

**BOARD OF HIGHER EDUCATION**

**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Assessment and Accountability                      **NO.:** AAC 07-21

**COMMITTEE DATE:** April 12, 2007

**BOARD DATE:** April 19, 2007

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**MOVED:**        The Board of Higher Education hereby approves the application of the **University of Massachusetts Amherst** to award the **Bachelor of Science in Public Health Sciences**.

Upon graduating the first class for this program, the University of Massachusetts Amherst shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

Authority:        Massachusetts General Laws Chapter 15A, Section 9(b)

Contact:         Aundrea Kelley, Associate Vice Chancellor for Academic Policy

## **BOARD OF HIGHER EDUCATION**

### **University of Massachusetts Amherst**

#### **Bachelor of Science in Public Health Sciences**

#### **INTENT AND MISSION**

In February 2007, the University of Massachusetts Amherst submitted an expedited proposal to offer the Bachelor of Science in Public Health Sciences. The purpose of the proposed degree is to provide academic preparation in public health for undergraduates who intend to work within the field at a local, state, or federal health agency or who are interested in continuing their post-graduate education. Public health is the integration of five disciplines: biostatistics; epidemiology; community health education; health, policy and management; and environmental health. The proposed program is designed to be interdisciplinary and flexible enough to meet the academic and professional needs of students.

The proposed program supports the mission and priorities of the higher education system in Massachusetts and the mission of a land grant institution, since the responsibility for protecting the health of the public rests with publicly funded institutions. Additionally, there is a long history of University contributions to this responsibility, going back to 1941, with the original coursework in public health being offered through an association between the University and the Massachusetts State Health Department. More recently, in 1989, consistent with both the professional and campus focus on the importance of graduate education, the faculty decided to discontinue enrollment in the undergraduate program. During the 1990s, occupational opportunities developed at the undergraduate level, and the public health faculty began re-focusing their attention to undergraduate education, developing undergraduate courses for the general education curriculum of the University. In 2001, the faculty began to investigate the re-institution of the bachelor's degree with the result being the development of the current proposal.

The University of Massachusetts Board of Trustees approved the proposed Bachelor of Science in Public Health Sciences on November 8, 2006. The required Letter of Intent was circulated February 8, 2007. No comments in response were received.

#### **NEED AND DEMAND**

At the national level, the subject of undergraduate education in public health is on the agenda of both professional groups in the public health field, including the American Public Health Association and the Association for Schools of Public Health. At a recent meeting of both groups, it was clear that several of the 36 professionally accredited Schools of Public Health are beginning to consider developing an undergraduate degree program. Schools developing these programs indicate that one major reason is student interest. Another reason is a professional need, since a large percentage of the public health workforce lacks formal training. Additionally, the post-9/11 climate has sensitized all to an increased need for emergency planning. Finally, many schools note that all clinical graduate education programs, including medical schools, have indicated an interest in students having a better understanding of the health field.

At the University of Massachusetts Amherst, there has been an increasing number of student inquiries made to faculty teaching in the Department of Public Health over the

last five years, with a particular escalation in the last three years. These students are primarily enrolled in one of the three general education courses offered by the Department. Conversations with the Pre-Major Advising Services Office over the last three years reinforce this observation: This office has received many student requests about the availability of a public health major. The new student orientation program has also experienced an increase in the number of incoming freshmen who express interest in majoring in public health.

One of the early activities conducted by the faculty interest group working on the proposal was to contact several state health departments across the country to inquire if they felt a need for bachelor's level personnel. All expressed a strong interest in having access to such an employment pool. Additionally, fifteen public health professionals currently employed in the state of Massachusetts were contacted in spring 2004. Ninety percent of those contacted felt there was a strong job market for bachelor's-level public health professionals in the state of Massachusetts. Those who did not agree with this noted they felt there was a stronger job market in the New England region than in Massachusetts itself.

Within the state of Massachusetts, Brandeis is the only school with a degree, although this major is not associated with a professionally accredited School of Public Health. Boston University has recently developed a minor in Public Health, and the University of Massachusetts Lowell campus offers a focused certificate program for homeland security issues. The University of Massachusetts is not aware of planning efforts at other campuses, either in Massachusetts or in the New England region. The closest competitor outside New England is the State University of New York at Albany, yet this program is still in the formative period of development. Based on student interest and professional demand, the University believes that other colleges and universities in the New England region will move to begin planning such a degree within the next three to five years.

