



College of Public Health

Undergraduate Program Manual

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Introduction

Welcome to the USF College of Public Health!

The purpose of this manual is to acquaint you with the procedures of becoming an undergraduate instructor and to answer some of the most commonly asked questions. However, paper can never replace personal contact, so please feel free to contact me directly anytime that you have a question that is not addressed in this manual.

On September 26, 2005, the USF Undergraduate Council approved the College of Public Health Undergraduate General Public Health Minor and on October 7, 2010 the Bachelor's of Science in Public Health will be approved. The goal of the major and the minor is to develop, in a broad range of students, an understanding and appreciation of the field of Public Health. Demonstrating an interdisciplinary collaboration related to developing and implementing the undergraduate program, the Undergraduate Advisory Committee are comprised of faculty from all five COPH departments and staff from the Office of Academic and Students Affairs.

As an undergraduate instructor, we would like for you to become familiar with the undergraduate degrees, so that you will be able to answer basic questions from the students in your courses. Frequently, the undergraduate students become interested in applying to graduate school in the College of Public Health, because of what they have learned.

Due to your involvement with undergraduate students, you are valuable ambassadors of the College. This responsibility is a collaborative effort: it is your responsibility to be an excellent instructor and it is our responsibility to assist you in implementing your course. Your comments and suggestions are welcome as we move forward to improve the undergraduate degrees in the College of Public Health.

Sincerely,

Kay M. Perrin, PhD, MPH

Associate Professor
Director of Academic and Student Affairs
USF College of Public Health
13201 Bruce B. Downs Blvd. MDC-56
Tampa, FL 33612-3805
(813) 974-6704 or kperrin@health.usf.edu

Useful Contact Information

Name	Title	Phone Number	Email Address
Dr. Deanna Wathington, Teaching Associate Professor	Interim Associate Dean for Academic and Student Affairs	396-9935	dwathing@health.usf.edu
Dr. Kay Perrin, Associate Professor	Director of Academic and Student Affairs	974-6704	kperrin@health.usf.edu
Sandhya Srinivasan, MPH	Director of the Office of Educational Technology & Assessment	974-6666	ssriniva@health.usf.edu
Department Chairs			
Dr. Julie Baldwin, Professor	Dept. of Community & Family Health	974-6692	jcoreil@health.usf.edu
Dr. Heather Stockwell, Professor	Dept. of Biostatistics & Epidemiology	974-4804	Stockwell@health.usf.edu
Dr. Boo Kwa, Professor	Dept. of Global Health	974-6635	bkwa@health.usf.edu
Dr. Barbara Orban, Professor	Dept. of Health Policy & Management	974-0346	borban@health.usf.edu
Dr. Thomas Bernard, Professor	Dept. of Environmental & Occupational Health	974-6629	tbernard@health.usf.edu

Student Health Services 974 2331

Counseling Center 974 2831

Victim Advocacy 974-5756

University Police 974-2628

Hiring Process

Credentialing Process for Instructors

According to the University of South Florida guidelines, prior to being employed as an undergraduate instructor, it is mandatory to become credentialed to teach the course identified in your application forms.

Procedure for becoming credentialed:

- a) Submit your curriculum vitae via email to Marilyn Batchellor (mbatchel@health.usf.edu). Be sure that your email address and phone numbers are included in your paperwork.
 - Marilyn Batchellor
USF College of Public Health
13201 Bruce B. Downs Blvd. MDC-56
Tampa, FL 33612-3805
 - Marilyn Batchellor will submit your paperwork to the USF Human Resources Office for final approval.
 - Marilyn Batchellor will notify you when you have been officially credentialed by the university. At this point, you are able to proceed to the next step.

You will be asked to complete the following forms to ensure that your employment is properly processed and you can receive payment from the university. The forms are available online at the USF Human Resource: <http://usfweb2.usf.edu/human-resources/>

Letter of Offer

Once you have been credentialed and have met with Dr. Perrin to decide on a course, a date, and a time slot, you will be notified by email via the College of Public Health Human Resources Office that your Letter of Offer is ready to be signed. Please contact June Lake to make an appointment to come in and sign your letter. Some or all of these elements may be included in the Letters of Offer:

- a) The name of the course(s) that you have been assigned to teach;
- b) The salary that you will receive for the semester in which you are teaching;
- c) The start date and end date of the semester contract;
Please note that the start and end dates of your contract do not correspond to the start and end dates of the semester. Your contract begins *prior* to the first day of class. For example, if you are teaching during the Spring Semester, your contract usually begins near the end of December. This contract date is the day in which you are expected to begin working to prepare for your class or to attend instructor meetings. If you are planning

on being out of town during the holiday break and not planning on returning to campus until the first day of class, then it is necessary for you to meet with Dr. Perrin to discuss how your work hours will be adjusted.

