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Purpose
The purpose of this handbook is to provide department-specific policies and procedures. All WCU undergraduate students are subject to the policies found in the current WCU Undergraduate Catalog.

Mission
The Bachelor of Science degree in Public Health–Health Promotion prepares students for a career as a public health practitioner in hospitals, health departments, health agencies, and industry. The program provides a comprehensive basic science background, as well as a strong public health foundation.

Student Learning Outcomes
The BS Public Health-Health Promotion program prepares students to fulfill the role of Certified Health Education Specialists and to sit for the Certified Health Education Specialist (CHES) credentialing exam. Upon program completion, students will be able to fulfill the following responsibilities and associated competencies:

Seven Areas of Responsibility:
- Area I: Assess Needs, Assets and Capacity for Health Education
- Area II: Plan Health Education
- Area III: Implement Health Education
- Area IV: Conduct Evaluation and Research Related to Health Education
- Area V: Administer and Manage Health Education
- Area VI: Serve as a Health Education Resource Person
- Area VII: Communicate and Advocate for Health and Health Education

The complete list of responsibilities and competencies, as well as more information about the profession, is available from the National Commission for Health Education Credentialing (http://www.nchec.org).

Requirements for the Bachelor of Science in Public Health Degree
All students in the Public Health-Health Promotion major are required to fulfill program requirements and university-wide requirements regarding General Education (Gen Ed) requirements. Students are expected to attain a minimum of 120 credits to graduate. In addition, all courses taken in the health department must be completed with a C or higher grade. Students must have a minimum cumulative grade point average (CGPA) of 2.5 to register for the capstone experience, HEA 421: Public Health Internship.
GENERAL EDUCATION ACADEMIC FOUNDATIONS (18 CREDITS)

- WRT120 Effective Writing
- Any 200-level course that fulfills English Comp requirement
  WRT200 and 208 are recommended
- Any Math course numbered 103 or higher
  MAT121 Statistics is recommended
- SPK208 or 230 Public Speaking
  SPK199 transfer credit acceptable
- Diverse Communities Course
  HEA110
- Interdisciplinary requirement
  ENV102

GENERAL EDUCATION – DISTRIBUTIVE REQUIREMENTS (18 CREDITS)

- Humanities Requirement
  Two courses from the approved list from two different areas: Philosophy, Literature and/or History.
- Art Requirement
  One course in music, art, dance, theater, photography or cinematography
- Free Electives
  Three courses of student’s choice outside of Health

PUBLIC HEALTH/HEALTH PROMOTION – MAJOR CORE COURSES (45 CREDITS)

Each Major Core Course requires a minimum grade of “C”

- HEA100 Dimensions of Wellness
- HEA240 Foundations of Health
- HEA242 Intro. To Public/Comm. Health
- HEA306 Curriculum and Instruction (W)
- HEA330 Health Behavior
- HEA341 Chronic and Communicable Diseases
- HEA342 Program Planning & Evaluation (W)
- HEA418 Preparation for Internship and Professional Practice Seminar (PIPPS)
- HEA419 Research Methods in Health
- HEA436 Health Care Delivery
- HEA420 Health Marketing & Communication (W)
- HEA421 Public Health Internship

PUBLIC HEALTH/HEALTH PROMOTION – HEALTH ELECTIVES* (15 CREDITS)

Each Health Elective course requires a minimum grade of “C”

Select three of the following (in addition to ENV 102 and HEA110):

- HEA 103 Drugs & Society
- HEA 106 Death & Dying
- HEA 206 Human Development
- HEA 230 Health Issues of School-Aged Youth
- HEA 300 Profession/Ethics & Health Professions
- HEA 315 Mind, Body and Health
- HEA 325 Stress Management
- HEA 333 Alternative & Complementary Medicine
- HEA 438 Understanding AIDS/HIV Infection
- HEA 435 Health Workshop

*With no more than six health elective credits at the 100 level and no more than six health elective credits of HEA 435
• **Course Sequencing:** Many of the health promotion core health courses are only offered once a year. Students are referred to the advising sheet for course sequencing. Students who miss a course that is offered only once a year are likely to have their graduation date delayed.