#### **ADMISSION AND ENROLLMENT**

There will be no prerequisites for entry into the proposed degree program. All students currently enrolled at the University may apply, and those with a GPA of 2.5 will be admitted. Students whose GPA falls below 2.5 will be interviewed to determine if they are appropriate for the major. Incoming freshmen will be also accepted into the major. Transfer students whose GPA meets the 2.5 standard will be accepted. Those transfer students whose GPA is below 2.5 or whose GPA is not able to be determined from their records will be interviewed before admission.

The University proposes to start the program in September 2007. It is predicted that by the end of the first year, there will be at least 50 students enrolled as majors. It is most likely that the vast majority of these students will be full time, although the program may draw some part-time students from those who are currently working in the field. In the first year, these students will come from new freshmen entering the University; and currently enrolled students transferring from other departments. It is anticipated that the proposed degree will also draw students from out of state to attend the University. By the end of five years, it is anticipated that there will be at least 300 students majoring in public health sciences.

## **CURRICULUM** (Attachment A)

The proposed degree intends to prepare students for entry-level positions in health and human services fields and for a range of graduate programs. There will be two tracks within the proposed program: the social science track and the science track. The social science track is designed for students seeking entry-level public health positions, and the second is a science track is intended for students pursuing a health science master's program. The curriculum is designed to provide students with a framework and content in working in the five disciplines: Biostatistics; Epidemiology; Community Health Education; Health, Policy and Management; and Environmental Health with a required core of ten courses, some of which vary depending on whether the student pursues a science or social science track.

## **RESOURCES AND BUDGET** (Attachment B)

*Library.* The Department of Public Health has been supported by the campus libraries for more than 30 years. A subject specialist is engaged with the department providing support for faculty, staff, and student work at all levels. The subject specialist selects materials, including print, audio-visual, and electronic books, journals and databases, at all levels to support the research, curriculum, and public service/outreach needs of the department. In consultation with the department subject specialist, the University of Massachusetts libraries will support the proposed program. The library currently supports the master's and doctoral programs, and its resources are adequate to support the undergraduate program.

*Faculty and Administration.* The Department of Public Health is currently conducting searches for three new faculty, each of whom will teach courses in the undergraduate degree program.

The degree will be located within the newly-designated Department of Public Health within the School of Public Health and Health Sciences. One faculty will serve as the Director of the Undergraduate Program and will serve to guide the development of the program and all necessary operational systems.

*Physical Resources.* No special equipment is needed for this degree. Classroom space will be requested through the scheduling office.

*Fiscal.* The College submitted a budget for the proposed program indicating that revenues will begin to exceed expenses starting in year two. A copy of the budget is attached as Appendix B.

## **PROGRAM EFFECTIVENESS**

The University of Massachusetts Amherst submitted goals and objectives for the proposed program as follows:

Five outcome goals will direct the proposed program:

1. To graduate 100 students by May 2010.
2. To have 15% of all graduates be a member of a minority group.
3. To have 20% of all graduates be a member of Commonwealth College.

4. To have 20% of all graduates include a faculty-directed research experience as part of their academic program.
5. To have 80% of all graduates experience a service learning and/or clinical placement as part of their academic program.

These will all be measured by routinely collecting information about each student and maintaining the data base. The strategy for this is described below.

Five process goals to lead to the achievement of the outcome goals will include the following:

1. To develop a recruitment program involving high school and community college students who will choose to attend the University in order to complete a B.S degree in Public Health Sciences.
2. To ensure that appropriate course offerings are available within the Department of Public Health.
3. To develop strong partnerships with a variety of health and human service organizations in the Pioneer Valley to develop sufficient placements for undergraduate students
4. To develop an advising system that appropriately monitors student progress.
5. To develop a data management system to make all student information easily accessible for monitoring purposes.

