
HEALTH SCIENCES STUDENT GUIDE

2023-2024

THIS GUIDE IS INTENDED TO HELP YOU SUCCESSFULLY PLAN AND COMPLETE THE BS IN HEALTH SCIENCES. WE HAVE TRIED TO INCLUDE INFORMATION YOU WILL FIND USEFUL IN SCHEDULING YOUR COURSES AND PLANNING YOUR DEGREE IN THE CONTEXT OF YOUR ACADEMIC AND PROFESSIONAL GOALS.

WE APOLOGIZE IN ADVANCE FOR ANY ERRORS OR MISTAKES IN THIS BOOKLET. AS A REMINDER, **THE UNIVERSITY CATALOG AT YOUR TIME OF MATRICULATION INTO A PROGRAM WILL BE THE DOCUMENT OF RECORD IN EVALUATING YOUR DEGREE REQUIREMENTS. YOU, AS THE STUDENT, ARE RESPONSIBLE FOR KNOWING AND FULFILLING YOUR DEGREE REQUIREMENTS.** PLEASE LET US KNOW OF ANY ERRORS THAT YOU FIND IN THIS GUIDE.

BE SURE TO REVIEW YOUR DEGREE PROGRESS REPORT AND TALK WITH YOUR ACADEMIC ADVISOR ON A REGULAR BASIS TO ENSURE THAT YOU ARE ON TRACK FOR COMPLETING THE MAJOR WITHIN YOUR EXPECTED TIMEFRAME.

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GET CONNECTED

ACADEMIC ADVISING

The Department of Health Sciences has staff academic advisors to guide you through your degree plans and to assist you in accessing resources on campus. You can find information about DePaul University's expectations for academic advising in the undergraduate student handbook. Advising is available by appointment via zoom or phone. You should schedule online using BlueStar Student Support or by calling (773) 325-8490. Same day appointment advising is available during the first week of each quarter and during the first week of enrollment for each term (typically week 6).

When you are seeking additional assistance in planning your career or graduate school endeavors, you may want to speak with a faculty member. It's important to develop relationships with your faculty, so please try to reach out to instructors in your classes for their input!

SOCIAL MEDIA

The Department of Health Sciences is pleased to bring you the latest news, resources, scholarship, job, and internship postings through social media. Follow us on Twitter and Instagram to see announcements about news in the department.

 @DepaulHealthSci

 @DepaulHealthSci

STUDENT GROUPS

There are several student groups available for students wishing to get involved with their peers in health-related activities, including the ones listed below. Descriptions of these and other student groups can be found on OrgSync. All students are encouraged to register and get involved at <http://orgsync.depaul.edu>.

DePaul Healthcare Students Organization (DHSO)
DePaul University Pre-Med Club
Global Brigades
Sports Legacy Institute Community Educators (SLICE)
Underrepresented Groups in Medicine

Public Health Student Organization (PHSO)
Student Health Advocates (SHA)
MEDLIFE
Public Health Scholars Bowl Team
DePaul Organization for Intersection Health (DOIH)

HEALTH SCIENCES DEPARTMENT CONTACTS

The Department of Health Sciences is located at:
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<http://go.depaul.edu/healthsciences>

Health Sciences is an interdisciplinary major that includes courses from many different departments. All instructors will include their contact information in your course syllabus and are listed in the DePaul Faculty Directory <http://directory.depaul.edu/>. Faculty who are on leave will not respond to email communications. Please remember when addressing faculty throughout the university to maintain professional standards of communication.

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OUTLINE OF HEALTH SCIENCES CURRICULUM

HEALTH SCIENCES MISSION AND LEARNING OUTCOMES

The mission of DePaul University's Department of Health Sciences is to educate and train students who will collaboratively address human health from interdisciplinary natural and social scientific perspectives in order to promote health and to improve the lives of individuals and communities.

Upon graduating from DePaul with a B.S. in Health Sciences you will be able to

1. Evaluate scientific research and evidence-based approaches to human health on an individual and population level.
2. Identify the core concepts and principles of public health and explain how they promote health and prevention of disease.
3. Explain the foundational biological principles related to human health.
4. Identify and analyze ethical issues in research, health, and public health.
5. Explain how social determinants influence an individual's health and create health disparities.
6. Demonstrate effective communication skills and work collaboratively with individuals of varied perspectives.

HEALTH SCIENCES CONCENTRATIONS

There are two concentrations available within the Health Sciences major: *BioScience* and *Public Health Sciences*. Every Health Sciences student will select a concentration. Students are encouraged to explore all aspects of health sciences and remember that these concentrations do not represent hard boundaries between fields.

The **BioScience** concentration is designed for students whose career and academic interests focus on the natural sciences and the health of individuals, working primarily in clinical care.

The **Public Health Sciences** concentration is for students whose career and academic interests focus on the social sciences and the health of populations through managing and reforming policy, developing interventions, and administering health care systems.

Details on course requirements for concentrations and tracks can be found in the [University Catalog](#). Please make sure that you are using the catalog published when you declared the major for your requirements and ask your advisor if you have any concerns or questions. The curriculum is updated each year and information on previous versions can be found online in the [Archived Catalog](#).

HEALTH SCIENCES MAJOR CORE

All Health Sciences majors, from both concentrations, will take the following common core classes:

HLTH 200	Foundations of Health Sciences
HLTH 210	Introduction to Public Health
HLTH 250	Health Care Policy in the US
BIO 191	General Biology I
HLTH 350	Health Sciences Capstone
Health Ethics course (HLTH 229, REL 229, or PHL 229 are approved options)	

CONCENTRATION IN BIOSCIENCE

This concentration is for students who are interested in pursuing a career in the health sciences with a natural sciences focus. This concentration is flexible enough to allow students to tailor their electives to suit the admissions requirements of a wide variety of graduate programs (ex: physical therapy, occupational therapy, physician assistant).

Health Sciences majors with a concentration in **BioScience** will take the following ten course concentration core in addition to the Health Sciences Major Core and Bioscience electives:

BIO 192 and 193	General Biology II and III
BIO 210	Microbiology
BIO 206	Biostatistics
CHE 130/131, 132/133, and 134/135	General Chemistry I, II, and III with Labs
BIO 250	Cell Biology
HLTH 301 and HLTH 302 (or BIO 201 and BIO 308)	Integrated Human Anatomy & Physiology A and B, (or Human Anatomy and Human Physiology)

BioScience Concentrators will complete 7 additional courses (Bioscience electives) and these course options are listed in Appendix A.

