms, transmission and prevention of diseases they cause
5. Water and Wastewater - stream pollution investigation and water treatment systems
Environmental and Public Health Promotion Law - case preparation and court trial simulation
6. Public Health Promotion Administration - management and structure of health departments
7. Soils, Septics and the Environment - soil logs and septic system design
8. Environmental Pollution - hazardous materials and pollution control strategies for air and water

Please note: This licensing opportunity is not offered at William Paterson University, however WPUNJ does offer all of the pre-requisite coursework for program eligibility.

- ✓ Check <https://cpe.rutgers.edu/environment-public-health-nj-rehs> for current information.
- ✓ In order to sit for the REHS Licensing Exam you must have your Bachelor's Degree and successfully complete the EPH program, or complete equivalent courses at the college level.

Appendix G: Professional Associations in Public Health

The following are some organizations that offer professional development, networking, and a professional home for students and professionals in the field of Public Health Promotion. Undergraduate students are strongly encouraged to join the state chapters of these professional associations (NJPHA and NJSOPHE) in order to jumpstart their careers:

- AAHPERD – American Alliance for Health Physical Education, Recreation, and Dance
- ACHA – American College Health Association
- APHA – American Public Health Association
- NCHEC – National Commission for Health Education Credentialing, Inc.
- NJPHA – New Jersey Public Health Association
- NJSOPHE – New Jersey Society for Public Health Education SOPHE – Society for Public Health Education

Appendix H: Tips for Academic Success

Prepare for Success!

- ✓ You are here because you have the ability to successfully complete your major of choice
- ✓ Learning takes time and effort
- ✓ Recommendation: for each credit hour in class, spend at least 2 hours studying (6 hours per 3 credit course per week)
 - 4 courses=24 hours of studying per week

Study Tips

- ✓ Don't wait for exam time to study - schedule time into each day for studying
- ✓ Make note cards for new terminology and concepts
- ✓ Take good notes on the text and in class
- ✓ Re-write your notes multiple times
- ✓ Form study groups and try to explain terminology or concepts to one another
- ✓ Develop your writing and communication skills

Writing is Key!

- ✓ Use the Writing Center
- ✓ View writing as a skill that can be improved with practice
- ✓ Use campus resources
 - Academic Success Center
 - Science Enrichment Center
 - Library
 - Your professor

Become an ENGAGED Student

- ✓ Introduce yourself and communicate with your professor
- ✓ Participate in all department and class activities
- ✓ Get involved (e.g. Public Health Promotion club, campus activities, and/or in your community)
- ✓ Develop your knowledge of Public Health through reading for class and outside of class (e.g. New York Times Science Times, Public Health list serves, books and articles)

*Source: National Survey of Student Engagement. (2013). A Fresh Look at Student Engagement—Annual Results 2013. Bloomington, IN: Indiana University Center for Postsecondary Rese

Appendix I: Faculty and Staff Contact Information

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