### **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

The proposed program was reviewed by Richard K Rieglerman, MD, Ph.D., Professor of Epidemiology and Biostatistics at The George Washington University School of Public Health and Health Services, and Arthur Culbert, Ph.D., who directs the combined BS/MPH Program with Sargent College at Boston University and is involved in the design of a minor in public health to be offered to undergraduate students. Both reviewers expressed overall support for the program, with some specific suggestions for improvement.

In response to reviewers' concerns about the curriculum, the University revised the curriculum to offer two tracks: a social science track for students interested in entry-level public health positions and a science track for students interested in pursuing health science master's programs. The four core classes were designed to introduce the five recognized public health core competencies appropriate to the undergraduate level. Lastly, a capstone experience course was added to synthesize the different public health perspectives represented in the required curriculum.

Both reviewers emphasized the amount of work the new Program Director will have, especially getting the program up and running. The University responded that a full-time faculty accepted the position of Program Director with 100 percent of his time devoted to this new program.

**STAFF ANALYSIS AND RECOMMENDATION**

Board staff thoroughly reviewed all documentation submitted by the University of Massachusetts Amherst and external reviewers. Staff recommendation is for approval of the Bachelor of Science in Public Health Sciences.

Upon graduating the first class for this program, the University of Massachusetts Amherst shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

## ATTACHMENT A: CURRICULUM OUTLINE

**Introduction:** Public health is the integration of five disciplines: Biostatistics; Epidemiology; Community Health Education; Health, Policy and Management; and Environmental Health. The curriculum is designed to provide students with a framework and content in working in these five disciplines so that they may join the workforce as entry level public health professionals. The core requirements are four courses that all students take and then depending on which track the student choose (social science or science), there are 23 more public health courses of which they must choose at least six of them. This structure is very much in line with other approved undergraduate degrees in public health across the country.

The following is a description of the undergraduate program curriculum for the proposed new degree – B.S. in Public Health Sciences. The content of this report is:

- Form I - Undergraduate Program Curriculum Outline: Public Health Sciences
- Form II – Public Health Degree Content Area
- Form IIIa - Public Health Program Objectives, Outcomes and the Four Core Courses
- Form IIIb - Public Health Program Objectives, Outcomes and the Additional Courses
- Form IV – Major Learning Outcomes for Core Public Health Courses
- Form V - Degree Requirements
- Form VI - Additional Public Health Courses

**Form I**  
**Undergraduate Program Curriculum Outline**  
**Public Health Sciences**

<b>Required (Core) Courses in the Major (Total number courses required = 10)</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
PUBHLTH 320	Introduction to Public Health	3
PUBHLTH 390A	Epidemiology in Public Health	3
PSYCH 240	Statistics (or equivalent course)	3
PUBHLTH 490b	Capstone Experience (underdevelopment)	3
PUBHLTH 3xx to 5xx	Additional Public Health Courses (see attached Form VI - Additional Public Health Courses for further details)	18
	<b>Subtotal Required Credits</b>	30
<b>Elective Courses (Total number courses required = minimum of 12) (attach list of choices if needed)</b>		
Various 1xx to 4xx	Foundation Courses (See attached Form V - Degree Requirements for further details)	15
Various 1xx to 3xx	Math 121 or 127, 128 (See attached Form V - Degree Requirements for further details)	3 or 6 (Depending on Track)
Various 1xx to 4xx	Collateral Field (See attached Form V - Degree Requirements for further details)	18
		[0]
		[0]
	<b>Subtotal Elective Credits</b>	36 to 39 (Depending on Track)
	<b>General Electives (number of courses = )</b>	
	<b>Subtotal General Elective Credits</b>	
<b>Distribution of General Education Requirements (number of courses = )</b>		<b># of Gen Ed Credits</b>
Arts and Humanities, including Literature and Foreign Languages		
Mathematics and the Natural and Physical Sciences		
Social Sciences		
<b>Subtotal General Education Credits</b>		
<b>Curriculum Summary</b>		
Total number of courses required for the degree		[0]
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		



## Form II – Public Health degree Content Area

The following will demonstrate how the broad scope of the field of public health is reflected in the undergraduate core curriculum, which is the central core content to a degree in Public Health.

