

# Course Change Request

## New Course Proposal

Date Submitted: 02/09/18 2:03 pm

Viewing: **PHLT 270 : Broad Street Learning Community I**

Last edit: 04/16/18 4:45 pm

Changes proposed by: dcurtis

### In Workflow

1. CLPH Reviewer
2. CLPH Reviewer UG
3. CLPH Department Head UG
4. Curricular Services Review
5. PH Committee Preparer
6. PH Committee Chair
7. PH College Dean
8. UCC Preparer
9. UCC Chair
10. Faculty Senate Preparer
11. Faculty Senate
12. Provost II
13. President
14. Curricular Services
15. Banner

### Approval Path

1. 03/22/18 11:20 am  
Erin Schneider (erinschneider): Approved for CLPH Reviewer
2. 03/22/18 11:21 am  
Dana Hernandez (dparks): Approved for CLPH Reviewer UG
3. 03/22/18 11:22 am  
Don Curtis (dcurtis): Approved for CLPH Department Head UG
4. 03/22/18 11:39 am  
Sandra Williams (sandra-williams): Approved for Curricular Services Review
5. 04/09/18 8:12 am  
Rick Danko (danko): Approved for PH Committee Preparer
6. 04/16/18 4:46 pm  
Szu-hsuan Lin (micheyszu): Approved for PH Committee Chair
7. 04/17/18 8:08 am  
Jay Maddock (maddock): Approved for PH College Dean
8. 04/17/18 9:10 am  
Sandra Williams (sandra-williams): Approved for UCC Preparer

#### Contact(s)

Name	E-mail	Phone
Don Curtis	dcurtis@sph.tamhsc.edu	9794369403

Course prefix PHLT Course number 270

Department School of Public Health

College/School Public Health

Academic Level Undergraduate

Undergraduate course level justification (Select One)  
College/Program Course Level Rubric

Effective term 2019-2020

Complete Course Title  
Broad Street Learning Community I

Abbreviated Course Title  
BROAD STREET LEARNING COMM I

Catalog course description  
Introduction to the program, development of critical thinking skills and international perspectives; introductory for the Public Health Studies Broad Street Honors Learning Community.

Prerequisites and Restrictions  
Admission to Broad Street Society Honors Learning Community; public health major.

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With

Stacked No Stacked with

Semester Credit Hour(s)	3	Contact Hour(s) (per week):	Lecture: Total	3	Lab:	0	Other:	0
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Repeatable for credit? No

CIP/Fund Code 5122010014

Default Grade Mode Letter Grade(G)

Method of instruction  
Lecture

Will sections of this course be taught as No

non-traditional? (i.e.,  
 parts of term, distance  
 education)

Will this course be  
 taught as a distance  
 education course? No

Is 100% of this course  
 going to be taught in  
 Texas? Yes

Will classroom space  
 be needed for this  
 course? Yes

This will be a required course or an elective course for the following programs:

Required (select  
 program)

Elective (select  
 program)

Program(s)
(BS-PHLT) Public Health - BS

Has/will this course  
 be(en) submitted for  
 core curriculum  
 consideration? No

Has/will this course  
 be(en) submitted for  
 Writing or  
 Communication  
 consideration? No

Has/will this course  
 be(en) submitted for  
 ICD consideration? No

## Course Syllabus

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Syllabus: Upload syllabus

Upload syllabus [PHLT 289H Fall 2017.pdf](#)

Letters of support or  
 other documentation No

Additional information

Reviewer Comments **Sandra Williams (sandra-williams) (02/08/18 9:59 am):** Rollback: Please update course description to conform to catalog style guide for course descriptions (<http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions>); UG course level justification lists prerequisites but there are not listed to enforce; incorrect CIP code; syllabus course number and title do not match course form; course description does not appear to provide information about course content; "Late summaries will result in a ten percent participation deduction" – what about university excused absences?  
**Sandra Williams (sandra-williams) (02/13/18 10:33 am):** Moving forward, however, UG course level justification still lists prerequisites but there are none to enforce.  
**Sandra Williams (sandra-williams) (02/13/18 10:40 am):** Adjusted workflow.  
**Szu-hsuan Lin (micheyszu) (04/16/18 4:46 pm):** SPH CC: Question regarding undergraduate course level justification has been addressed.  
**Sandra Williams (sandra-williams) (05/08/18 3:15 pm):** UCC approved May 2018.



## Instructor Information

Course title and number	PHLT 270H: <i>Broad Street Learning Community I</i>
Term	Fall 2018
Meeting times and location	Tuesday and Thursday, 11:10-12:15 SPH 111
Instructor Name(s)	Dr. Don Curtis
Teaching Assistant(s)	
Telephone number	979.436.9403
Email address	dcurtis@tamu.edu
Office hours	MTR, 1:00 – 3:30
Office location	SPH 163D

## Course Description

Introduction to the program, development of critical thinking skills and international perspectives; introductory course for the Public Health Studies Broad Street Honors Learning Community.