HEALTH SCIENCES/BIOSCIENCE CONCENTRATION SUMMARY

Health Sciences Major Core †	5 courses	20 credits
BioScience Concentration Core	10 courses	40 credits
Bioscience Electives	7 courses	28 credits
Liberal Studies Program *		
First Year Program	4 courses	16 credits
Seminar on Race, Power, and Resistance	1 course	4 credits
Experiential Learning	1 course	4 credits
<i>Learning Domains</i>		
Arts & Literature	3 courses	12 credits
Philosophical Inquiry	2 courses	8 credits
Religious Dimensions	2 courses	8 credits
Social, Cultural, and Behavioral Inquiry ^α	3 courses	12 credits
Historical Inquiry	2 courses	8 credits
Open Electives	8 courses	32 credits
Total	48 courses	192 credits

† The health ethics requirement for the major can be met as a Philosophical Inquiry course (PHL 229), a Religious Dimensions course (REL 229), or as a concentration elective (HLTH 229). Health Sciences majors may not take HLTH courses towards their liberal studies requirements per the Undergraduate Catalog.

* Transfer students who are eligible for the Illinois Articulation Initiative (IAI) will have a slightly altered Liberal Studies Program. Adjusted requirements will be reflected in the Degree Progress Report.

^α Students who are preparing to enter medical school should plan to take SOC 101 and PSY 105 or PSY 106 in their learning domains in order to be prepared for the Behavioral Sciences section of the MCAT exam.

CONCENTRATION IN PUBLIC HEALTH SCIENCES

Health Sciences majors with a concentration in **Public Health Sciences** will take eleven core courses in addition to the Health Sciences Major Core and four Public Health Sciences electives to provide a background in the range of theories and topics critical to understanding health care at a systemic level.

HLTH 194	Human Pathogens and Defense
HLTH 195	Human Form and Function
HLTH 310	Fundamentals of Epidemiology
HLTH 335	Community Health Assessment
HLTH 336	Program Evaluation
HLTH 240, PSY 240, MAT 242, SOC 279, or BIO 206	Statistics
HLTH 325 <i>or</i> HLTH 345	Physiology of Poverty <i>or</i> Fundamentals of Environmental Health
CMNS 315	Health Communication
ANT 272	Introduction to Medical Anthropology
PSY 354	Community Psychology
HLTH 360	Global Health Requirement

HEALTH SCIENCES/PUBLIC HEALTH SCIENCES CONCENTRATION SUMMARY

Health Science Core †	5 courses	20 credits
Public Health Studies Core	11 courses	44 credits
Public Health Sciences Electives	4 courses	16 credits
Liberal Studies Program *		
First Year Program †	5 courses	20 credits
Seminar on Race, Power, and Resistance	1 course	4 credits
Experiential Learning	1 course	4 credits
<i>Learning Domains</i>		
Arts & Literature	3 courses	12 credits
Philosophical Inquiry	2 courses	8 credits
Religious Dimensions	2 courses	8 credits
Social, Cultural, and Behavioral Inquiry	3 courses	12 credits
Historical Inquiry	2 courses	8 credits
Math and Computing	1 course	4 credits
Open Electives:	8 courses	32 credits
Total:	48 courses	192 credits

† The health ethics requirement for the major can be met as a Philosophical Inquiry course (PHL 229), a Religious Dimensions course (REL 229), or as a concentration elective (HLTH 229). Health Sciences majors may not take HLTH courses towards their liberal studies requirements per the Undergraduate Catalog.

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HLTH COURSE DESCRIPTIONS

HLTH 120 Exploring Health Sciences

This course explores the growing and complicated landscape of the health professions. Students will explore a broad range of careers available to people interested in the health of communities and individuals, helping them to identify their own skills, interests, and values. Designed for students in all majors who are interested in exploring a professional interest in health sciences, this course will include aspects of self-assessment and career exploration, health industry research, and connecting with individuals in the field. This course is a 2-credit open elective. Pre-requisites: None

HLTH 133 Preparing for Application to Health Professions

The course is designed for DePaul students who are planning to apply in the current year to a graduate-level health professional program including dental, medicine, optometry, veterinary medicine, physician assistant, physical therapy, and podiatry. This course is especially helpful for students planning to participate in the Pre-Health Advising Committee during the current academic year. The goal for this course is to provide students with information about what applying to professional school will entail along with providing students an opportunity to prepare documents for their application. Class-time will include discovering student's interest in a clinical profession, learning how to articulate personal fit with their health profession of interest, creating a personal statement, mock interviews, and learning how to identify criteria for choosing target schools. This course is a 2-credit open elective. Requires instructor permission and PAC eligibility.

HLTH 140 Medical Terminology

This course introduces the student to the specialized vocabulary of the Health Care environment. Terminology used in medical professions will be learned with an emphasis on understanding word roots and building vocabulary. Through studying each system of the body, terminology will be associated with specific anatomy, physiology, functions and minimal pathology of the human body. This course is a 2-credit open elective. Pre-requisites: None

HLTH 150 Discovering Disease: Small Pox, HIV, and Zika (SWK Learning Domain Course for Non-HLTH majors)

This course will introduce students to science as a way of knowing through the examination of three viral diseases: Small Pox, HIV/AIDS and the Zika virus. In each case we will start by examining early understandings of the illness and then build towards a general biological theory of disease. Specifically, we will study the key observations that were made, and the evidence that was gathered in order to construct a theory of these three diseases that could then be translated into medical treatments. Special attention will be paid to the significant missteps that occurred as scientists struggled to understand the nature of these diseases. A key assumption of this course is that the dead ends and wrong turns encountered during the scientific process are a crucial component of scientific discovery. Each section will conclude with an overview of the most current scientific knowledge of the disease, including current treatments and prevalence levels around the world. Pre-requisites: None

HLTH 194 Human Pathogens and Defense

This course will introduce students to the diverse microorganisms that cause significant disease within the human population. The biological basis of infectious disease will be explored with a focus on the mechanisms of viral and bacterial infection and spread. The cellular basis of the immune response will be reviewed, including the principles behind vaccinations, innate and adaptive immunity, and immune system dysfunction. The course also will profile how the human microbiome promotes health, especially within the digestive system. Pre-requisite: C- or better in BIO 191

HLTH 195 Human Form and Function

This course provides a foundation for studying biological functioning of the human organism. Students will explore the basic principles of chemistry, cellular and molecular biology, and human genetics. In addition, we will examine the integral relationship between form and function that has evolved into the human body, with particular attention paid to the investigation of tissue organization, the biology of movement, and critical organ systems (nervous, endocrine, cardiovascular, and urinary). Related topics in human health and disease will also be discussed. Pre-requisite: C- or better in BIO 191

HLTH 200 Foundations of Health Sciences

This course introduces students to the B.S. in Health Sciences undergraduate program. Students will become familiar with the foundations of Health Sciences from biomedical, public health, historical, and political perspectives, and how each contributes to our understanding of human health and illness. Students will learn research methodologies applied to Health Sciences, as well as develop the skills to critically assess the results and implications of health research to critically consider the evidence base of health, medicine, and science. Upon completion of the course students will have developed skills and understanding that will serve as a foundation for the remainder of their coursework.