Course/Content Area	Content Topics (include but not limited to):	Course Numbers and Names	
<b>Biostatistics</b>	Basic knowledge of biostatistics.	PSYCH 240	Statistics
		PUBHL TH 320	Introduction to Public Health
		PUBHL TH 490A	Capstone Course
<b>Epidemiology</b>	The study of the distribution of the spread of disease, social factors, and other risk factors.	PUBHL TH 390A	Epidemiology
		PUBHL TH 490A	Capstone Course
<b>Community Health Education</b>	The knowledge and skills needed to design and implement programs to assist all people to participate in living healthier.	PUBHL TH 320	Introduction to Public Health
		PUBHL TH 490A	Capstone Course
<b>Health Policy and Management</b>	Theories, knowledge and policies to understand the health care systems; identify and analyze its strengths and weaknesses, and design, implement, evaluate and improve public health programs.	PUBHL TH 320	Introduction to Public Health
		PUBHL TH 490A	Capstone Course
<b>Environmental Health</b>	The knowledge and skills needed to design, implement and evaluate solutions to environmental health problems.	PUBHL TH 320	Introduction to Public Health
		PUBHL TH 490A	Capstone Course



**Form IIIa**  
**Public Health Program Objectives, Outcomes and Core Courses**

The four core courses (see Form I - Required Courses in Major Field) give the curriculum the framework and content of how the five disciplines (Biostatistics; Epidemiology; Community Health Education; Health, Policy and Management; and Environmental Health) integrate.

<b>Public Health Program Objectives</b>	<b>Outcome (Performance/knowledge expectations for program graduates)</b>	<b>Number and Name of Course(s) Where Content is Covered</b>	
Learn to monitor health status in order to identify community health problems.	<p>Students will be able to utilize basic epidemiological skills to approach a community health problem.</p> <p>Students will be able to comprehend health studies and use basic data for program design and implementation.</p>	PUBHLTH 390A  PUBHLTH 320  PUBLTH 490b  PSYCH 240	Epidemiology  Introduction Public Health  Capstone Course  Statistics
Learn to diagnosis and investigate health problems and environmental health hazards in the community.	<p>Students will have the ability to design and implement community health assessments.</p> <p>Students will be able to understand community dynamics – political, economically, etc., in order to completely comprehend why these health problems exist.</p>	PUBHLTH 390A  PUBHLTH 320  PUBLTH 490b  PSYCH 240	Epidemiology  Introduction Public Health  Capstone Course  Statistics
Learn to inform, educate, and support the empowering of people about health issues.	<p>Students will be able to critically examine community needs through the use of group dynamics skills.</p> <p>Students will be able to identify and approach appropriate stakeholders in order to address community health problems.</p> <p>Students will be able to provide support to public health managers addressing a variety of health issues on the community level.</p>	PUBHLTH 320  PUBLTH 490b	Introduction Public Health  Capstone Course

<p>Learn to mobilize community partnerships in order to identify and solve health problems.</p>	<p>Students will be able to comprehend the role of the media in solving health problems and utilize/involve the media in planning public health interventions.</p> <p>Students will be able to articulate major causes, interventions and possible solutions to current public health crises, i.e., bioterrorism.</p>	<p>PUBHLTH 320</p> <p>PUBHLTH 490b</p>	<p>Introduction Public Health</p> <p>Capstone Course</p>
<p>Learn to develop policies, implement and evaluate health programs that support individual and community health efforts.</p>	<p>Students will have a strong understanding of behavioral change theories and be able to apply them in health education programs.</p> <p>Students will be able to comprehend health policies, how these policies are formed and enforced.</p> <p>Students will have the ability to design, implement and evaluate health programs.</p>	<p>PUBHLTH 320</p> <p>PUBHLTH 490b</p>	<p>Introduction Public Health</p> <p>Capstone Course</p>

**Form IIIb**

**Public Health Program Objectives, Outcomes and the Additional Courses**

The additional 23 public health courses which a student must take at least six of them depending which track they chose (Social Science track or Science Track). The social science track will lead to further knowledge and skills for entry-level Community Health Education and Health Policy and Management positions, while the science track will lead to further knowledge and skills for entry-level Biostatistics, Epidemiology, and Environmental Health positions.