- d) Name of your supervisor
- e) Undergraduate Education Semester Meetings: Instructors are encouraged to attend these meetings. The purpose of these meetings is to provide university guideline updates, COPH policies on teaching, teaching techniques, and problem solving related to classroom management.

Salary, Class Enrollment and Course Scheduling Issues

How much will I get paid if I teach an undergraduate course?

At the present time, the Executive Committee makes the final decision related to the pay scale for the instructors of the departmental undergraduate courses. Although the department chairs are encouraged to follow the college-wide pay scale, they reserve the option of paying either more or less for their specific undergraduate courses.

If you are hired as an adjunct instructor, you will receive \$3000 for one course and an additional \$2500 for each additional section of the same course.

How many students will I be expected to teach?

Each section of every undergraduate course will be capped by the size of the assigned classroom. For example, some classrooms hold 40-45 students, while the college auditorium holds about 100 students. Online courses are generally capped at 100 students per section.

Will I be assigned a Teaching Assistant to help me?

Since the priority of the college is to provide teaching assistants / teaching associates (PhD students) for graduate level courses, you should assume that you will not be assigned a person to assist with your undergraduate course.

How and when do I start getting paid?

If all of your paperwork is completed four weeks before the start date on your contract then you should begin receiving paychecks the second week of the contract period. If your paperwork is delayed for any reason, then your paycheck will also be delayed. Every effort will be made to resolve paycheck issues as quickly as possible. Any specific questions about your paycheck should be directed to the Human Resources Department in the College of Public Health.

May I develop a new undergraduate course?

After you have taught an established course, you will have a better idea of what type of course might be a useful addition to the undergraduate course curriculum. If you decide to develop a new course, please contact Dr. Kay Perrin, Director of Academic and Student Affairs or your Department Chair. Since new course development is time-consuming, PhD students are encouraged to focus on their study program and research rather than course development.

Course Scheduling

Due to the overwhelming success of the undergraduate program, the Office of Academic and Student Affairs determines the day, time, and classroom for each undergraduate course. This complex scheduling task is posted on OASIS prior to student registration.

Once your credentialing process has been completed, you may email Dr. Perrin to make an appointment to select the course you will teach. During the meeting, she will tell you which courses you are credentialed to teach and which courses are in need of an instructor. You will be able to look at the master course schedule and discuss your desired course.

Please remember that your first choice of day and / or time may not always be available, since the master schedule is based on classroom availability within the College of Public Health. We appreciate your willingness to be flexible. Once you have agreed to a specific course, day and time, your name will be added to the master schedule on OASIS. Please do not request changes after this point. Further changes cause confusion for the students and a great deal of work for the Office of Academic and Student Affairs.

Course Management

Whom do I contact if I have issues related to students in my class?

Every undergraduate course is assigned a faculty supervisor. If the course is a department course, then a department faculty member will be assigned as the course supervisor. If the course is a college-wide course, then Dr. Perrin will be your supervisor and first point of contact. If the problem escalates into a more complex situation, Dr. Perrin will contact other appropriate departments and individuals. Some situations can escalate rather quickly, so it is important that everyone is informed as needed and given the same information from one person rather than receiving information from many individuals at various levels.

Syllabus, Tests, Exams, and Other Grading Issues

If you are teaching a new course, please work closely with your Department Supervisor, Department Chair and Dr. Perrin as you begin to develop your syllabus.

Every syllabus must contain the following items:

- a) Title of course, section number, location, and time
- b) Instructor's name and contact information
- c) Instructor's office hours
- d) Course description and learning objectives
- e) Grading policy including points allocated to each assignment
- f) Complete explanation of topics covered each class session
- g) USF policies: plagiarism, class conduct, holiday observances

Use the syllabus templates at the Undergraduate Council link:

<http://www.ugs.usf.edu/ugc/Proposals/Intro.cfm>

However, occasionally, it is necessary for the instructor to change a portion of the syllabus due to unforeseen circumstances. When this situation occurs, the instructor must make the appropriate changes on a revised syllabus. The revised syllabus must be posted on Blackboard and re-distributed to the students.