HLTH 210 Introduction to Public Health

This course is designed to lay out the concepts, principles, and case outcomes of public health practice. It considers community health data source, classical intervention approaches, and the planning and evaluation of community health interventions. Pre-requisites: C- or better in HLTH 200.

HLTH 218 Public Health Scholar Bowl Team

Students will research, prepare presentations about, and discuss public health topics such as the scourge of health disparities, the nuances of health education and promotion, and how to solve epidemiological mysteries. Students will also hone their quiz bowl skills through internal class practice rounds and complete out-of-class practice through online quizzes. The quarter culminates with student case study presentations based on the previous competition year's case study topic such as sleep disorders among college students and global health issues that can be tackled by student-led initiatives. Instructor permission required.

HLTH 220 Intro to Occupational Therapy

This course provides a broad overview of the profession of occupational therapy (OT). Students will learn about the wide variety of places occupational therapists (OTs) work and the diverse populations OTs work with. Particular focus will be spent on the occupational therapy practice areas: children & youth, health & wellness/adults, productive aging, rehab & disability, work & industry, intellectual disabilities, mental health, and assistive technology. This course will provide students an on-line shadowing experience and specific information for applying to OT graduate programs. Broad overview of the profession of occupational therapy (OT). Students will learn about the wide variety of places occupational therapists (OTs) work and the diverse populations OTs work with. Particular focus will be spent on the occupational therapy practice areas: children & youth, health & wellness/adults, productive aging, rehab & disability, work & industry, intellectual disabilities, mental health, and assistive technology. This course will provide students an on-line shadowing experience and specific information for applying to OT graduate programs.

HLTH 229 Ethics for Health Sciences

This course provides an introduction to the ethical and moral theories that frame our response to fundamental issues in the health sciences. Moral philosophers, such as Aristotle, Thomas Aquinas and Immanuel Kant, all pose questions about the nature of right and wrong, and what is meant by a good life. The first part of the course examines the work of these philosophers and then uses them in order to think through specific topics, including: confidentiality, informed consent and end of life decision-making; health care disparities and health care reform; and global health ethics. Students who have taken REL 229 Medicine, Ethics, and Society, or PHL 229 Biomedical Ethics, should not enroll in this course. Pre-requisites: None

HLTH 230 Fundamentals of Health Education

This course provides health education majors with a foundational understanding of the professional health education field. Students will examine health education's role in planning, implementing, and evaluating the behavioral health challenges that affect the wellbeing of individuals and communities. Students will learn and then practice designing and delivering a wide range of health education activities, grounded in behavioral change theories, in a variety of settings and to diverse audiences. Finally, students will critically examine these issues through a variety of academic experiences, including academic service in a community setting, in order to identify and apply health education practices and principles that contribute to health promotion and disease prevention. Pre-requisites: None

HLTH 236 Gay Men's Health Matters

The purpose of this course is to introduce students to health issues relevant to gay men. We will explore the effects of minority status, heterosexism, and homophobia on gay men's health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

HLTH 240 Health Statistics

This course will introduce the basic principles and procedures of statistics as commonly used in health sciences. The course will cover statistical methods for single variable or multivariate, quantitative, and categorical data sources. The main goal is to prepare students to interpret health data, analyze data using the correct analytical methods, and present the findings in a way that is accessible to the public. In addition, this class will focus on literature review and critical evaluation through article critiques. Finally, students will be introduced to the computer based analytical software SPSS for beginner level data analysis and interpretation.

HLTH 250 Healthcare Policy in the United States

This course provides students with an overview of health policy creation and describes the history of healthcare policy in the United States. Students will explore the delivery and finance of health care as well as analyze health care law and regulation.

Students will gain an understanding of how political and economic policy is used to mitigate disease and illness in varied environments and how policy affects the delivery of health care and public health services. Pre-requisites: HLTH 210.

HLTH 280 Health Topics

Special topics in health sciences course designed for non-majors or as an open elective. Pre-requisites: None

HLTH 301 Integrated Human Anatomy and Physiology A

This course explores the fundamental principles of human anatomy and physiology that specifically relate to the sensation and perception of environmental stimuli, as well as the response to such challenges. In this context, broad consideration will be given to the body's various modes of cellular and tissue communication, with special emphasis on the interplay between the integumentary, skeletomuscular, nervous, and endocrine systems. In addition, the integrated approach will provide a strong foundation for the serial investigation of relevant topics relating to human health and disease, and clinical intervention. Pre-requisites: BIO 193 and CHE 134/135.

HLTH 302 Integrated Human Anatomy and Physiology B

This course explores the fundamental principles of human anatomy and physiology that specifically relate to the dynamic integration of critical organ systems. With the cardiovascular system as a starting point, students will investigate the complex orchestration of homeostatic mechanisms regulated by the respiratory, digestive, urinary, and reproductive systems. As with HLTH 301, the integrated approach will provide a strong foundation for the serial investigation of relevant topics relating to human health and disease, and clinical intervention. Pre-requisites: HLTH 301.

HLTH 310 Fundamentals of Epidemiology

Epidemiology is generally considered to be the basic science of disease prevention. It encompasses the study of the distribution and determinants of health-related conditions in specified populations, and the application of this study to control health problems. This course will introduce students to methods employed by epidemiologists to collect data about the health of populations, to use epidemiologic data to generate and test hypotheses about the relationships between exposure and disease or other health conditions, and to use epidemiologic data that informs interventions and public policy that will address health problems and prevent their recurrence. Pre-requisites: LSP 121 or statistics credit (MAT 242, SOC 279, PSY 240, or BIO 206)

HLTH 312 Qualitative Health Research Methods

Introduction to qualitative theory and methods and their practical application in public health. Selected techniques including focus groups, surveys and in-depth interviews will be explored and students will have the opportunity to practice techniques for data collection, management, and analysis.