• **Writing Emphasis:** Three writing emphasis courses are offered within the core health courses (HEA306 Curriculum and Instruction, HEA342 Program Planning & Evaluation, and HEA420 Health Marketing and Communications).

• **Preparation for Internship:** HEA418 and 420 prepare students for internship interviews and placement. These courses should be taken in the fall of the senior year before placement in spring and summer internships.

• **Cumulative GPA Requirement for Internship:** A CGPA of 2.5 is needed before the start of internship interviews and placement (which takes place in HEA418) and for HEA421 Public Health Internship. Students who do not have the required CGPA of 2.5 may take up to 12 credits of additional HEA courses under faculty advisement to raise their CGPA. Failure to raise the CGPA to 2.5 even after 12 credits of additional HEA courses will lead to dismissal from the program. Alternately, students with a CGPA of less than 2.5 may change majors and pursue a Bachelor of Science in Professional Studies with a Health Science Minor.

• **Internship:** Public Health Internship, the capstone experience, is a requirement of the BS-PH/HP curriculum, and satisfactory completion is necessary for award of the degree. The Internship is a full-time learning experience and, hence, no other commitment (such as other coursework) is permitted during the semester it is taken. It is a non-paid internship and a total of 600 hours is required.

• **Developmental Courses:** Credits from Q courses do not count for the degree. Students with developmental courses will need to make sure they do not count these credits toward the 120 credits required for the degree. If students take all the courses listed on the BS-PH-HP Student Advising Sheet, they will obtain 120 credits towards the degree.

• **HEA110 and ENV102 for HEA and Gen Ed credit:** Students may take HEA110 for “J” Gen Ed credit and ENV102 for “I” Gen Ed credit. Both courses will also count as HEA electives; however, students must still attain the 120 credits required for graduation. Students who take both of these courses as HEA electives may not count any other HEA 100-level course as electives.

• **HEA Electives:** Nutrition courses taken after Fall 2012 and any HEA-prefix courses that are respiratory therapy courses do not count as HEA electives.
Sample BS Public Health-Health Promotion Course Rotations
Each student’s situation is unique. These course rotations are provided as an example, and do not substitute for one-on-one advising session with your academic advisor. The course rotations do not specify general education or cognate requirements. Students who declare the major in their first or second year at WCU have considerably more flexibility in scheduling classes than late transfers.

Five-Semester Plan, Fall Start, Transfer Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer/Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HEA100 Dimensions of Wellness</td>
<td>• HEA 240 Foundations of Health Education</td>
<td>Free</td>
</tr>
<tr>
<td>• HEA 242 Intro to Public Health</td>
<td>• HEA 306 Curriculum and Instruction OR HEA 341 Chronic &amp; Comm. Diseases</td>
<td></td>
</tr>
<tr>
<td>• HEA 306 Curriculum and Instruction OR HEA 341 Chronic &amp; Comm. Diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HEA elective</td>
<td>• HEA elective</td>
<td></td>
</tr>
</tbody>
</table>

