



New Program Template

16-34h
LSC AP- 9/1/16
UWUCC App- 8/30/16
Senate 9/13/16

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Thomas Simmons, Department of Biology Deanne Snavelly, College of Natural Sciences and Mathematics	Email Address:	Thomas.Simmons@iup.edu Deanne.Snavelly@iup.edu
Proposing Dept/Unit:	The Colleges of Health and Human Services, Humanities and Social Sciences, and Natural Sciences & Mathematics	Phone:	724.357.2352 (Simmons) 724.357.2609 (Snavelly)

Course Level:	
Rational for Program Creation	
Why is the program being proposed?	The Bachelor of Science (B.S.) in Public Health will help increase the number of STEM graduates while meeting the strong demand for trained public health professionals projected by national and regional studies such as the Bureau of Labor Statistics and the PA Workforce Characteristics Technical Report IUP. Upon completing the program, students will understand the science of human health, the epidemiology of infectious and chronic diseases as well as the complications of the US and global health care systems with regard to access and ethics of the disparities in health care delivery. The program will provide students with options to focus in three academic areas: Environmental and Occupational Health, Behavioral and Mental Health, and Epidemiology and Biostatistics. It will also strengthen IUP's collaboration with the local and regional community as the program develops field placements for the students, and career placements for its graduates.
Identify the Program Student Learning Outcomes (SLO). Mark any SLOs that are changing as a part of the Program Revision.	The Student Learning Outcomes (SLO's) for the proposed undergraduate program in Public Health are to: 1: Examine the history and philosophy of public health including core values, concepts, and functions. 2: Demonstrate basic epidemiological knowledge and skills to address public health related needs and concerns of populations.

Template H

	<p>3: Explore the socioeconomic, behavioral, environmental and other factors that influence human health and contribute to health disparities in US and across the globe.</p> <p>4: Demonstrate knowledge of human health and disease as they relate to health promotion and disease prevention.</p> <p>5: Examine the complexities of US health care systems and structures and differences across countries.</p> <p>6: Compare and contrast ethical models for use in addressing public health issues.</p> <p>7: Analyze the legal, economic, and ethical impact of health policies and legislation on community health.</p> <p>8: Apply the basic concepts, methods, and tools in public health research with an emphasis on evidence-based practice.</p> <p>9: Synthesize public health information for use in addressing current health related problems.</p> <p>10: Demonstrate an understanding of the process for planning, implementing, and evaluating programs that address public health related problems.</p> <p>11: Disseminate public health information to diverse audiences in oral and written forms using a variety of media.</p>
<p>Implications of the change on the program, other programs, and the students.</p>	<p>This degree program involves close collaboration with colleges and departments across the IUP campus. The Academic Deans from the three colleges have worked together to coordinate the program development and plan for the needed resources. Faculty members in twenty departments across campus contributed to the program goals, curriculum, development of student learning outcomes, the nature of the field experiences, and the assessment plan. The invitation to participate in this new academic program proposal was met with enthusiasm from all quarters. This wide participation supports the sustainability of this program at IUP.</p>
<p>Proposed Program Information</p>	
<p>Proposed Program Title</p>	<p>Bachelor of Science in Public Health</p>