HLTH 315 Maternal and Child Health

This course provides an overview of maternal and child health issues and trends that impact the health needs of women, children, and families. The course will involve a historical and current examination of the principles, programs, policies, and practices related to maternal and child health populations. Pre-requisite: HLTH 210.

HLTH 318 Health of Aging Populations

This course will address social science and basic science research, practice, and policy on the health of older populations. The rapidly increasing number and diversity of older Americans has broad implications for our health care and public health systems, as there will be an unprecedented demand on health care delivery and aging-related services. This course will introduce Health Sciences students to topics like the sociocultural and economic status of aging populations, theories of aging, aging policies, and aging health services. One objective of this course is to provide a foundation of aging health knowledge that can be utilized by Health Sciences students in future academic or professional careers. Pre-requisite: HLTH 210.

HLTH 320 Molecular Virology

This lecture/seminar course is designed for students interested in the molecular details of virus replication and the interactions between viruses and host cells. Virus families that cause human disease are highlighted, however this course does not focus on the clinical aspects of virus infection and treatment. Students will review primary research articles and participate in group analyses of these works. Pre-requisite: C- or better in BIO 210 or BIO 250

HLTH 325 Physiology of Poverty

Low socioeconomic status is associated with psychological stress, nutritional challenges, circadian disruption, and toxin exposure. In this course, we will consider the effects of these stressors on cardiovascular, metabolic, immunological, and neurological human health. To do so, we will use two texts, "The Biological Consequences of Socioeconomic Inequalities" by Barbara Wolfe, William Evans, and Teresa Seeman (2012) and "Why Zebras Don't Get Ulcers" by Robert Sapolsky (3rd Ed), and supplement with documentaries and primary literature. We hope to integrate findings from physiology, public health,

epidemiology, psychology, and sociology. While previous coursework in cellular biology and physiology will be helpful, we will work to ensure that all students have a common knowledge foundation to participate in our selected discussions. Pre-requisite: BIO 193 or (HLTH 194 and HLTH 195)

HLTH 327: Physiology and Social Impact of Drug Use

This course aims to explore the biological, psychological and social effects of drug (ab)use by examining the known physiology and brain's role in addictive behavior and dependency. The course specifically explores the physiology-based pharmacology of: 1) Stimulants such as cocaine and amphetamines, 2) Nicotine, 3) Alcohol, 4) Opioids and 5) Cannabis. Furthermore, the course will touch on the social implications of addiction and review current treatment and prevention methods assessing efficacy and exploring novel or alternative treatments. Pre-requisite: HLTH 195 or HLTH 301

HLTH 329 Medical Humanities

The humanities and arts provide a unique insight into the human condition, suffering, personhood, and our relationship to medical and health technology. Through these practices, one can develop skills of observation, analysis, empathy and self-reflection, all of which are necessary for the provision of humane health care. In this course, students will explore health and medicine through the lenses of the humanities (literature, philosophy, ethics, and history) and the arts (literature, theater, film, and visual arts). Pre-requisite: Junior standing and WRD 103 and 104 or HON 100 and 101

HLTH 330 Health Leadership

Health Leadership will prepare students for health leadership in diverse health care settings such as hospitals, public health departments, and community-based agencies. Students will identify and examine their own leadership skills, learn ways to build upon those skills for application in current and future career leadership roles, and gain new knowledge about health leadership trends and practice. The course will integrate lectures, multi-media, case studies, discussions, and reinforcing activities to develop and strengthen health leadership skills. Pre-requisite: HLTH 210

HLTH 335 Community Health Assessment

This course covers a range of community assessment processes focusing on health indicators within communities in Chicago. Students will be introduced to multiple data sources and methods. Implications of assessments will be framed within community health assessment requirements under the Affordable Care Act (ACA), as well as broader community needs and resources. Pre-requisite: HLTH 210

HLTH 336 Program Evaluation

This course will introduce students to methods in program evaluation, including process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students will gain practical experience in the design of conceptual frameworks, development of indicators, development of an evaluation plan to measure impact. Students will learn how this information can be used to improve program management and effectiveness. The course will cover experimental, quasi-experimental, and non-experimental study designs, and consider the strengths and limitations of each. Pre-requisite: HLTH 335

HLTH 339 Bioethics in Society Capstone Seminar

This seminar is an interdisciplinary study of the function of bioethics in society. As a discipline and as a profession, bioethics stands as a distinctive barometer of our evolving and shifting conceptions not only of health and well-being, but of the world, society, and even ourselves. The seminar explores the history of bioethics, bioethics as a clinical practice, and the various questions that arise at this crossroad from health science, medical humanities, religious studies, sociological, and philosophical perspectives. Pre-requisite: HLTH 229, REL 229, or PHL 229

HLTH 341 Death and Dying

As the only species that is aware of its own mortality, this course examines the human experience of death and dying as a biological, medical, legal, social, and cultural process throughout time. Students will learn about the biological breakdown of the body, hospice & palliative care, advance care planning, funerary and mourning practices, disposal of the human body, and beliefs of what happens after death. Pre-requisite: Junior standing

HLTH 343 Cannabis Studies and Social Justice

Cannabis has been recognized throughout history as a pharmacological agent to treat a variety of conditions. This history was interrupted by a series of prohibitions and criminalization policies that were driven by racism in the U.S. and elsewhere. This course examines systems of power that have perpetuated the criminalization of cannabis, the suppression of research into its viability as a pharmacological agent, as well as contemporary efforts to promote harm reduction, social justice, and racial equity in the wake of the War on Drugs. Students will investigate the underlying structures that have created injustice among persons who use cannabis in the U.S., and they will study the ways in which racism has perpetuated inequality and oppression. Students

will develop research skills by examining specific issues at the intersection of cannabis use or policy and social justice in depth and evaluating approaches to redressing systemic injustice and creating a more equitable society. Readings will be supplemented by guest speakers from cannabis policy, research, and social justice spheres.