Five-Semester Plan, Spring Start, Transfer Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HEA 330 Health Behavior</td>
<td>• HEA 342 Program Planning</td>
<td>HEA421 Internship</td>
</tr>
<tr>
<td>• HEA420 Health Marketing</td>
<td>• HEA 436 Health Care Delivery</td>
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<tr>
<td>• HEA418 PIPPS</td>
<td>• HEA 419 Research Methods</td>
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</tr>
<tr>
<td>• HEA elective</td>
<td>• HEA elective</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Fall</th>
<th>Summer/Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HEA 240 Foundations of Health Education</td>
<td>• HEA 242 Intro to Public Health</td>
<td>HEA elective</td>
</tr>
<tr>
<td>• HEA 100 Dimensions of Wellness</td>
<td>• HEA 330 Health Behavior</td>
<td></td>
</tr>
<tr>
<td>• HEA 306 Curriculum and Instruction</td>
<td>• HEA420 Health Marketing</td>
<td></td>
</tr>
<tr>
<td>• HEA 341 Chronic &amp; Comm. Diseases</td>
<td>• HEA435/418 PIPPS</td>
<td></td>
</tr>
<tr>
<td>• HEA elective</td>
<td>• HEA elective</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HEA 342 Program Planning</td>
<td>HEA421 Internship</td>
</tr>
<tr>
<td>• HEA 436 Health Care Delivery</td>
<td></td>
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<tr>
<td>• HEA 419 Research Methods</td>
<td></td>
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<tr>
<td>• HEA elective</td>
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<tr>
<td>• HEA elective</td>
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</table>
### Accelerated Plan-Summer or Fall Start, Senior Transfer Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter Break (or summer prior, or overload in fall and/or spring)</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>- HEA 242 Intro to Public Health</td>
<td>- Health Elective</td>
<td>- HEA 240 Foundations of Health Education</td>
<td>- HEA421 Internship</td>
</tr>
<tr>
<td>- HEA 330 Health Behavior</td>
<td>- Health Elective</td>
<td>- HEA 342 Program Planning</td>
<td></td>
</tr>
<tr>
<td>- HEA420 Health Marketing</td>
<td></td>
<td>- HEA 436 Health Care Delivery</td>
<td></td>
</tr>
<tr>
<td>- HEA418 PIPPS</td>
<td></td>
<td>- HEA 419 Research Methods</td>
<td></td>
</tr>
<tr>
<td>- HEA 100 Dimensions of Wellness</td>
<td></td>
<td>- HEA 341 Chronic &amp; Comm. Diseases</td>
<td></td>
</tr>
<tr>
<td>- Health Elective</td>
<td></td>
<td>- Health Elective</td>
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</tbody>
</table>

*The Accelerated Plan is only feasible for transferring seniors who have completed all Gen Eds, Cognates, and Free Electives and have 1.) the financial ability to take classes over winter or summer OR. 2.) the academic and time management skills to take overload courses in fall and spring.*

### Incoming First-Year Students

#### Year 1 Fall
- HEA 242 Intro to Public Health
- HEA 330 Health Behavior
- HEA 100 Dimensions of Wellness

#### Year 1 Spring
- HEA 240 Foundations of Health Education

#### Year 2 Fall
- ENV102 Environmental Health OR HEA110 Transcultural Health
- HEA elective

#### Year 2 Spring
- ENV102 Env. Health OR HEA110 Transcultural Health
- HEA elective

#### Year 3 Fall
- HEA 330 Health Behavior
- HEA 341 Chronic & Commun. Diseases or HEA306 Curriculum & Instruction
- HEA elective

#### Year 3 Spring
- HEA 342 Program Planning
- HEA 436 Health Care Delivery
- HEA 419 Research Methods
- HEA 341 Chronic & Commun. Diseases or HEA306 Curriculum & Instruction

#### Year 4 Fall
- HEA420 Health Marketing
- HEA418 PIPPS
- HEA elective

#### Year 4 Spring
- HEA421 Public Health Internship

*Bold typeface indicates courses that are typically offered only in spring or fall semester.*
**Academic Advising**

Students are provided with academic advisors who can assist them with class selection. Advisors are assigned based on current numbers of students and faculty in the program; therefore, students may expect to change advisors during their time in the program.

In the weeks prior to registration, advisors will send students notification of their advising hours and the process for making an appointment. The advisor hold on a student’s account may not be removed until s/he has met with the advisor. Students should prepare for their advising appointment by completing the advising sheet indicating when they plan to take remaining required classes. Advisors may elect to cancel or postpone advising meetings with students who are not adequately prepared to discuss their schedule. Advisees, when provided with advising documents, are expected to bring them to the subsequent advising meetings with their advisor.