Template H

<p>Proposed Narrative Catalog Description</p>	<p>The Bachelor of Science in Public Health will graduate students who will help meet Pennsylvania's workforce needs in public health and health care related fields, and will help meet the strong demand for trained public health professionals projected by national and regional studies. This degree will prepare students for jobs in health administration, community health, and health education. Upon completion of the program, students will understand the science of human physical and mental health, the epidemiology of infectious and chronic diseases as well as the complications of the US and global health care systems with regard to access and ethics of the disparities in health care delivery. The program will provide students with options to focus in three academic areas: Environmental and Occupational Health, Behavioral and Mental Health, and Epidemiology and Biostatistics.</p>
<p>Proposed Program Requirements</p>	<p>Public Health majors will complete a curriculum that is consistent with the criteria set forth by the Council of Education for Public Health (CePH), the undergraduate accreditor for stand-alone baccalaureate programs in public health. These criteria include public and global health, the role of data in public health, population health challenges, human health, determinants of health, project implementation, and a cumulative experience or field experience. The program will address critical issues such as leadership and governance that value diversity, adequate academic support resources, qualified faculty mentors, and a well-rounded, interdisciplinary curriculum. Since this degree program is interdisciplinary, it will incorporate a solid grounding in the social, natural and health sciences, mathematics and humanities. Environmental and Occupational Health, Behavioral and Mental Health, and Epidemiology and Biostatistics will be three inaugural tracks of specialization. The degree curriculum consists of four components: fundamental liberal studies courses, mathematics and statistics courses, public health core courses and collateral field/focus area courses related to public health. Students may choose tracks based on their academic strengths, health-related interests and career aspirations.</p> <p>The required public health core courses are designed to introduce students to the essential public health core competencies: community health education, occupational-environmental health sciences, epidemiology and biostatistics, research methods, advocacy, networking, cultural competence, ethical decision-making, community dynamics, and experiential learning. The focus area/collateral field courses are designed to ensure a strong foundation that supports critical thinking and creative problem-solving for current and future public health problems.</p> <p>The goal is to encourage students to pursue future careers in public health, by engaging them in an academically sound and intentional experiential learning that transforms academic learning into a dynamic, practical demonstration of professionalism and skills. The program incorporates various field-based learning opportunities to enhance overall preparation of our students, and builds on the current network of strong relationships in our local, regional community, and beyond. This network currently includes hospitals, nursing agencies, public and private practice offices, rehabilitation</p>

centers, wellness clinics, local, state and federal government agencies, public and private schools, community health and human services agencies. In addition, opportunities for experiential learning can utilize some on campus resources such as the Health and Wellness Centers (Applied Psychology, Health Promotion and Cardiac Disease, Child Study), Institutes (Rural Health and Safety), Clinics (Speech, Language and Hearing), including placements with intercollegiate athletics in the field of sports science/medicine.

All students pursuing an undergraduate degree must complete IUP's requirements for Liberal Studies with courses that are consistent with CePH's rationale for integrating undergraduate public health into general and liberal education requirements. As seen below, the curriculum includes 46-47 credits of Liberal Studies courses, 30-33 credits in the Public Health Core courses, and a focused track with 18 to 23 required credits, the opportunity for pursuing a minor area of study, and up to 17 credits of free electives for a total of 120 credits.

Liberal Studies: As outlined in the Liberal Studies section 46-47
with the following specifications:

Humanities: PHIL 122 or 130

Mathematics: MATH 121 (1) or 217 (2)

Natural Science: BIOL 104, 119

Social Science: ANTH 110, PSYC 101, SOC 151

Liberal Studies Electives: ECON122, FDNT145

Public Health Core: 30-33

BIOL 301	Fundamentals of Epidemiology	3cr
ECON 360	Health Economics	3cr
GEOG/RGPL 316	Introduction to Geographic Information Systems	3cr
NURS 410	Health Promotion and Social Issues	3cr
NURS 455	Health Care Informatics	3cr
NURS/ELR 314	Health Policy and Law	3cr
PUBH 122	Foundations of Public Health	3cr
PUBH 306	Research Design and Analysis in Public Health	3cr
PUBH 493	Internship in Public Health	3-6cr
SOC 442	Medical Sociology	3cr

One of Three Specialization Tracks: 18-23

Environmental and Occupational Health 23cr

BIOL 221, 323; CHEM 101, 102; SAFE 330 or 430, 335, 361

Behavioral and Mental Health: 18cr

PSYC 332 and 374; SOC 361 or 362 or 363; SOC 448 and 2 electives

Epidemiology and Biostatistics: 23cr

CHEM 101, 102; FDNT 422; KHSS 472; MATH 216, 411, 412

Free Electives: (3) 17-26

Total Degree Requirements: 120

- (1) MATH 121 required for Epidemiology and Biostatistics track.
- (2) MATH 217 required for Environmental and Occupational Health, and Epidemiology and Biostatistics tracks.
- (3) Minor or Certificate recommended.