HLTH 345 Fundamentals of Environmental Health

This course provides an introduction to and overview of the key concepts and methodological approaches in the field of environmental health. Students will understand the reciprocal nature of our interactions with the environment: how the environment affects human well-being as well as how we impact the health of the environment. An emphasis in this course is on application through laboratory-based exercises, analysis of real data sets, and participating in the practice of environmental health. Pre-requisite: HLTH 210

HLTH 346 Environmental Outreach Through Experiential Learning

In this course students will participate directly in environmental health by partnering with high school students in application-based service. Students will engage critically on concepts such as what it means to be a citizen, how to be an ally and provide access, and the guiding principles of working for peace and justice. The class will cover research methods, social and environmental justice work, asset and community-based approaches, culturally sustaining pedagogy, and science communication.

HLTH 350 Health Sciences Capstone

The Senior Capstone will bring students from both concentrations in the Health Sciences major together in an opportunity to share biomedical and psycho-social perspectives in an examination of current health issues. Pre-requisite: HLTH 210 and Senior standing as Health Sciences major. Pre-requisite: HLTH 250 and senior standing as a Health Sciences major

HLTH 360 Introduction to Global Health

This course introduces students to the factors that explain the unequal distribution of health and disease in the world through a series of global health case studies. The course will trace how health policy takes different forms in changing political-economic environments including discussions of primary health care systems (e.g. inadequate investment, health workforce migration management); disease specific policies (e.g., child survival, AIDS treatment); and economic policies (e.g. World Bank & IMF Structural Adjustment Programs, pharmaceutical patent protections).

HLTH 369 Introduction to Stem Peer Mentoring

This course is designed for undergraduates who will be mentoring students in the College of Science and Health. The purpose of the course is to prepare mentors to welcome STEM students into the culture of the scientific community at DePaul. Mentors will encourage their peers to use tools and resources designed to help them build a sense of belonging and achieve academic success. The course will include readings, presentations, and activities, which will support the student's development as a peer mentor. Students will reflect on their experiences to inform their efforts in creating a supportive learning environment for their peers.

HLTH 370 Molecular Mechanisms of Human Disease

This course surveys current literature as a basis for discussing fundamental concepts in physiology, especially relating to the cellular and molecular determinants of human disease. In addition, connections will be drawn between the research literature and current clinical practices, including the development of therapeutic interventions. Topics will be selected with student input so as to meet individual needs and interests, and will include neurologic, cardiovascular, pulmonary, immunologic, and metabolic diseases. Students will read, review, and discuss primary research literature and group-present key findings in journal club format. Pre-requisite: BIO 250 and HLTH 301 (or instructor permission).

HLTH 375 Pharmacology

This course presents the basic principles of pharmacology, including, but not limited to pharmacokinetics, drug distribution, routes of administration, drug metabolism, pharmacodynamics, receptor theory, drug classification, drug action, and recent advances in pharmacotherapy. Pre-requisite: One of the following: HLTH 301, HLTH 302, BIO 307, BIO 308, or NEU 201

HLTH 380 Topics in Health Sciences

Upper-level course focused on a specific topic in Health Sciences that involves reading of primary literature and discussion. **Can be taken up to 3 times provided that the topics are different.** Pre-requisite: Varies with course topic.

HLTH 397 Mentored Research Experience in Health Sciences

By arrangement, the student and faculty research mentor will work together to formulate a research question based on current knowledge of the health sciences literature. They will develop a data analysis plan. The results and conclusions will be reported in a final project which may be a poster or oral presentation, or research manuscript. In addition, the student will reflect on how

the project activities and experiences have contributed to their personal growth as a scientist and their future career plans. Relevant safety and ethical training will be based on the specific proposed research. Pre-requisite: Instructor approval.

HLTH 399 Independent Study

By arrangement, specialized study with a Health Sciences faculty member. Students are required to make arrangements with Health Sciences faculty or instructor and complete a proposal for review by the department chair. Please note that HLTH 399 does not have a JYEL requirement designation. This course may be taken 3 times for credit, as long as the topic is different for each session. Pre-requisite: Health Sciences major.

IMPORTANT INFORMATION FOR HEALTH SCIENCES MAJORS

- **Please take the time to read through the requirements in the University Catalog and make sure you understand what you need to do to successfully complete your degree.** Visit <http://go.depaul.edu/catalog>. According to the Undergraduate Student Handbook, “**students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.**” You will be held responsible for understanding your degree requirements and making informed decisions regarding your career planning.
- If you intend to complete a B.S. in Health Sciences, be sure that you have officially declared your major and concentration in Campus Connect. Designate your chosen concentration (BioScience or Public Health Sciences) in order to see all of your requirements reflected properly in the Degree Progress Report. All of this can be done at any time using Campus Connect: Campus Connect > Student Center> My Academics> Change College, Major, Minor, Concentration. You change your concentration at any time, but it is strongly recommended that you meet with your academic advisor before making changes.
- If at any time you are **considering changing your major**, please contact the Office of Academic Advising Support at advisingsupport@depaul.edu.
- **Not every course is available every quarter.** You are encouraged to plan effectively and allow for some flexibility as changes arise.
- You must maintain an overall C average (GPA of >2.0) to avoid academic probation. You are required to have a minimum cumulative and major GPA of 2.0 in order to graduate. Please see the Student Handbook and University Catalog for complete details.
- The Experiential Learning component of the Liberal Studies core can be filled in several ways, including through study abroad, research on campus, the University Internship Program managed by The Career Center, or a service-learning course.
- Students in the University Honors Program are required to fulfill the requirements of both that program and the Health Sciences major and are strongly encouraged to meet regularly with both academic advisors. Honors students will complete two senior capstones- one for Honors and one for Health Sciences. PHL or REL courses taken for the health ethics requirement can be placed in one of the liberal studies electives under the direction of the Honors advisor.
- MAT 130 or higher placement is required for general biology (BIO 191-193) and general chemistry (CHE 130-135), and MAT 131 or higher is required for general physics (PHY 150-152) and calculus (MAT 150-152). Depending upon math placement scores, students should take any needed math courses (MAT 94, MAT 95, MAT 101, and MAT 130) in their freshman year or through the First Year Academic Success program, then take the required biology and chemistry courses once they are completed. Students will need to use their Open Electives for any math requirements and pre-requisites.
- A maximum of 50% of courses may be shared in the event of any double major. Students in the Health Sciences/BioScience concentration may not double major in Biological Sciences. Health Sciences majors may not pursue more than one concentration within Health Sciences.