What if I am not available and a student needs to come in to take a make-up exam?

It is the responsibility of the instructor to ask another instructor if they would be available to proctor the make-up exam for you. If another faculty is not available, then you may ask Dr. Perrin, if they might be available to proctor the make-up exam.

Under no circumstances are instructors allowed to give their make-up exam to any department staff person and ask them to proctor the exam. If an instructor is not available, then the exam needs to be rescheduled with the student.

Use of Blackboard

Blackboard is used for all undergraduate courses. It is required that instructors learn and use Blackboard to enhance their teaching techniques. If you are not familiar with the Blackboard software available, please contact Sandhya Srinivasan, Director of the Office of Educational Technology & Assessment (ETA) ssriniva@health.usf.edu or 974 – 6666 for an appointment.

It is expected that all undergraduate instructors use Blackboard to post:

- a) syllabus
- b) the course Powerpoint presentations;
- c) student grades;
- d) supplemental readings;
- e) other commonly used features include:
 - video clips
 - chat room discussions
 - emailing in electronic assignments
 - and numerous other time-saving options for the instructor

To save paper and copying charges, instructors may not make multiple copies for distribution to their students. If the materials are available on Blackboard, the students have ready access to print the materials prior to class. While permitting students to obtain class materials prior to class, this practice will also decrease the cost of printing and paper for the college.

Evaluations

Performance Evaluation:

Each semester your lectures may be observed by Dr. Perrin. You will be evaluated on the quality of the content material you are presenting to your class, organization of your lecture, classroom management skills, etc. See Appendix A for evaluation form. After your class observation, please make an appointment with Dr. Perrin to review your evaluation and to receive feedback on your teaching strengths and how to enhance your teaching skills. You may add your written comments. After the form is signed by you and Dr. Perrin, it will be sent to Human Resources in CPH. In addition, annually, you will be given a formal evaluation. You will have the opportunity to attach comments to your evaluation and to sign the document. At this time, you will also be given your annual assignment for the upcoming year.

Student Evaluations:

Approximately three weeks before the end of the semester, you will be given a packet that contains confidential student evaluation forms for your course and instructions on how to administer these forms. Instructors may not be present in the classroom when these forms are being handed out and completed by your students. These evaluations **cannot** be administered during the week of final exams.

Students evaluate the course and the instructor by answering standardized questions via scantron sheets. Students also have the opportunity to provide written comments about the course and instructor. After each semester, you will be given an aggregated copy of your confidential student evaluations and a typed version of their written comments for the course and the instructor. Online students are encouraged to complete the evaluation forms that are posted in each online course.

USF & United Faculty of Florida/Graduate Assistants United Collective Bargaining Agreement

The intent of the University of South Florida, Board of Trustees, and the United Faculty of Florida in carrying out negotiations for the members of the bargaining unit is to advance the quality and effectiveness of graduate education at the University of South Florida, and to make the University a desirable place to teach and research. This document may be obtained at <http://usfweb2.usf.edu/human-resources/collective-bargaining/index.asp>.

Bachelor's of Science in Public Health

USF offers the first Bachelor's in Public Health housed in an accredited College of Public Health in Florida. The BS in Public Health provides the student-centered courses required for entry-level public health jobs found in government agencies, health corporations, community non-profit organizations and health care facilities.

Undergraduate public health students are encouraged to participate in research ranging from laboratory studies to participatory community-based research with a focus on the culturally competent aspects of healthy community development including the social, economic, educational components. This research provides entry-level student employment opportunities on a variety of specific public health projects while learning basic research skills including data collection, data entry and technical report writing. Under faculty leadership, students are mentored to achieve personal goals whether they choose employment after their bachelor's degree or admission into a graduate or professional program.

The BS in Public Health is a generalist degree with no concentrations, tracks or specializations. However, the faculty are available to advise undergraduate students seeking a double major or an accelerated degree across disciplines, e.g. BS in Geography and MPH in Environmental and Occupational Health.