“The core of Texas A&M University must be a residential, learner-centered community that attracts excellent students and provides quality learning and mentoring experiences. We must better prepare learners for lives of discovery, innovation, leadership, and citizenship by better inculcation of writing, thinking, and self-statement skills...”

This statement is from Vision 2020, Texas A&M's goal for the future. In the spirit of this passage, we have taken upon ourselves the task of creating a place to help foster these ideals. In this three credit hour course students will:

- Become familiar with opportunities in the School of Public Health and at Texas A&M University
- Find an environment in which they can interact with other students who share similar interests and career goals
- Gain an awareness of the international impact of education and the opportunities and importance of international experiences in the context of public health
- Develop critical thinking skills
- Develop inter- and intra-personal skills
- Gain a sense of responsibility to the community and society outside Texas A&M University

## Prerequisites

Public Health major; acceptance into The Broad Street Society

## Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to address:

Learning Outcome	Learning Objective (CEPH Domains, see Appendix A last page of syllabus)
<b>Program Goal 1.</b> Understand the history, ethics, and traditions of the field of public health.	
Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society.	<ul style="list-style-type: none"> <li>• Recall the history of public health. (1.1)</li> <li>• Describe public health milestones. (1.1)</li> <li>• Express the philosophy of public health in the framework of population health (1.2)</li> <li>• Understand the importance of public health in an international context. (1.5, 1.6)</li> <li>• Relate core public health values to broader health concerns. (1.3)</li> <li>• List core functions and essential services of public health. (1.4)</li> <li>• Recognize functions of public health in addressing global issues. (1.5, 1.6)</li> </ul>

### Textbook and/or Resource Material

Johnson, S. (2006). *The Ghost Map: The Story of London's Most Terrifying Epidemic--And How It Changed Science, Cities, and the Modern World*. New York: Riverhead Books.

### Course Topics, Calendar of Activities, Major Assignment Dates

Week	Topic	Required Reading
1	T: Course Introduction, Distribution of syllabus, Student Round Table  R: The Believing Brain: Critical Thinking About Thinking: Dr. Con Curtis, School of Public Health	
2	T: <i>Tobacco, Obesity &amp; Influenza: Our Quest to Save the World</i> : Dr. Jay Maddock, Dean, School of Public Health  R: <i>Critical Thinking About Thinking</i> : Dr. Don Curtis, PHS	<i>The Ghost Map</i> , Chapters 1 and 2
3	T: <i>The World Needs Ditch Diggers, Too: Finding Your Place in the World</i> : Dr. Don Curtis, PHS  R: <i>Disparities in Health</i> – Dr. E. Lisako McKyer	
4	T: <i>YOUR University</i> : Michael K. Young, President, Texas A&M University  R: <i>Entrepreneurial Public Health</i> : Dr. Mark E. Benden	<i>The Ghost Map</i> , Chapters 3 and 4
5	T: Healthy Aging and Public Health – Dr. Marcia Ory, HPCHS  R: <i>Portraying Evil: Representations of Adolf Hitler in Cinema</i> : Dr. Don Curtis, PHS	

6	<p>T: <i>Experiences of a Combat Surgeon: The Golden Hour</i>. Colonel (Ret) Russ Kotwal</p> <p>R: <i>30 Years Undercover in the CIA</i>: Mr. Jim Olsen, Bush School of Government and Public Service</p>	<i>The Ghost Map</i> , Chapters 5 and 6
7	<p>T: <i>When is a Statue Threatening? Lost Art and the Many Interpretations of Symbolism</i> Dr. Don Curtis, SPH</p> <p>R: <i>Columbus Day</i>: Dr. Maxwell Stratton, HLKN</p>	
	<p>T: <i>An Aggie's Legacy</i>: Dr. Jennifer Griffith, Public Health Studies</p>	<i>The Ghost Map</i> , Chapters 7 and 8
	<p>R: <i>Antimicrobial Resistance</i>: Dr. Jennifer Ross, Public Health Studies</p>	
9	<p>T: <i>Emergency Preparedness and Public Health</i>: Dr. Angela Clendenin, PHS</p> <p>R: <i>Me Upon My Pony on My Boat: How Politics Saved Me From Being an Aggie</i>: Jenny Jones, TAMUHSC</p>	
10	<p>T: <i>Dr. Carrie Byington, Dean, College of Medicine, Sr. Vice President, TAMU Health Science Center</i></p> <p>R: <i>Vision and Public Health</i>: Dr. Sherry Lin, Public Health Studies</p>	<i>The Ghost Map</i> , Conclusion
11	<p>T : DOPE Test</p> <p>R: <i>What Are You Gonna Do With THAT?: Careers in Public Health</i>: Ms. Jessica Newcomb, Career Services Coordinator, SPH</p> <p><i>Portraying Evil: Representations of Adolf Hitler in Cinema</i>: Dr. Don Curtis, PHS</p>	
12	<p>T: <i>Agency, Incentives, and Intent: How to Succeed by Listening and Knowing Things</i> Dr. Gerard Carrino, SPH</p> <p>R: <i>Go ahead, Panic! Outbreak Anxiety from Yellow Fever to Zika in a Hot Minute</i>: Dr. Amy Fairchild, Associate Dean, SPH</p>	
13	<p>T: Student Topic Day or Make Up Lecture if Necessary</p> <p>R: Thanksgiving Holiday, No Class</p>	
14	<p>T: International Experience Planning</p> <p>R: <i>Final Thoughts on Broad Street's First Semester</i>. Dr. Don Curtis, SPH</p>	
15	Final Thought Paper Due (Final Examination not required)	