<b>Public Health Program Objectives</b>	<b>Outcome (Performance/knowledge expectations for program graduates)</b>	<b>Number and Name of Course(s) Where Content is Covered</b>	
Learn to monitor health status in order to identify community health problems.	<p>Students will be able to utilize basic epidemiological skills to approach a community health problem.</p> <p>Students will be able to comprehend health studies, and use basic data for program design and implementation.</p>	<p>PUBHLTH 400</p> <p>PUBHLTH 500</p> <p>PUBHLTH 260</p>	<p>Biostatistics</p> <p>Bioinformatics Public Health</p> <p>Environmental Health</p>
Learn to diagnosis and investigate health problems and environmental health hazards in the community.	<p>Students will have the ability to design and implement community health assessments.</p> <p>Students will be able to understand community dynamics – political, economically, etc., in order to completely comprehend why these health problems exist.</p>	<p>PUBHLTH 260</p> <p>PUBHLTH 490A</p> <p>PUBHLTH 552</p> <p>PUBHLTH 561</p> <p>PUBHLTH 562</p> <p>PUBHLTH 582</p>	<p>Environmental Health</p> <p>PH Life Span</p> <p>Parasitic Diseases</p> <p>Institutional Hygiene</p> <p>Air-Quality Assessment</p> <p>Women’s Health</p>
Learn to inform, educate, and support the empowering of people about health issues.	<p>Students will be able to critically examine community needs through the use of group dynamics skills.</p> <p>Students will be able to identify and approach appropriate stakeholders in order to address community health problems.</p> <p>Student will be able to provide</p>	<p>PUBHLTH 160</p> <p>PUBHLTH 301</p> <p>PUBHLTH 304</p> <p>PUBHLTH</p>	<p>My Body/My Health</p> <p>Principles CHE</p> <p>Principles School Health</p>

	support to public health managers addressing a variety of health issues on the community level.	497 PUBHLTH 505	Terrorism-Ready  Current Issues in CHE
Learn to mobilize community partnerships in order to identify and solve health problems.	Students will be able to comprehend the role of the media in solving health problems and utilize/involve the media in planning public health interventions.  Students will be able to articulate major causes, interventions and possible solutions to current public health crises, i.e., bioterrorism.	PUBHLTH 360  PUBHLTH 497C  PUBHLTH 510	Media and Health Communication  Terrorism Ready  Community Interventions
Learn to develop policies, implement and evaluate health programs that support individual and community health efforts.	Students will have a strong understanding of behavioral change theories and be able to apply them in health education programs.  Students will be able to comprehend health policies, how these policies are formed and enforced.  Students will have the ability to design, implement and evaluate health programs.	PUBHLTH 129  PUBHLTH 304  PUBHLTH 490A  PUBHLTH 524  PUBHLTH 525  PUBHLTH 580  PUBHLTH 590D	Health Care for All  School Health  PH Life Span  International Health  Ethical Issues  Comparative Health Systems  Public Policy and Analysis

## Form IV

### Major Learning Outcomes for Core Public Health Courses

**Instructions:** For each of the four core public health courses, please indicate the major expected educational outcomes and how the attainment of each is assessed.

**NOTE:** For the entire undergraduate public health program, an assessment tool is under development in order to monitor and improve the program.

<b>Number and name of course:</b>	PUBHLTH 320	Introduction to Public Health
<b>Expected Educational Outcomes</b>		<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>
Students will be able to comprehend health studies and use basic data for program design and implementation.		Test and Final Paper
Students will be able to understand community dynamics – political, economically, etc., in order to completely comprehend why these health problems exist.		Test and Final Paper
Students will be able to identify and approach appropriate stakeholders in order to address community health problems.		Test and Final Paper
Students will be able to articulate major causes, interventions and possible solutions to current public health crises, i.e., bioterrorism.		Test and Final Paper
<b>Name and number of course:</b>	PUBHLTH 390A	Epidemiology
<b>Expected Educational Outcomes</b>		<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>
Students will be able to comprehend health studies and use basic data for program design and implementation.		Test and Final Paper
Students will be able to comprehend health studies and use basic data for program design and implementation.		Test and Final Paper
<b>Name and number of course:</b>	PUBHLTH 490b	Capstone Course
<b>Expected Educational Outcomes</b>		<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>

Students will be able to comprehend health studies and use basic data for program design and implementation.	Design, implementation and evaluation of a health project.
Students will have the ability to design and implement community health assessments.	Design, implementation and evaluation of a health project.
Student will be able to provide support to public health managers addressing a variety of health issues on the community level.	Design, implementation and evaluation of a health project.
Students will have a strong understanding of behavioral change theories and be able to apply them in health education programs.	Design, implementation and evaluation of a health project.