Students completing the BS in Public Health will be able to:

1. Identify and articulate the core functions of public health.
 - a. Explain the basic principles of epidemiology.
 - b. Assess social and behavioral interventions to improve health of populations.
 - c. Identify the impact of the environment and communicable diseases on health.
 - d. Explain the role that public health plays in disaster prevention and management and evaluate public policy issues with respect to access, quality and cost when understanding health disparities within vulnerable populations.
2. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking and quantitative reason, and to construct sound arguments.
 - a. Identify topics pertaining to public health research.
 - b. Generate research questions, analyze and present data, and interpret and discuss findings.
 - c. Demonstrate awareness about current public health topics including an analysis of the societal attitudes that generate differences on current public health topics.
3. Communicate using effective oral skills.
 - a. Demonstrate an ability to contribute effectively to group discussions and presentations.
 - b. Apply effective public speaking skills during classroom presentations.
4. Develop effective written presentations.
 - a. Demonstrate the use of information literacy skills such as locating and evaluating pertinent public health information.
 - b. Demonstrate the ability to use library resources and scientific databases.
 - c. Exhibit proper referencing secondary materials in APA format.

BS in Public Health Guidelines

The following requirements are taken from the guidelines published in the 2009-2010 USF Undergraduate Catalog.

Admission standards: Admission to the College of Public Health is open to students who have been accepted to the University of South Florida and have declared a major in public health. Undergraduate students must submit a formal application for admission into the College of Public Health during orientation and advising for new students.

Graduation Requirements: The College of Public Health offers one undergraduate degree: Bachelor of Science.

1. Complete at least 120 accepted semester hours with a minimum USF cumulative GPA and overall GPA of 2.00. (Important! All grades including "D"s and "F"s are used to calculate GPA's for students in the College of Public Health.)
2. Maintain major GPA of 2.00 in USF coursework.
3. Complete the Foreign Language Entrance Requirement if entering USF fall semester, 1987 or later.
4. Students enrolling in a college must satisfy State Rule 6A-10.30 (Gordon Rule) concerning computation and communication. Transfer students who enter the University of South Florida with 60 or more

semester hours from a regionally accredited institution are considered to have met the communication portion of the Gordon Rule.

5. Complete Core Curriculum Requirements of 36 hours credit:
 - Six (6) hours credit in English Composition
 - Six (6) hours credit in Quantitative Methods
 - Six (6) hours credit in Natural Sciences (3 credit hours in Life Science and 3 credit hours in Physical Science)
 - Six (6) hours credit in Social Sciences
 - Six (6) hours credit in Humanities
 - Three (3) hours credit in Fine Arts
 - Three (3) hours credit in Human and Cultural Diversity and Global Context
 - Exit Requirements of 6 hours credit
 - Three (3) hours credit in a Capstone course
 - Three (3) hours credit in a Writing Intensive course
6. Physical Education coursework is limited to 2 semester hours.
7. ROTC courses are limited to 9 semester hours.
8. None of the 20 credits may be taken in the student's major unless S/U is the only grading option. Coursework fulfilling the Gordon Rule requirement may not be taken S/U.
9. The Audit option is available only during the first 5 days of classes.
10. Complete at least 9 semester hours at a Florida public university in the Florida State University System during summer terms if entering USF with fewer than 60 semester hours.
11. "D" grades are not acceptable in the major.
12. Complete all major course requirements.
13. Complete a minimum of 48 hours of upper-level courses (numbered 3000 or above).
14. Thirty (30) of the last 60 semester hours must be completed at USF to fulfill the residency requirement.

BS in Public Health Curriculum

LOWER LEVEL: 60 Hours

Core Curriculum:	36 hours
Prerequisites:	6 hours
Lower Level Electives:	18 hours

Foundations of Knowledge & Learning Core Curriculum (General Education): (36 hours)

- 6 English Composition
- 3 Fine Arts
- 3 Human and Cultural Diversity in a Global Context
- 6 Humanities
- 6 Mathematics OR 3 Mathematics & 3 Quantitative Reasoning
- 3 Natural Science (Life Science)
- 3 Natural Science (Physical Science)
- 6 Social and Behavioral Sciences

Prerequisites: (6 hours)

- PHI 1600 Introduction to Ethics or equivalent course
- ENC 2210 Technical Writing or equivalent course

Lower Level Electives: (18 hours)

- (Suggested Lower Level Public Health Courses)
- HSC 2933 Careers in Public Health
- HSC 2100 Contemporary Health Science
- HSC 2130 Sex, Health and Decision Making
- HSC 2933 Selected Topics in Public Health

UPPER LEVEL: 60 Hours

Public Health Core:	33 hours
Public Health Electives:	12 hours
Exit Requirements:	6 hours
Upper Level Electives:	9 hours