- Courses offered in the student's primary major cannot be taken to fulfill Liberal Studies Learning Domain requirements (eg HLTH Majors may not take HLTH 229 as a Philosophical Inquiry course). If students double major, Learning Domain courses may count for both LSP credit and the second major.

TRANSFERRING CREDITS TO DEPAUL

Health Sciences students may wish to transfer in credits from other colleges and universities. Since the number and types of courses transferred varies considerably, we strongly urge transfer students to see the advisors in the College of Science & Health or their academic advisor as soon as possible after orientation (Premier or Transition DePaul) so that we can make sure you are on track to take the proper courses, and so that we can establish an appropriate timeline for degree completion.

If you are a current DePaul student wishing to take courses elsewhere for application to your degree here, please contact your academic advisor. You are required to complete a [Transfer Credit Approval form](#) and receive approval from the college before you enroll in any course outside of DePaul. In order to transfer credit towards your degree.

Despite the variations in courses that are transferred, students are encouraged to take as much as possible in sequence (i.e., core courses before major electives) to avoid taking more of the earlier required courses in their last few quarters at DePaul. Students should also pay particular attention to pre-requisites suggested or required for their desired electives, to ensure that they take the necessary background courses prior to taking the more advanced courses.

Transfer students should meet with an advisor after orientation and bring a complete list of the courses that have been transferred to DePaul, as well as any other transcripts or information relating to courses you think may not have transferred properly. If you think there are courses that were not applied correctly upon your transfer, be sure to bring a course description (and syllabus if possible) to your academic advisor when you meet so that the advisor can determine the proper placement of the course or assist you in requesting a review from TrAC.

Students transferring from another major, or from backgrounds with little or no science coursework, should be aware that it might take longer to complete the degree, due to the required sequencing of courses. In talking with your advisor, make sure that you both understand and are comfortable with any outlined timeline for completion of the Health Sciences major.

CAREER AND GRADUATE SCHOOL ADVISING

If you are looking for help finding research opportunities, the CSH Office of Advising and Student Services has a staff member dedicated to helping you in your search. Just call 773-325-8490 to schedule an appointment or visit <http://go.depaul.edu/cshstudentresearch>.

We also strongly recommend that you reach out to the Career Center on campus (<http://careercenter.depaul.edu>). They have yearlong events, individual career advisors, and great resources for your job and internship search, including Handshake, an excellent new job search resource. Find out more at <http://depaul.joinhandshake.com>.

PRE-HEALTH PROGRAM AND PRE-HEALTH ADVISING COMMITTEE

DePaul's Pre-Health Program offers specialized advising for students interested in pursuing future professional studies in a variety of health careers. At DePaul University, the Pre-Health Program is not considered a major, minor, or concentration; therefore, any student with any major is able to register for the program to start taking advantage of its resources. To learn more about the Pre-Health Program and pre-health professions advising, and to obtain information about upcoming events, we encourage you to visit the website at <http://csh.depaul.edu/student-resources/advising-student-services/pre-health-advising/Pages/announcements.aspx> or find PAC on Facebook at www.facebook.com/DPUPreHealthAdvising.

COMBINED DEGREE PROGRAMS

There are currently several combined degree programs available for Health Sciences students who are interested in accelerating their path to graduate or professional education. The programs below are specifically designed for BS Health Sciences students, but there are a lot of exciting University Pathways programs that allow students from any major to get a head-start on their graduate education. For more information about these programs and their requirements, please see the University Catalog. ***Please note that in many cases the combined or accelerated degree programs will not be possible for transfer students. Make sure you speak with an advisor as you are making your plans.***

BS IN HEALTH SCIENCES/MASTER OF PUBLIC HEALTH

DePaul's Master of Public Health (MPH) program provides a collaborative, applied approach to public health education, focusing on health promotion and disease prevention with individuals, families, communities, and organizations in diverse urban settings. This combined program maintains the rigor and value of both the undergraduate degree in Health Sciences Health and the Master of Public Health, so that students are earning exceptional training at both the undergraduate and graduate level. The advantage to this program is that students can earn their BS in Health Sciences degree and an MPH in as few as five years. Interested students may apply to this combined degree program during the start of their Junior year at DePaul. The student will need to be a Health Sciences major in the Public Health Studies concentration with a minimum cumulative GPA of 3.5. Application to the Master of Public Health program includes a 1-2 page personal statement and a current CV. The GRE requirement will be waived. Students must present a plan for their remaining quarters at DePaul to confirm that they can complete all degree requirements.

BS IN HEALTH SCIENCES/MASTER'S ENTRY NURSING TO PRACTICE

This unique program allows Health Sciences majors to enter the MENP program in their 4th year, effectively reducing the time to their MSN/RN by one year. The purpose of the graduate generalist program in nursing is to prepare qualified individuals for licensure by examination (NCLEX-RN) required for entry into professional nursing practice. By spending 5 years completing the BS in Health Sciences and the MENP, students will be exceptionally well-prepared for advanced professional practice. Any student interested in being a candidate for the program must be Health Sciences major in the BioScience concentration and a member of the Pathways Honors Program. Application to the program includes a 1-2 page personal statement and a current CV. The GRE requirement will be waived. Students must present a plan for their remaining quarters at DePaul to confirm that they can complete all degree requirements. Given the restrictions on the program, students will not have room in their curriculum for open electives and would need to complete the general biology and general chemistry coursework in their freshman year. Any additional questions you may have about these programs can be answered by contacting CSHPreHealth@depaul.edu.

3+ PROGRAMS WITH ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE

This is a series of programs that combine undergraduate degrees in the college with a post-graduate, professional degree in one of several health fields. The Accelerated Program is only for qualified Health Sciences majors in the BioScience concentration and a member of the Pathways Honors Program who have been accepted into an accelerated 3+ pre-professional program. In order to pursue one of the six Accelerated Program tracks, a student must secure approval from the College of Science and Health's Pre-Health Advisor and cannot have significant transfer credit. Currently available programs are listed in the University Catalog under Health Sciences BioScience-Accelerated Programs, and include Pharmacy, Physician Assistant, Pathologist Assistant, Physical Therapy, Medicine, and Podiatry. Any additional questions you may have about these programs can be answered by contacting CSHPreHealth@depaul.edu.