## Grading and Attendance

Expectations include attendance and a brief summary of what you have taken from each guest lecture, due the following week by 12:00 p.m. that Tuesday before the next class. Summaries should be between 250 and 300 words (single-spaced) and may be emailed to Dr. Curtis at [dcurtis@tamu.edu](mailto:dcurtis@tamu.edu). Each of the 11 summary papers count for 5% of the final grade, with attendance and participation making up 10%. A final, three page thought paper will constitute 35% of the final grade. Unexcused late summaries will result in a ten percent participation deduction.

Grading Scale:

A=	90-100
B=	80-89
C=	70-79
D=	60-69
F=	59 or less

## Attendance and Make-up Policies

### Attendance:

Attendance is mandatory. Missing classes or arriving late for classes for non-University excused absences will result in ten percent of the participation point total being deducted for each instance.

Please see the Student Rule on Attendance here: <http://student-rules.tamu.edu/rule07>

A university-excused absence is the **only** excuse acceptable for missing an assignment credit. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Missed unexcused assignments or summaries will result in a grade of zero.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (<http://student-rules.tamu.edu/rule07>)

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

## Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available in a timely manner. E-mail contact will be initiated with all students the first week of class.

## Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are

automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: [phuong@sph.tamhsc.edu](mailto:phuong@sph.tamhsc.edu) for additional information.

## Reference Formatting

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: <http://guides.library.tamu.edu/CitingSources>

Purdue OWL APA Format Website: <https://owl.english.purdue.edu/owl/resource/560/01/>

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

## End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

## SPH Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

## Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

## Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic

dishonesty. A tutorial on this issue is available at: <http://SPH.tamhsc.edu/academic-affairs/academicintegrity.html>.

Information on the Aggie Honor Code can be found at <http://aggiehonor.tamu.edu> .

Remember:

*"An Aggie does not lie, cheat, or steal, or tolerate those who do."*

### **Copyright Statement**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

### **FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

### **Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email [hr@tamhsc.edu](mailto:hr@tamhsc.edu), or by mail at 200 Technology Way, College Station, TX 77845.

### **DISCLAIMER**

This syllabus is representative of materials that will be covered in this class. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

### **Title IX**

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

#### **WHERE TO REPORT:**

James Nachlinger,  
Executive Director, Payroll and HR Services  
Title IX Coordinator 979-436-  
9207 [nachlinger@tamhsc.edu](mailto:nachlinger@tamhsc.edu)

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

**1. Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society

- 1.1 Public Health History
- 1.2 Public Health Philosophy
- 1.3 Core PH Values
- 1.4 Core PH Concepts
- 1.5 Global Functions of Public Health
- 1.6 Societal Functions of Public Health

**2. Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

- 2.1 Basic Concepts of Data Collection
- 2.2 Basic Methods of Data Collection
- 2.3 Basic Tools of Data Collection
- 2.4 Data Usage
- 2.5 Data Analysis
- 2.6 Evidence-based Approaches

**3. Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

- 3.1 Population Health Concepts
- 3.2 Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
- 3.3 Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

**4. Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

- 4.1 Science of Human Health and Disease
- 4.2 Health Promotion
- 4.3 Health Protection

**5. Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

- 5.1 Socio-economic Impacts on Human Health and Health Disparities
- 5.2 Behavioral Factors Impacts on Human Health and Health Disparities
- 5.3 Biological Factors Impacts on Human Health and Health Disparities
- 5.4 Environmental Factors Impacts on Human Health and Health Disparities

**6. Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation

- 6.1 Introduction to Planning Concepts and Features
- 6.2 Introduction to Assessment Concepts and Features
- 6.3 Introduction to Evaluation Concepts and Features

**7. Overview of the Health System:** Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

- 7.1 Characteristics and Structures of the U.S. Health System
- 7.2 Comparative Health Systems

**8. Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government

- 8.1 Legal dimensions of health care and public health policy
- 8.2 Ethical dimensions of health care and public health policy
- 8.3 Economical dimensions of health care and public health policy
- 8.4 Regulatory dimensions of health care and public health policy
- 8.5 Governmental Agency Roles in health care and public health policy

**9. Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

- 9.1 Technical writing
- 9.2 Professional writing
- 9.3 Use of Mass Media
- 9.4 Use of Electronic Technology