


October 27, 2015

TO: Dr. Costas Spirou
Interim Associate Provost, Academic Affairs

FROM: Dr. Judy Malachowski 
Associate Dean, College of Health Sciences (CoHS)

RE: Formal proposal for new degree program
Bachelor of Science: Public Health

C: Dr. Sandra Gangstead
Dean, College of Health Sciences
Dr. Lisa Griffin,
Director, School of Health and Human Performance (SHHP)
Dr. Jeff Turner
Chair, CoHS curriculum committee
Dr. Angel Abney
Chair, GC Curriculum and Assessment Policy Committee (CAPC)

The attached proposal for a new degree program (Bachelor of Science: Public Health) within the SHHP in the CoHS has been fully vetted through the CoHS review processes.

It is ready for your review and submission to CAPC by this week's deadline in preparation for their November 6, 2015 meeting.

Please let me know if you have any questions.

GEORGIA COLLEGE & STATE UNIVERSITY
DEGREE PROGRAM and CURRICULUM CHANGES PROPOSAL COVER SHEET

PROPOSAL: New Major	
COLLEGE: Health Sciences	DEPARTMENT: Health and Human Performance
DEGREE: BS	CIP CODE: 51.2201
MAJOR: Public Health	MINOR:
CONCENTRATION NAME:	PROPOSED EFFECTIVE DATE: (semester/year) : Fall 2018
<p>Description and Rationale for Recommended Action (attach additional pages if needed, this description will be shared at all levels in the University, and the University System and SACS Offices): We are requesting a new major in Public Health that will replace the current major of Community Health. Many of the necessary courses are currently in place, with very few additional classes needed to satisfy the Public Health cognate areas as well as the Council on Education for Public Health (CEPH) accreditation standards. We will seek to accredit the program upon USG/BOR approval.</p>	

Action Item (Check one.)

- New Major, Minor, Certificate, or Concentration**
- Rename Major, Minor, Certificate, or Concentration**
- Deactivate/Discontinue Major, Minor, Certificate, or Concentration**
- New Degree or Graduation Requirement**
- General Education Requirement or Change**
- Curricular Change that Impacts Multiple Colleges**
- Modify Existing Major, Minor, Certificate, Concentration Requirements**

All required documentation must be attached. (Electronic MS Word files with supporting documents are required at each level of review)

Reviewing entity	"•" denotes necessary routing.				Signature and Date	Recommend	Not Recommended	Reviewed - Information Only
	Major (new, modify, rename, deactivate)	Concentration or Certificate (new, modify, rename, deactivate)	Minor (new, modify, rename, deactivate)	General Education or Curricular Change affecting multiple colleges				
Chair, Department Curriculum Committee	•	•	•	•	<i>Laura M. Huff</i>	X		
Department Office Department Chair	•	•	•	•	<i>Laura M. Huff</i>	X		
Chair, College Curriculum Committee	•	•	•	•	<i>[Signature]</i> 10/23/15	X		
Dean's Office Dean	•	•	•	•	Dr. Sandra K. Gangstead, Dean & Professor	X		
Graduate Council (as appropriate for Graduate Curriculum)	•	•			N/A			
Curriculum and Assessment Policy Committee of University Senate	•	•						
University Senate	•	•						
Academic Affairs Provost Office	•	•						
President	•							
USG/BOR Review/Information Item	•	•	•	•				
SACSCOC Notification	•	•	•					

*A "Not Recommend" recommendation should include reviewer rationale and recommended action.

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
(Traditional/Face-to-Face Delivery)

Institution: Georgia College & State University

Approval by President or Vice President for Academic Affairs:

Date: October 7, 2015

School/Division: College of Health Sciences (COHS)

Department: School of Health and Human Performance (SHHP)

Departmental Contact: Dr. Lisa Griffin, Director, SHHP

Name of Proposed Program/Inscription: Bachelor of Science: Public Health

Degree: B.S.