ADDITIONAL INFORMATION

CLASS STANDING

Freshman:	0-43 credits
Sophomore:	44-87 credits
Junior:	88-131 credits
Senior:	132+ credits

UNDERGRADUATE DEGREE REQUIREMENTS*

1. The student must have completed a minimum of 192 quarter hours or a minimum of 50 competencies for the School for New Learning competency-based programs.
2. The student must have a minimum of 2.000 cumulative grade point average.
3. The student must have completed all requirements for their degree by the last day of term for which they apply for degree conferral.
4. The student must have earned grades of C- or better in all major and minor classes. Please note that the cumulative grade point average in each of these areas must be greater than or equal to 2.000.
5. The student must have fulfilled the residency requirement, i.e., he or she must have completed the following work at DePaul University:
 - o the final 60 quarter hours of credit
 - o one-half of the credit earned in the major area of concentration

Note: Students pursuing additional majors, minors or second degrees should consult the [Adding Supplementary Credentials to the Bachelor's Degree](#) section for additional information.

*You can find additional information about graduation requirements in the [undergraduate student handbook](#)

REGISTRATION INFORMATION

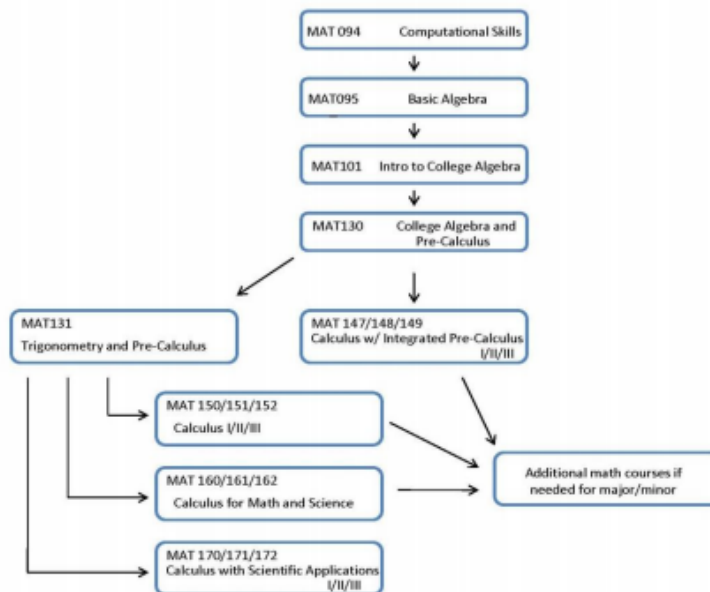
Continuing students are assigned a registration start-time within a period and may continue to enroll through the last day to add classes for the upcoming term. DePaul queues student registration start times in that 7-day period based on proximity to graduation as evidenced by credit hours earned. Registration times for students are emailed to students in the 4th week of the prior term. [Click the hyperlinks below to review more information about each registration topic.](#)

- ✓ Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, students should remember that required courses take precedence over elective courses, and that some advanced courses have prerequisites that must be completed first. Please review the [Registration Policies](#) for more information.
- ✓ In Campus Connect, you can use the [Add, Drop or Swap Classes](#) functions to help manage your registration. Keep in mind that any changes to enrollment can have tuition and financial aid implications.
- ✓ In Campus Connect, you can use the [Course Cart](#) function to help prepare for registration. Classes can easily be added to the Course Cart by either the Class Search or Planner. Adding classes to the Course Cart helps students better prepare and makes for one less step during registration. ***Please be aware that adding classes to your course cart does not guarantee a spot in the class.*** The pathway to the course cart is [Campus Connect](#) > **Manage Classes**
- ✓ [Waitlist](#) is a feature available for some classes in Campus Connect. If a class is full but has a waitlist option, you can add yourself to the queue. When you add yourself to the waitlist, you are given a position number. As seats open up, waitlisted students are automatically enrolled based on their number. The lower the number, the higher the priority. ***When adding yourself to a waitlist, you must make sure that you are not enrolled in a course that conflicts with the waitlisted course. If you are and a spot opens up in the waitlisted course, the system will skip you, enroll the next person in line and bump you to the end of the list.***
- ✓ To officially [change your college, major, minor and/or concentration](#) use the Declarations and Inter-College Transfer Tool. To use the tool you must be a current, degree-seeking undergraduate student and have never applied for degree conferral/graduation. [Campus Connect](#) > **My Academics > Change College, Major or Minor**

Math Placement

Below is a math path that is useful in determining your math placement. Some pre-requisite notes:

- **MAT 130** is the pre-requisite for General Biology I and General Chemistry I
- **MAT 131** is the pre-requisite for Calculus I and Physics I
- **MAT 147/148/149** – Calculus with integrated pre-calculus. MAT 131 is not needed before taking this sequence. MAT 147 is only offered in the fall quarter; MAT 148 is only offered in the winter quarter; MAT 149 is only offered in the spring quarter. Note: some graduate programs will not take this sequence as the calculus pre-requisite.
- Students only need to complete two calculus courses (i.e. MAT 150/151) to complete the math requirement for the biology major. If students choose to take MAT 147, they must complete 148 and 149.
- **MAT 150/151**– Standard calculus. MAT 150/151 are each offered every quarter
- The **MAT 160/170** sequences are offered infrequently.



SUPPLEMENTAL INSTRUCTION

Supplemental Instruction (SI) is a free program operating out of the Center for Teaching and Learning at DePaul University. SI is an internationally recognized, evidence-backed model that aims to help students successfully complete historically difficult classes (those with high D, F, or Withdraw rates) through weekly peer-assisted study sessions. Targeted SI courses include Biology, Chemistry and Math. All students in a targeted SI course are highly encouraged to attend SI sessions. Learn more about SI and sign up for a session here: <https://resources.depaul.edu/supplemental-instruction/Pages/default.aspx>

OTHER HELPFUL RESOURCES

- [Student Success as an online student](#)
- [Course Modes of Instruction Video](#)
- [DePaul Academic Calendar: portal of university wide important dates](#)
- [DePaul How-to Videos](#)
- [DePaul Course Catalog](#)
- [University Counseling Services](#)
- [Office of Health Promotion and Wellness](#)
- [Office of Multicultural Student Success](#)
- [Adult, Veteran and Commuter Student Affairs](#)
- [Center for Students with Disabilities](#)
- [Dean of Students Office](#)

BIOSCIENCE CONCENTRATION**GENERAL TRACK****MAJOR CORE**

HLTH 200 Foundations of Health Sciences
 HLTH 210 Introduction to Public Health
 HLTH 250 Health Care Policy in the US
 BIO 191 General Biology I
 HLTH 350 Health Sciences Capstone
 Health Ethics (REL 229 for Religious Dimensions, PHL 229 for Philosophical Inquiry, or HLTH 229 for Major Elective)