<b>Number and name of course:</b>	PSYCH 240	Statistics
<b>Expected Educational Outcomes</b>	<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>	
Students will be able to comprehend health studies and use basic data for program design and implementation.	Test and Final Paper	



**Form V  
Degree Requirements**

There are two tracks within the major: 1) Social Science Track and 2) Science Track. For each track, there are four core components to this degree: Math and Statistics Courses, Foundation Courses, Public Health Courses, and the Collateral Field.

**Description of the Tracks**

	<b>SOCIAL SCIENCE TRACK</b>	<b>SCIENCE TRACK</b>
<b>MATH and STATISTICS COURSES</b>	<p>At least 6 credits required</p> <p>a. Minimum of MATH 121 or higher</p> <p>b. One statistics course from the following: PSYCH 240 RES-ECON 211 or RES-ECON 212 SOC 212</p>	<p>At least 9 credits required</p> <p>a. MATH 127 and 128 or MATH 131 and 132</p> <p>b. One statistics course from the following: PSYCH 240 RES-ECON 211 or RES-ECON 212 SOC 212</p>
<b>FOUNDATION COURSES</b>	<p>At least 15 credits required ( at least 9 credits must be at 200 level or above)</p> <p>a. At least two courses from the following or equivalent course: BIO102, 106 BIOCHEM 100 KIN 100, 110 MICRO 310 NUTR 130 CHEM 101 PLSOILIN 126, 326, 342</p> <p>b. At least three courses from the following or equivalent courses approved by the student's academic advisor: SOC 103, 201 ANTHRO 104, 208, 233, 255 PSYCH 100, 110, 213, 217, 350, 380 ECON 103, 104, 105 POL SCI 181, 219, 220</p>	<p>At least 15 credits required</p> <p>Two of the following three course sequences or equivalent courses approved by the student's academic advisor: CHEM 111 and 112 KIN 297A and KIN 297C (with lab PHYS 131 and 132 (with labs)</p>
	<p>At least 24 credits required</p> <p>a. The following courses are required:</p>	<p>At least 24 credits required</p> <p>a. The following courses are required:</p>

<p><b>PUBLIC HEALTH COURSES</b></p>	<p>PUBHLTH 129 PUBHLTH 160 PUBHLTH 320 PUBHTLH 390A</p> <p>b. An additional 12 credits in Public Health with at least nine credits at the 300-500 level, including one course at the 500 level.</p> <p>Independent Study (PUBHLTH 396) and Internships (PUBHLTH 398) are available. No more than 9 credits in total can be applied to the major.</p>	<p>PUBHLTH 260 PUBHLTH 320 PUBHLTH 390A PUBHTLH 400</p> <p>b. An additional 12 credits in Public Health with at least nine credits at the 300-500 level. including one course at the 500 level.</p> <p>Independent Study (PUBHLTH 396) and Internships (PUBHLTH 398) are available. No more than 9 credits in total can be taken as an independent study and/or internship.</p>
<p><b>COLLATERAL FIELD</b></p>	<p>At least 18 credits required (at least 12 credits must be at the 300 level or above)</p> <p>Courses may be taken from departments such as: ANTHRO, SOM, COMM, AFRO AM, ECON, EDUC, HIST, JOUR, PSYCH, SOC, etc., or any area approved by the student's academic advisor.</p> <p>An acceptable collateral field must consist of at least 18 credits which, taken together, form the study of a field or area that encompasses material relevant to the study of Public Health.</p> <p>The requirement may be met in one of the following ways:</p> <ol style="list-style-type: none"> <li>Completion of a major in one of the above-named areas (or another area approved by the student's academic advisor).</li> <li>Completion of a minor of at least 18 credits in any one of the above-named areas (or another area approved by the student's academic advisor).</li> <li>Completion of at least 18 credits of coursework</li> </ol>	<p>At least 18 credits required (at least 12 credits must be at the 300 level or above)</p> <p>Courses may be taken from departments such as: COMM DIS, NUTR, KIN, BIO, ENV SCI, NURS, GEOSCI, MICRO, SOC, etc., or any area approved by the student's academic advisor.</p> <p>An acceptable collateral field must consist of at least 18 credits which, taken together, form the study of a field or area that encompasses material relevant to the study of Public Health.</p> <p>The requirement may be met in one of the following ways:</p> <ol style="list-style-type: none"> <li>Completion of a major in one of the above-named areas (or another area approved by the student's academic advisor).</li> <li>Completion of a minor of at least 18 credits in any one of the above-named areas (or another area approved by the student's academic advisor).</li> <li>Completion of at least 18 credits of coursework chosen by the student and approved by the student's academic</li> </ol>