Sometimes a student chooses to self-advise and does not attend an advising appointment; in that case, the advisor may, as a courtesy, release the hold to enable the student to register. An advisor’s release of an advising hold should not be construed as his or her approval of course selection or the decision to self-advise. **Ultimately, it is the student who registers for classes, and therefore it is the student who is responsible for meeting degree requirements.**

Faculty are not available to meet with students during winter and summer breaks; therefore, students should address all scheduling needs during the academic year.

**Registration**

Students register for classes using myWCU. In certain circumstances, program staff may need to assist the student with registration:

*Course needed for graduation, but the class is full.* Seniors typically have early priority in scheduling; therefore inability to register for necessary classes should be minimal, and is usually due to not taking advantage of early scheduling. If a class is full, the student should e-mail the instructor of the class in which they wish to enroll, explain the circumstances, and request to be enrolled into the class. The student should copy the department secretary and his/her advisor so the advisor can confirm the student’s need. **Faculty are not obligated to enroll a student into a class that is full.** Students should register as soon as their date for registration becomes available in myWCU.

*Registration for HEA 421-Internship.* To ensure that students have fulfilled all the requirements of the class, students may not self-register for the internship. Procedures for registering for the internship are covered in HEA 418: Preparation for Internship and Professional Practice.
**Course must be taken concurrent to, or before, its pre-requisite.** The student should e-mail the instructor of the class in which they wish to enroll, explain the circumstances, and request to be enrolled into the class. The student should copy the department secretary and his/her advisor so the advisor can confirm the student’s need. Note that all requests are evaluated by the course instructor and all requests may not be granted.

**HEA421: Public Health Internship**

Public Health Internship, the capstone experience, is a requirement of the curriculum, and satisfactory completion is necessary for award of the degree. **As a capstone experience, it is reserved for the last semester of the student’s undergraduate career.**

The Internship is a full-time learning experience and, hence, no other commitment (such as other coursework) is permitted during the semester it is taken. It is a non-paid practicum with a public health agency and 600 hours are required.

HEA418 and HEA420 prepare students for internship interviews and placement. These courses must be taken in the fall of the senior year before placement in spring and summer internships.

A CGPA of 2.5 is needed before the start of internship interviews and placement (which takes place in HEA418) and for HEA421 Public Health Internship. Students who do not have the required cumulative GPA of 2.5 may take up to 12 credits of additional HEA courses under faculty advisement to raise their CGPA. Failure to raise the CGPA to 2.5 even after 12 credits of additional HEA courses will lead to dismissal from the program. Alternately, students with a CGPA of less than 2.5 will be asked to change majors.

Students may do volunteer work or paid or unpaid internships on their own time (e.g., over the summers). However, the only hours that will be counted for academic credit are hours logged: 1. after completing all pre-requisites; 2. while the student is registered for HEA 421 Public Health internship; 3. After their site has been approved by the Faculty Internship Supervisor; and 4. all necessary documentation has been signed, including a formal Letter of Agreement between West Chester University and the approved site for internship.

**Graduation**

Students are required apply for graduation via myWCU: [http://www.wcupa.edu/registrar/](http://www.wcupa.edu/registrar/)

All students must apply for graduation prior to the semester in which they plan to graduate. In addition, **a student’s anticipated graduation date must reflect the semester in which s/he will complete course requirements.** Students in the program typically graduate in spring and summer semesters.
Example 1: Student A will complete his internship in the spring. He will apply for May graduation.

Example 2: Student B will complete her internship in the summer. She will apply for August graduation.

Because WCU has no August graduation ceremony, August graduates will be invited to participate in May commencement ceremonies. However, they will still apply for August graduation. “Walking” in a commencement ceremony is not graduation. Degrees will be conferred only upon completion of degree requirements.

Once a student applies for graduation, there is a two-step clearance process:

1. The registrar’s office reviews the student’s Degree Progress Report (DPR) to ensure the student has completed the university’s general education and minimum credit requirements.
2. The program director reviews the student’s DPR to ensure the student has completed program requirements.