Public Health Core Courses (33 hours)

- HSA 4101 Introduction to Public Health

HSC 4551 Survey of Human Disease
PHC 4030 Introduction to Epidemiology
PHC 4069 Biostatistics in Society
PHC 3002 Introduction to Environmental & Occupational Health
HSC 4211 Health, Behavior and Society
HSC 4537 Medical Terminology
HSC 4630 Understanding U.S. Health Care
HSC 4624 Foundations of Global Health
PHC 4942 Field Seminar / Visits (Two 3 credit courses)

Public Health Electives (Choose 4 courses = 12 hours)

HSC 3541 Human Structure and Function
HSC 4134 Prevention of Mental Illness
HSC 4172 Women's Health: A Public Health Perspective
HSC 4573 Foundations of Food Safety
HSC 4504 Foundations of Public Health Immunology
HSC 4579 Foundation of Maternal & Child Health
PHC 4542 Stress, Health and College Life
PHC 4406 Informed Decision Making: Sex, Beer and Chocolate
PHC 4931 Health Care Ethics
HSC 4933 Special Topics in Public Health

Exit Requirements: 6 hours

3 Capstone: HSC 4631 Critical Issues in Public Health
3 Writing Intensive: PHC 4720 Scholarly & Professional Writing in Public Health

Upper Level Electives: 9 hours

It is required that every student complete at least 9 semester hours at a Florida public university in the Florida State University System during summer terms if entering USF with fewer than 60 semester hours.

APPENDIX A
PERFORMANCE EVALUATION FORM

INSTRUCTOR EVALUATION

Date: _____

Instructor: _____

Course: _____

Semester: _____

Year: _____

In Class Evaluation Yes: _____ No: _____

Lecture Topic: _____

Class time: Start: _____ End: _____

3 = Exceeds Requirements

2 = Achieves Requirements

1 = Needs Improvement

Instructor

Supervisor

PROFESSIONAL PERFORMANCE

Job Knowledge		
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Understands all phases of work assignments; including use of methods, techniques, tools and materials for performance.

Attendance		
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Exercises punctuality and in filling out time logs; adheres to work schedule and properly reports absences; requests time off in a timely manner; attendance at required teaching seminars and meetings during semester; does not leave students unattended.

Congeniality		
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Works harmoniously with co-workers and supervisors while maintaining effective relationships with others.

Problem Solving		
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Plans, organizes, and analyzes problems. Locates information as requested and has the ability to think logically.

Quality of Work		
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Completes work assignments in an effective and efficient manner; Pays attention to detail and integrates all aspects of work assignments.

Initiative		
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Possesses willingness to improve to improve present work conditions, volunteers for projects and provides suggestions. Also proceeds on his/her own without supervision while demonstrating energy, enthusiasm, and originality.

Organization		
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Prioritizes work duties and completes projects within details set by supervisor. Maintains work area(s) organized.

Professional Appearance		
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CLASSROOM PERFORMANCE

Organization of Course		
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Knowledge of Course Materials		
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Communication and Rapport with Students		
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a)	Moves about the classroom		
b)	Uses purposeful nonverbal behavior: gestures, nods, laughs, etc.; creates a dynamic presence		
c)	Changes mode: Changes the learning activity		
d)	Controls pace: Moderates the flow of activity for optimum learning		
e)	Uses voice effectively: Has a "teacher voice" that is pleasant; confidence and competence		
f)	Uses students' ideas: Repeats or paraphrases student comments, gives students credit for ideas.		
g)	Promotes student talk: hears student out, poses appropriate and thoughtful questions, promotes good listening habits		
h)	Praises students: Indicates in a variety of verbal and non-verbal ways his/her approval of students, avoids negative comments.		

QUALITY OF LECTURE

a)	Entry: Purpose and structure clearly communicated.		
b)	Content: Emphasis on concepts, principles, generalization and other forms of broad knowledge.		
c)	Presentation: Vibrant and lively manner.		
d)	Audio-Visual Aids: used and organized, clarification of major points.		
e)	Participation: Audience was encouraged to become involved by asking questions.		
f)	Closure: Summary of major points stressed; springboard to conduct further inquiry		
g)	Connection with audience.		

OVERALL EVALUATION		
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Comments by Supervisor:

Comments by Instructor:

***Supervisor's Signature**

Date

***Instructor's Signature**

Date

* Both signatures are required.

Evaluation Appointment Dates: _____