CONCENTRATION CORE

BIO 192 General Biology II
 BIO 193 General Biology III
 BIO 206 Biostatistics
 BIO 210 Microbiology
 CHE 130/131 General Chemistry I and lab
 CHE 132/133 General Chemistry II and lab
 CHE 134/135 General Chemistry III and lab
 BIO 250 Cell Biology
 HLTH 301 Integrated Human A&P A *and* HLTH 302 Integrated Human A & P B
or BIO 201 Human Anatomy *and* BIO 308 Human Physiology

BIOSCIENCE ELECTIVES: CHOOSE 7 FROM THE FOLLOWING

HLTH 220 Intro to Occupational Therapy	BIO 370 Immunobiology
HLTH 229 Ethics for Health Sciences	BIO 375 Introduction to Pharmacology
HLTH 310 Fundamentals of Epidemiology	BIO 380 Cancer Biology
HLTH 312 Qualitative Health Research Methods	BIO 386 Introduction to Endocrinology
HLTH 315 Maternal Child Health	CHE 230/231 Organic Chemistry I
HLTH 318 Aging Populations	CHE 232/233 Organic Chemistry II
HLTH 320 Molecular Virology	CHE 234/235 Organic Chemistry III
HLTH 325 Physiology of Poverty	CHE 340/341 Biochemistry I
HLTH 327 Physiology and Social Impact of Drug Use	CHE 342/343 Biochemistry II
HLTH 329 Medical Humanities	CHE 346 Principles of Biochemistry
HLTH 330 Health Leadership	CHE 360 Medical Chemistry
HLTH 341 Death and Dying	CHE 362 Drugs and Toxicology
HLTH 345 Fundamentals of Environmental Health	CHE 364 Nutrition
HLTH 360 Introduction of Global Health	CMNS 315 Health Communication
HLTH 370 Molecular Mechanisms of Human Disease	ENV 355 Intro to Environmental Health
HLTH 380 Topics in Health Sciences	MAT 150 Calculus I
HLTH 399 Independent Study	MAT 151 Calculus II
ANT 361 Global Issues in Women's Health or ANT 362 Global History of Health	MAT 152 Calculus III
BIO 260 Genetics	NEU 201 Introduction to Neuroscience
BIO 311 Histology	PE 273 Health and Nutrition
BIO 312 Topics in Exercise Physiology	PHY 150 General Physics I
BIO 330 Developmental Biology	PHY 151 General Physics II
BIO 339 Cellular Neurobiology	PHY 152 General Physics III
BIO 340 Behavioral Neuroscience	PSY 105 Introductory Psychology I <i>or</i> PSY 106 Introductory Psychology II
BIO 347 Topics in Medical Bacteriology	PSY 303 Human Development
BIO 348 The Biology of Infection	PSY 353 Introduction to Psychopathology and Clinical Science
BIO 355 Genetic Toxicology	SOC 373 Public Health and High-Risk Behavior
BIO 360 Molecular Biology	
BIO 365 Principles of Toxicology	

*STUDENT MAY NOT COMBINE THE HLTH AND BIO ANATOMY AND PHYSIOLOGY COURSES (EG HLTH 301 AND BIO 201).

PUBLIC HEALTH SCIENCES CONCENTRATION

MAJOR CORE

HLTH 200 Foundations of Health Sciences
HLTH 210 Introduction to Public Health
HLTH 250 Health Care Policy in the US
HLTH 350 Health Sciences Capstone
BIO 191 General Biology I
Health Ethics (REL 229 as Religious Dimensions, PHL 229 as Philosophical Inquiry, or HLTH 229 as Major Elective)

CONCENTRATION CORE

HLTH 194 Human Pathogens and Defense
HLTH 195 Human Form and Function
HLTH 310 Fundamentals of Epidemiology
HLTH 335 Community Health Assessment
HLTH 336 Program Evaluation
PSY 354 Community Psychology
HLTH 325 Physiology of Poverty or HLTH 345 Fundamentals of Environmental Health
CMNS 315 Health Communication
ANT 272 Intro to Medical Anthropology
HLTH 360 Introduction to Global Health
Statistics: SOC 279 or PSY 240 or MAT 242 or BIO 206

PUBLIC HEALTH SCIENCES ELECTIVES: CHOOSE 4 FROM THE FOLLOWING

HLTH 220 Intro to Occupational Therapy
HLTH 229 Ethics for Health Sciences
HLTH 230 Fundamentals of Health Education
HLTH 236 Gay Men's Health Matters
HLTH 312 Qualitative Health Research Methods
HLTH 315 Maternal Child Health
HLTH 318 Aging Populations
HLTH 325 Physiology of Poverty
HLTH 327 Physiology and Social Impact of Drug Use
HLTH 329 Health Humanities
HLTH 330 Health Leadership
HLTH 339 Bioethics in Society Capstone Seminar
HLTH 341 Death and Dying
HLTH 343 Cannabis Studies and Social Justice
HLTH 345 Fundamentals of Environmental Health
HLTH 380 Topics in Health Sciences
HLTH 397 Mentored Research Experience in Health Sciences
HLTH 399 Independent Study
ANT 361 Global Issues in Women's Health or ANT 362 Global History of Health
BIO 192 General Biology II
BIO 193 General Biology III
ECO 326 Health Economics
NEU 201 Introduction to Neuroscience
PE 273 Health and Nutrition or SOC 370 Sociology of Food
PE 351 Kinesiology
ENV 355 Environmental Health
CMNS 212 Small Group Communication, CMNS 251 Intro to Organizational Communication, or PSY 355 Groups and Organizations
PRAD 338 Health and Public Relations
PSY 105 Introductory Psychology or PSY 106 Introductory Psychology II
PSY 215 Human Sexuality

PSY 302 Personal Adjustment and Mental Health *or* PSY 353 Abnormal Psychology *or* SOC 353 Sociology of Mental Illness
PSY 345 Cultural Issues/Diversity *or* SOC 250 Group Diversity
PSY 353 Abnormal Psychology
PSY 363 Alcoholism, Drug Addiction, and Recovery *or* SOC 307 Sociology of Substance Use and Abuse
SOC 223 Sociology of Health and Wellness
SOC 321 Health and Human Services Organizations
SOC 373 Public Health: High Risk Behaviors