Major: Public Health

CIP Code: Public Health Classification of Instructional Program (CIP) Code 51.2201

Anticipated Implementation Date: Fall 2016

Approval by Chief Business Officer (or designee):

Susan Allen, Vice President for Finance & Administration, Georgia College & State University
CBX 021, 478-445-5148, susan.allen@gcsu.edu

Approval by Chief Facilities Officer or designee (if different from CBO):

(See CBO)

NEW DEGREE PROGRAM PROPOSAL REQUIREMENTS

1. Description of the program’s fit with the institutional mission, existing degrees and majors.

The purpose of this proposal is to implement a **substantive** revision to the current B.S. in Community Health major. The revision includes a change of name for the major and curriculum changes that will include the addition of two new courses and modifications in content of existing courses. Changes in the curriculum reflect the Critical Component Elements (CCEs) of an undergraduate major in Public Health identified by the Association of Schools and Programs of Public Health (ASPPH) (Wykoff, Petersen & Weist, 2013). See Appendix A: Council on Education for Public Health (CEPH) Criteria for Standalone Public Health degree. Georgia College & State University (Georgia College [GC]) is uniquely positioned to offer this degree. The current Community Health major has been moving toward the goal of changing the degree to Public Health for several years. The major is located in the rapidly growing School of Health and Human Performance in the College of Health Sciences, which is an ideal location for a Public Health major.

Georgia College has a Public Liberal Arts mission and there has been growing interest nationwide to incorporate public health courses into the liberal arts curriculum and to offer public health minors and majors at the undergraduate level. The Summer 2009 edition of Peer Review, a publication of the Association of American Colleges and Universities (AAC&U), entitled, “Liberal Education and Undergraduate Public Health Studies”, highlighted numerous examples of the interest and need for public health education at the undergraduate level and described advocacy efforts to bring this to fruition from organizations such as the Institute of Medicine, the Association of Schools of Public Health, and the Association for Prevention Teaching and Research.

Undergraduate training in public health provides an interdisciplinary set of content and skills that are readily applicable and transferable to many professions and post-graduate educational opportunities. Some of these include health care, human services, social sciences, biological sciences, health administration, social work, and international affairs. Graduates of the program may seek advanced Public Health degrees at other institutions in the state but will also be prepared for entry-level positions in governmental public health agencies, community health organizations, non-profit organizations, corporate wellness programs, and health care settings. The creation of a major in Public Health will allow integrating the public health discipline into the liberal arts educational environment.

Please see below for a condensed “current to proposed” program analysis:

Current Program B.S. Community Health Major Courses	Proposed Program B.S. Public Health Major Courses
KINS 2303: Personal Health & Fitness	KINS 3303: Community Health
KINS 3303: Community Health	KINS 3313: Health Promotion Program Planning
KINS 3313: Health Promotion Program Planning	KINS 3323: Substance Use & Abuse
KINS 3323: Substance Use & Abuse	KINS 3333: Epidemiology & Human Disease
KINS 3333: Epidemiology & Human Disease	KINS 3343: Human Sexuality
KINS 3343: Human Sexuality	KINS 3353: Intro to Environmental Health
KINS 3353: Intro to Environmental Health	KINS 4323: US Women’s Health & Social Issues or KINS 4333: Sex Gender & Sexology
KINS 4303: Stress Management	KINS 4343: Methods of Health Promotion
KINS 4323: US Women’s Health & Social Issues or KINS 4333: Sex Gender & Sexology	KINS 4353: Global Public Health
KINS 4343: Methods of Health Promotion	KINS 4363: Public Health Policy & Systems

KINS 4813: Research Methods in Kinesiology KINS 4806: Internship in Kinesiology (12 cr)	KINS 4813: Research Methods in Kinesiology KINS 4806: Internship in Kinesiology (12 cr)
Minor class or Approved Elective Minor class or Approved Elective Minor class or Approved Elective Minor class or Approved Elective Minor class or Approved Elective	Minor class or Approved Elective Minor class or Approved Elective Minor class or Approved Elective Minor class or Approved Elective Minor class or Approved Elective

Summary of Specific Requests Related to Proposal

1. Change name of degree from B.S. in Community Health to B.S. in Public Health (implementation proposed for fall, 2016)
2. Content revision for the following course:
*Biostatistics applications added to KINS 4813 Foundations in Kinesiology Research
3. Create one new course to meet missing components from public health domains:
*KINS 4363: Public Health Policy & Systems (See Appendix B)
4. Begin offering KINS 4353: Global Public Health course
5. Modify Area F (remove PSYC 2103 Intro to Human Development and replace with KINS 2303 Personal Health & Fitness)
6. Remove KINS 2303 Personal Health & Fitness and KINS 4303 Stress Management from the major area and replace with KINS 4353: Global Public Health and KINS 4363: Public Health Policy & Systems

2. Program Description and Goals:

- a. **Institutional Priority: Describe how the proposed program is aligned with the institution’s academic strategic plan. Indicate where this program falls in terms of the institution’s top priorities for new degrees.**