Bachelor of Public Health
A Suggested Sequence of Required Courses (2016-2017 Catalog)

Freshman Year					
<u>Fall</u>			<u>Spring</u>		
—	3	ENGL 101 English Composition I	—	3	HIST 196, 197, 198 History requirement
—	3	SOC 151 Principles of Sociology	—	3	PSYC 101 General Psychology
—	3	PHIL 130 Intro to Biomedical Ethics or PHIL 122 Contemporary Moral Issues	—	3	FA requirement
—	3	Dimensions of Wellness	—	3	ANTH 110 Contemporary Anthropology
—	3	BIOL 119 Emerging Diseases	—	4	BIOL 104 Human Biol: How the Body Works
Total	15		Total	15	
Sophomore Year					
<u>Fall</u>			<u>Spring</u>		
—	3-4	MATH 121 or 216/217 Math Req	—	4	ENGL 202 English Composition II
—	3	ENGL 121 Humanities Literature	—	4	BIOL 301 Fundamentals of Epidemiology
—	3	PUBH 122 Foundations of PUBH	—	3	ECON 360 Health Economics
—	3	FDNT 145 Personal Nutrition	—	3	GEOG 316 Intro to GIS
—	3	ECON 122 Principles of Microeconomics	—	3	Elective
Total	15-16		Total	15	

Junior Year					
<u>Fall</u>			<u>Spring</u>		
___	3	NURS 410 Health Pro & Social Issues	___	3	NURS/HSAD 444 Health Care Informatics
___	3	PUBH 306 Research Design & Analysis in PH	___	3	NURS/HSAD455 Health Policy & Law
___	3	SOC 442 Medical Sociology	___	3	Track course/Minor/Elective
___	3	Track course/Minor/Elective	___	3	Track course/Minor/Elective
___	3	Track course/Minor/Elective	___	3	Track course/Minor/Elective
Total	15		Total	15	
Senior Year					
<u>Fall</u>			<u>Spring</u>		
___	3	Track course/Minor/Elective	___	6	PUBH 493 Internship
___	3	Track course/Minor/Elective	___	4	Track course/Minor/Elective
___	3	Track course/Minor/Elective	___	3	Track course/Minor/Elective
___	3	Track course/Minor/Elective	___	3	Track course/Minor/Elective
___	3	Track course/Minor/Elective	___	3	Track course/Minor/Elective
Total	15		Total	15	

Notes:
 This academic map is a suggested four-year schedule of courses based on degree requirements in the undergraduate catalog. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designed to keep students on track.

Since this degree program is interdisciplinary, an essential characteristic of public health, the courses offered will incorporate a solid grounding in the social, natural and health sciences, mathematics and humanities. Occupational/Environmental Health, Behavioral/Mental Health, and Epidemiology and Biostatistics will be three inaugural tracks of specialization. Each track of specialization consists of four components: fundamental liberal studies courses, mathematics and statistics courses, public health core courses and collateral field/focus area courses related to public health. Students may choose tracks based on their health care interests and strengths.

Learning experiences and instructional methods

Students will learn in classroom, labs, and field experiences as required for the varied and integrated learning objectives of this program. Learning experiences include a combination of classroom instruction and experiential learning in on campus science-based laboratories and off campus field

experiences. Instructional methods will include delivery of foundational knowledge of the discipline and its traditions through lecture, laboratory work, discussion and asynchronous use of a Course Management System such as D2L. Instructional methods will also include field experiences in public health related agencies. Across the curriculum from semester-to-semester, students will learn through written work, classroom exercises and presentations, participation in hands-on laboratory exercises, and appropriate examinations.

Program structure/administration

The Public Health program is an interdisciplinary program encompassing faculty and courses from three colleges at IUP. A Public Health Program Director will receive an Alternate Work Assignment to administer the program. The Director will appoint a Public Health Program Outcomes Committee comprised of faculty members from the contributing academic departments with members from each college. The Director will market the program and recruit students into the major, oversee the course scheduling, provide academic support for students on probation, clear students for graduation, oversee the field experience placements for all majors, conduct the assessment plan, collect relevant data and prepare the self-study in anticipation of accreditation, and administer the program budget. The Public Health Program Outcomes Committee members will be responsible for coordinating curriculum revisions, assisting with preparation and submission of accreditation applications, continuous improvement of the overall academic experience of the majors, and advising on the public health budget. The Director will be responsible for working with the Deans and Chairs to ensure that a sufficient number of seats are provided in each of these courses.