If any requirements are missing at either stage of transcript review, a diploma will not be conferred.

Example 1: Student A is registered for her internship and has completed the requirements for the BS in Public Health-Health Promotion. Her DPR shows 117 credits, including her current internship credits. Student A will not graduate until she has attained the minimum 120 credits required for the degree.

Example 2. Student B completes his internship and has met the requirements for the BS in Public Health-Health Promotion. However, he never took a required general education course. He will not receive his diploma until he makes up the missing requirement.

Example 3: Student C has fulfilled his general education requirements and program requirements with 120 completed credits. He will graduate.

In consultation with their advisor, students should review their DPRs each semester to prevent any surprises. The advisor should notate any special circumstances pertaining to program requirements on the student’s DPR.
<table>
<thead>
<tr>
<th>Issue/Concern with WCU General Education Requirements?</th>
<th>Issue/Concern with Program Requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss with advisor</td>
<td>- Resolve with advisor and/or program director</td>
</tr>
<tr>
<td>- Must be resolved with the Registrar’s office</td>
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</table>

**Electronic Devices**
The BS Public Health-Health Promotion Program is a professional preparatory program. All students are asked to function in a professional manner as it relates to the use of electronic devices during class sessions. Non-course-related use of cell phones, tablets, laptops, etc., is disruptive to classroom activities and disrespectful to the course instructors and other students. Electronic devices must be deactivated upon entering the classroom. Instructors may ask that laptops be closed during lectures, unless required by the course format or based on an accommodation from the Office of Student Support Services.

**Ethics**
Students and alumni of the program are expected to abide by the Code of Ethics for the Health Education Profession.

**Article I: Responsibility to the Public**
A Health Educator's responsibilities are to educate, promote, maintain, and improve the health of individuals, families, groups and communities. 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 the health and well-being of individuals and the public while respecting both the principles of individual autonomy, human rights and equality.

**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.

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

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

**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.

**Article VI: Responsibility in Professional Preparation**

Those involved in the preparation and training of Health Educators have an obligation to accord benefits the profession and the public.

*Source: Coalition of National Health Education Organizations* (http://www.cnheo.org/ethics.html)

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**Academic Integrity**

West Chester University is dedicated to holding its academic community to the highest standards of academic integrity. To that end, students cannot claim ignorance when it comes to such violations as plagiarism, cheating, and academic misconduct, and must equip themselves with tools to avoid such violations. “I didn’t mean to cheat” or “I didn’t realize *that* was plagiarism,” are not acceptable excuses for violations of academic integrity.

BS Public Health Students are held to the highest standards for academic integrity. All students in the program are expected to understand and refrain from the 10 most common types of plagiarism: [http://www.plagiarism.org/plagiarism-101/types-of-plagiarism](http://www.plagiarism.org/plagiarism-101/types-of-plagiarism)

For tips on avoiding plagiarism, citing sources properly, and other helpful information, please refer to [Plagiarism: Sharing or Stealing Information](http://library.wcupa.edu/services/plagiarism) on the Library Services site. There students will find:

- A short video on plagiarism;
- Articles on plagiarism;
- Helpful external resources, including the acclaimed Purdue Online Writing Lab;
- And other useful readings and information.

For complete information on violations of academic integrity, penalties, sanctions, and hearing procedures, please refer to the current [Undergraduate Catalog](http://www.wcupa.edu/academic-engagement/undergraduate-catalog).
The MPH Fast Track Program

Purpose of the MPH Fast Track
The MPH Fast Track Program will enable qualified undergraduates to enroll in two graduate MPH courses during their senior year along with two approved 400 level health or 400 level nutrition courses (nutrition track only). Students will complete 12 credits that will meet the MPH Program requirements by the end of the senior year which can then enable completion of the MPH degree as a full time student during the following year and summer. The courses for the MPH Fast Track taken in senior year will apply to the undergraduate degree and these courses will meet the requirements for the graduate degree. Many of the MPH courses are offered in an accelerated format (completed during the evening hours in seven weeks or online (i.e., Health Care Management Track and the Nutrition Track). Additionally the MPH Program has accelerated winter term and summer courses (one week formats). The MPH Program also prepares students to participate in a 300 hour practicum (Applied Learning Experience I and II) to gain hands-on public health experience in a variety of settings such as hospitals, health departments, government agencies, non-profit agencies, and corporate sites.