GC’s Strategic Direction #1: Exemplary Undergraduate Learning Experience will be supported with a B.S. in Public Health in terms of distinctiveness (there are no other current standalone undergraduate degrees in Georgia in Public Health) and emphasis on high impact, community based engaged learning practices via internships and service learning experiences. The new major will also support *GC Strategic Direction #3: Enhancing the academic reputation of Georgia College based on recognition of exemplary academic programs and distinctive achievement.* *GC Strategic Direction #2* is focused on building graduate programs, in part, to meet workforce needs. Underlying both *GC Strategic Directions 1 and 2*; the GC College of Health Sciences has as its core mission/vision, “to be nationally recognized for the exemplary preparation of health sciences professionals who are empowered leaders committed to improving the health and well-being of individuals, communities, and global society through lifelong learning and service” (2015). A Bachelor of Science degree in Public Health will help meet workforce needs with baccalaureate-only preparation.

The Bureau of Labor Statistics estimates that the occupational outlook for health

educators and community health workers will **grow 21% from 2012 to 2022 which is faster than the average for all occupations**. This growth will be fueled by continued chronic health problems, health disparities, health care costs, and increasing recognition of the value of primary and secondary prevention efforts. The proposed B.S. in Public Health program is a clear fit with *GC Strategic Direction #4: To become a Strong Partner for Creating a Better Community and State by strengthening community and regional ties through programs, partnerships, research, and service that enhances economic, educational, and cultural opportunities*. Partnering with community organizations to secure funding support for shared initiatives and to provide support for these programs via faculty and student contributions is a common and essential feature of public health programming.

b. Brief description of the program and how it is to be delivered:

The Bachelor of Science in Public Health is designed to promote an understanding of health and disease based on public health principles. Students will learn to apply social, behavioral, policy and educational interventions to shape population health, assess needs of target populations, create program goals and objectives, and develop strategies to foster health behavior change interventions for individuals and communities. Internship and other applied learning strategies will provide students with opportunities to incorporate classroom learning into public health practice and prepare them for future employment.

The B.S. in Public Health will include 42 hours of Area A-E courses, 18 credit hours from Area F, 33 hours of public health courses, 15 hours of approved electives or a minor, and a 12-credit internship capstone. It will be delivered on the Milledgeville campus with a face-to-face course delivery format.

c. Goals/Objectives of the Program:

Program goals and objectives are aligned with the recommended *Critical Component Elements* proposed by the Association of Schools and Programs of Public Health for *Framing the Future: The Second 100 Years of Public Health* ((Wykoff, Petersen & Weist, 2013). These include Background content domains (science, social/behavioral science, math/quantitative reasoning, humanities/fine arts); Background skill domains (communication; information literacy); Public Health Domains (overview of public health; role and importance of data; identifying and addressing population health challenges; human health; determinants of disease; project implementation; overview of health systems; health policy, law, ethics, and economics; health communication); Cumulative experience and field exposure; and Cross-cutting areas (advocacy, ethics, professionalism, teamwork, leadership, research methods, systems thinking).

These program goals include:

Goal 1: To educate individuals for professional careers in public health to prepare them to create lasting, sustainable changes to improve individual and community health outcomes

Goal 2: To provide a supportive environment conducive to student learning and professional development.

Goal 3: To prepare graduates to practice successfully in entry level public health settings or to pursue advanced professional or academic training

Goal 4: To conduct research that contributes to identification, problem-solving, and resolution of public health problems locally and globally

Goal 5: To foster student engagement in applied internships and service activities to improve the health status of individuals and communities and to reduce health disparities

d. Location of the program – main campus or other approved site:

The program will be delivered on main campus in Milledgeville, GA.

e. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area F requirements (if applicable).

Please see Appendix C for Program of Study.

1. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.

New courses are highlighted on the attached program of study (Appendix C).

2. Append course descriptions for all courses (existing and new courses).

Please see Appendix D.

3. When describing required and elective courses, list all course prerequisites.

Please refer to Appendix D for course prerequisites.

4. Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.

All courses have been approved and are currently listed in the GC Undergraduate Catalog with the exception of KINS 4363: Public Health Policy & Systems. The proposal for this new course was approved by the SHHP Curriculum committee 9/18/15 and will continue through all College and University approval levels during fall semester 2015.

5. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

See Appendix A for Council on Education for Public Health accreditation guidelines for standalone undergraduate programs.

6. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline:

- The proposed degree change is designed to meet the national shift in emphasis from graduate-only preparation in Public Health to an increasing interest in undergraduate Public Health degrees. Historically, public health degrees have been delivered at the graduate level. However, the Association of Schools and Programs of Public Health states that a trend toward undergraduate degrees in Public Health has been significant and sustained since 2005 (Castrucci, Plepys, Blakely, Burke, & Sprague, 2015).
- In 2013, the CEPH established criteria for standalone public health undergraduate programs that are not currently affiliated with a public

health graduate program. The opportunity for accreditation at the baccalaureate level provides additional support and legitimacy for the creation of a B.S. in Public Health at Georgia College.

- The Association of Schools and Programs of Public Health published findings in the January-February 2015 issue of *Public Health Reports* concerning the growth of undergraduate public health majors in the U.S. between 1992 and 2012. The number of undergraduate degrees conferred increased from less than 1,000 in 1992 to more than 5,000 since 2010 (a 12% average growth per year). The authors further cite that Public Health Classification of Instructional Program (CIP) Code 51.22 was ranked as the tenth fastest growing category when comparing midsize and larger CIP categories in the U.S. between 2008 and 2012. Therefore, the proposed program is consistent and responsive to national demands in the workforce and reflective of student interest in pursuing public health as an undergraduate major.

f. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated:

KINS 4806: Internship will be the capstone experience for the Public Health major. This is a 12-credit internship that requires a minimum of 480 hours over a 15-week semester (average 32 hours per week) or 40 hours per week for the 12-week summer session (all sessions: May, June, and July). Dr. Barbara Funke serves as the current Community Health internship coordinator and will continue to coordinate and supervise the BS in Public Health internship program.

The Health Internship Coordinator role includes review and recommendation for approval of all Health internship sites to the SHHP Director. Submission of the appropriate materials for developing formal GC Memoranda of Understanding (MOU) with each site is processed through the COHS Office of the Dean. Prior to development of an MOU, each potential internship site is carefully vetted for appropriateness to the degree and availability of appropriately qualified, degreed personnel to supervise the student on site. This is determined through a site visit and contact with the internship site supervisors. The COHS has an extensive list of sites with current MOUs including Public Health Districts, clinical settings, and non-profit organizations and new sites with an emphasis in Public Health will be added on an ongoing basis.

Highly qualified GC faculty serve as faculty supervisors, working directly with the student intern and the site supervisor through making periodic on-site visits, and regular phone, email and other means of on-line communications. Internship requirements include: Hours documentation verified by site supervisor; Weekly Journals; Discussion Postings; Project (substantial, meaningful project for the facility/organization during the course of the internship); Professional Presentation; Midterm and Final Evaluations completed by internship site supervisor; Exit paper; and Electronic portfolio.

g. Indicate the adequacy of core offerings to support the new program.

The same core courses will be utilized with the proposed Public Health major as were utilized with the existing Community Health major. GC students have

always been able to obtain the needed courses. There is one change proposed in Area F courses but there is ready availability of this course as well.

h. Indicate the method of instructional delivery.

Two Area F courses will be online. All major courses will be delivered in a face-to face format.

i. Admissions criteria. Please include minimum scores on appropriate standardized tests and grade point average requirements.

Students must apply and be accepted to GC. The successful first-year applicant will demonstrate his or her potential for success by completing a rigorous College Preparatory Curriculum with a competitive grade point average, show strong SAT or ACT score results and provide a well-developed personal essay.

Students may declare a major in Public Health at any point. In order to remain in the program, students will have to achieve and maintain a GPA of 2.5 as well as uphold the highest of professional work ethics. All students in School of Health and Human Performance programs concentrate, during their freshman and sophomore years, on successfully completing general education core Areas A, B, C, D and E and appropriate Area F courses for the major.

Students must obtain grades of C or better on all Area F, major and minor courses and maintain at least a 2.5 GPA in order to continue progression in the program. In the event that a student's GPA falls below 2.5, one semester will be given to bring it back up. Readmission into the program is not guaranteed.