Student support/advisement

Students enrolled in the Public Health program will receive various levels of support and advisement. One of the primary sources of support/advisement will be offered by the Director of the Public Health Program, who will work closely with Deans, Department Chairs, and faculty. Another primary source of support/advisement will come from faculty teaching in the program.

The Program Outcomes Committee members will assure a timely progress toward graduation. IUP provides excellent advisement tools through the DegreeWorks and the Student Success Collaborative. Steering Committee members, assisted by the Director, will use up-to-date best practice advising methods and tools. Many resources are available for students at IUP including ASC@IUP, the Writing Center, the Career Center, and Student Life Center.

Coordination with other departments/units on campus

The degree program in public health involves close collaboration with colleges and departments across the IUP campus. The Academic Deans from the three colleges have worked together to coordinate the program development and plan for the needed resources. Faculty members in twenty departments across campus contributed to the program goals, curriculum, development of student learning outcomes, the nature of the field experiences, and the assessment plan. The invitation to participate in this new academic program proposal was met with enthusiasm from all quarters. This wide participation supports the sustainability of this program at IUP.

Coordination with outside agencies

The development of the B.S. in Public Health curriculum has included a beginning relationship with the undergraduate accreditor for stand-alone baccalaureate programs in Public Health. The Council of Education for Public Health (CePH) has been and continues to be a source of consultation as the program requirements are shaped. This coordination with CePH has been valuable in understanding the standards and in creating a program that will be accreditation-worthy once IUP is eligible to apply.

In addition, the BS program requires a 3-6-credit internship in which faculty will coordinate experiences for students that will allow them to apply public health theories, models and research in community agencies, health related corporations, public health centers, etc. Through the internship component, students and faculty anticipate building solid relationships with outside community agencies and public health related institutions whereby opportunities for collaborative research and action projects may lead to addressing significant community related public health issues.

Coordination with outside health care related agencies will be an ongoing goal for this program. Fortunately, IUP has established strong relationships with outside agencies through a number of existing majors, such as, Nursing, Allied Health, Food and Nutrition, Health and Sport Science, Kinesiology, Psychology, Safety Science, Natural Science, Sociology, Biology, Geography and Regional Planning. Established relationships with relevant agencies and corporations will provide ready opportunities for the BS Public Health program students.

Assessment Plan and Process for the Program

Since assessment is most effective when multiple strategies are employed, a multi-pronged approach will be used to assess, analyze and improve the program at IUP. Both direct and indirect means will be used for these assessments. These assessment processes will be continuous and integrated with IUP's strategic-planning and budgeting processes, the accreditation process outlined by CePH, and

with the process of collecting and analyzing the program's student-learning outcomes (SLO) and Program Objectives (PO). Assessment findings will be systematically analyzed and used as a basis for making changes in curriculum, instruction, advising, or other aspects of the program in order to strengthen student learning and development.

Direct assessment methods will be employed to determine the degree of achieving the Student Learning Outcomes which are directly tied to the Program Objectives. A self-study, as part of the IUP Program Review cycle, will assess the sufficiency of the curriculum to deliver learning experiences essential to producing skilled public health graduates. Indirect methods of collecting and analyzing student, graduate, field experience supervisors, and employers will add to the overall assessment plan. From these assessments, program improvement opportunities will be presented by the Program Director to the stakeholders who will together determine actionable items for improvement.

Please enter in the space or attach to the proposal a document with a summary of all proposals.

Resource Sufficiency
 Necessary resources for this program will be drawn from the three collaborating colleges. This collaboration minimizes the need for new resources but also creates new opportunities between the departments and colleges which enhance overall programming. No new faculty resources are required to deliver the curriculum. A half-time Program Director will oversee the program. Temporary faculty will replace the Director's teaching assignment. For the most part, the public health curriculum draws on existing courses, keeping to a minimum the number of new courses specific to the public health curriculum needed to satisfy the accreditation requirements.

For Dean's Review

- Are resources available/sufficient for this course? Yes No NA
- Is the proposal congruent with college mission? Yes No NA
- Has the proposer attempted to resolve potential conflicts with other academic units? Yes No NA

Comments: Click here to enter text.