	<p>chosen by the student and approved by the student's academic advisor in accordance with the following rules:</p> <ul style="list-style-type: none"> <li>- The proposal presented by the student must, in the judgment of the Department Undergraduate Program Director, satisfy the criterion of relevance to Public Health set forth in the requirement, and form a coherent set of courses (The student is responsible for presenting a convincing case for the proposed course of study)..</li> <li>- Courses used to satisfy General Education or other PUBHLTH major requirements cannot be used to satisfy this requirement.</li> </ul>	<p>advisor in accordance with the following rules:</p> <ul style="list-style-type: none"> <li>- The proposal presented by the student must, in the judgment of the Department Undergraduate Program Director, satisfy the criterion of relevance to Public Health set forth in the requirement, and form a coherent set of courses (The student is responsible for presenting a convincing case for the proposed course of study).</li> <li>- Courses used to satisfy General Education or other PUBHLTH major requirements cannot be used to satisfy this requirement.</li> </ul>
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## Form VI

### Additional Public Health Courses

Students must complete at least four of the public health courses below. Decisions will be made at the advice and approval of their public health faculty advisor.

*(All courses carry three credits unless otherwise noted).*

129 Health Care for All

160 My Body/My Health

260 Introduction to Environmental Health

301 Principles of Community Health Education

304 Principles of School Health

360 Media and Health Communications

396 Independent Study (3 to 9 credits)

398 Practicum/Internship

400 Introduction to Biostatistics

490A Public Health Over the Life Span

497C Terrorism-Ready

500 Data Management/Bioinformatics in Public Health

505 Current Issues in Health Education

510 Principles of Community Interventions

524 International Health Politics and Policy

525 Ethical Issues in Public Health

553 Parasitic Diseases

561 Institutional Hygiene and Sanitation

562 Air Quality Assessment

564 Principles of Industrial Hygiene

580 Comparative Health Systems

582 Women's Health and Family Planning

590D Public Health Policy and Analysis and Development

**ATTACHMENT B: BUDGET**

<b>Resource Category</b>	<b>Position/Time commitment</b>	<b>Costs</b>
<b>Faculty</b>	<p>Director of Undergraduate Program</p> <p>*30% time in academic year 2005-06; 20% time in academic years 2006-2010.</p>	<p>Director is in place (\$25,000 yearly as 0.3 FTE)</p>
	<p>Teaching faculty: three new tenure-track faculty, one beginning in January 2005; the other two in September 2006.</p> <p>Faculty searches currently being conducted.</p>	<p>Faculty hired in FY06 (1 = \$60,000) and FY07 (2 = \$120,000)</p>
<b>Staff</b>	<p>Administrative Assistant</p> <p>100%, starting in September 2005.</p> <p>Re-allocated funds from the School of Public Health and Health Sciences</p>	<p>Not re-allocated; change of scope to 25 majors per class (100 total) from the original 300 total will remain in place until staffing is possible;</p>
	<p>Secretary</p> <p>50%, beginning in September 2005.</p> <p>100% by academic year 2007.</p> <p>Re-allocated funds from the School of Public Health and Health Sciences</p>	<p>Not re-allocated; Office of the Associate Dean will assist with academic records; newly created Office of PH Practice and Outreach will help with internship and alumni.</p>