MPH Fast Track Course Schedule

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>(2) 400 Level Health Courses OR</td>
<td>4 Graduate MPH Courses</td>
</tr>
<tr>
<td>(2) 400 Level Nutrition Courses</td>
<td></td>
</tr>
<tr>
<td>Only</td>
<td></td>
</tr>
<tr>
<td>(2) Graduate MPH Courses</td>
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</tr>
</tbody>
</table>

| Summer Semester After           | Summer Session I             |
| Graduation                      | Applied Learning Experience I|
| One Graduate MPH course         | I                            |

| Fall Semester                   | Summer Session II            |
| 4 Graduate MPH Courses          | Applied Learning Experience II|

AUGUST GRADUATION
Credit Totals:
Senior Year - 12 Credits Meets the Requirements for MPH Degree
MPH Degree - 33 Graduate Credits
45 Credits for the MPH Degree

General Requirements for the MPH Fast Track Program
Undergraduate students are in their senior year (completion of 90 credits) with a minimum CGPA of 3.0 before the start of the graduate courses.
All students will complete a *MPH Fast Track Approval Form* and meet with their undergraduate and MPH advisor in the spring semester of their junior year to prepare for the MPH Fast Track Program.

Students will meet with a MPH advisor during their senior year to ensure appropriate advising for the transition from undergraduate to graduate studies.

Undergraduate students will apply for admission into the MPH Program in the fall semester of their senior year.

**Statistics Requirement:** All students will need to satisfactorily complete MAT121 – Introduction to Statistics before enrolling in HEA520 – Public Health Epidemiology and HEA526 – Biostatistics for Public Health. Students also have the option of completing this course equivalent at a Community College or another university. However, the course should have been satisfactorily completed before beginning HEA 520 or HEA 526.

### B.S. Public Health/Health Promotion Program Contacts

<table>
<thead>
<tr>
<th>Who?</th>
<th>Why?</th>
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</thead>
<tbody>
<tr>
<td><strong>Your Advisor</strong></td>
<td><em>Always your first point of contact</em></td>
</tr>
<tr>
<td>Any questions about program requirements, class scheduling, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual course instructors</strong></td>
<td>To request being added to a class if you need an override. (The instructor may require confirmation from your advisor regarding your circumstances.)</td>
</tr>
<tr>
<td><strong>Dr. Sharon Bernecki DeJoy</strong></td>
<td>Questions or concerns referred by your advisor (Please allow a couple of days and one reminder.)</td>
</tr>
<tr>
<td>Program Director HSC211 <a href="mailto:sdejoy@wcupa.edu">sdejoy@wcupa.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. Bethann Cinelli</strong></td>
<td>Paperwork requiring signature of the department chair (i.e., Change of Major forms) Questions or concerns referred by Dr. DeJoy (Please allow a couple of days and one reminder.)</td>
</tr>
<tr>
<td>Department Chair (Jessica McMahan, Secretary) HSC207 <a href="mailto:bcinelli@wcupa.edu">bcinelli@wcupa.edu</a> <a href="mailto:jmcmahan@wcupa.edu">jmcmahan@wcupa.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
The Bachelor of Science degree in Public Health–Health Promotion is a professional preparatory program. All students are expected to interact with faculty and staff in terms befitting emerging professionals.

The correct salutation for faculty with doctoral degrees (PhD) is “Dr. Lastname”; for faculty with master’s degrees, or if you are unsure of their degree, “Professor Lastname.” For staff, the correct form of address is Mr. for men and Ms. for women, or title (Registrar, Bursar) if you are unsure of their preferred gender.