Many agencies where internship and practical experiences take place require students to undergo a criminal background check, urine drug screens and to meet the CDC standards for immunizations for health care professionals. Students are required to obtain liability insurance prior to starting their placement.

j. Availability of assistantships (if applicable): NA

k. Evaluation and Assessment:

1. Provide the student learning outcomes and other associated outcomes of the proposed program.

Graduates of the program will be able to:

- demonstrate knowledge of the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
- describe the role and importance of data in public health and apply data collection concepts, methods, tools, use, and analysis.
- identify and address population health challenges including basic processes, approaches, and interventions.
- demonstrate applications of the underlying science of human health and disease for promoting and protecting health across the life span.
- explain the socio-economic, behavioral, biological, and environmental determinants of health and other factors that impact human health and contribute to health disparities.
- plan, implement and evaluate public health programs.
- effectively advocate for public health program and policies.

- critically assess the U.S. health system's fundamental characteristics and organizational structures as well as systems in other countries.
- explain basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
- demonstrate effective health communication including professional writing and the use of mass media.
- demonstrate ethical behaviors, professionalism, teamwork, and leadership skills in applied experiences in public health settings.

2. Describe how the institution will monitor and ensure the quality of the degree program.

Select student learning outcomes will be chosen annually, changed on a rotating basis, and tracked in the university assessment system. Once USG/BOR approval is received, we will move forward with implementing the proposed program, and at the same time, the CEPH standards. We will seek CEPH accreditation no longer than two years after program implementation. Once accreditation is attained, adherence to CEPH standards for monitoring student outcomes will be followed. Students completing the degree will be tracked for enrollment into graduate programs and entry into the professional work force using multiple procedures such as email and LinkedIn groups.

3. Administration of the Program:

a. Indicate where the program will be housed within the academic units of the institution:
It will be housed in the School of Health and Human Performance within the College of Health Sciences.

b. Describe the administration of the program inclusive of coordination and responsibility:
Within the School of Health and Human Performance (SHHP), there are four undergraduate majors and two graduate. Fiscal, personnel, and curricular responsibilities of the program will be overseen by the Director of SHHP. On the day to day student issues, mentoring, and programmatic specific details, the Program Coordinator, Barbara Funke, Ph.D., MCHES, will have oversight.

4. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours): NA

5. Accreditation: (if applicable) Describe the program's alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

The Office of Academic Affairs supplies the institutional funding for all accreditation processing on campus. In 2013, the Council on Accreditation for Public Health (CEPH) established criteria for standalone public health undergraduate programs that are not currently affiliated with a public health graduate program. Inclusion of Public Health core areas will enhance, not supplant, existing courses that address the National Commission for Health Education Credentialing (NCHEC) undergraduate competencies and sub-

competencies that prepares students for certification as Health Education Specialists (CHES). The curriculum is aligned with CEPH standards and CEPH accreditation will be sought no longer than two years after implementation (anticipate FY18) so that we may firmly establish the program and curriculum.

6. **External Reviews (This item only applies to doctoral level programs):** NA

7. **Enrollment Projections and Monitoring:**

- a. **Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)**
- b. **Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.** Some of the projections are based upon current enrollment numbers in the Community Health major – we anticipate that most if not all of the currently enrolled students in the freshman, sophomore, and possibly junior levels will choose to move into the Public Health major since the curricular changes would be minimal for those students to shift.

In addition, the projected 5 new students to the institution in the major is based upon the growing interest nationwide to incorporate public health courses into the liberal arts curriculum and to offer public health minors and majors at the undergraduate level. The Summer 2009 edition of *Peer Review*, a publication of the Association of American Colleges and Universities (AAC&U), entitled, “Liberal Education and Undergraduate Public Health Studies”, highlighted numerous examples of the interest and need for public health education at the undergraduate level and described advocacy efforts to bring this to fruition from organizations such as the Institute of Medicine, the Association of Schools of Public Health, and the Association for Prevention Teaching and Research. The program will not be formally cohort based.

	First FY17	Second FY18	Third FY19	Fourth FY20
I. ENROLLMENT PROJECTIONS				
Student Majors	70	80	90	100
Shifted from other programs	5	10	10	15
New to the institution	5	5	5	5
Total Majors	80	95	105	120
Course Sections Satisfying Program Requirements				
Previously existing	11	11	11	11
New	2	2	2	2
Total Program Course Sections	13	13	13	13
Credit Hours Generated by Those Courses				
Existing enrollments	3150	3600	4050	4500
New enrollments	450	675	675	900
Total Credit Hours	3600	4275	4725	5400

8. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process. 2023
9. Describe anticipated actions to be taken if enrollment does not meet projections. University Communications will assist in developing print and electronic announcements pertaining to the new degree to be disseminated to appropriate professional outlets. GCSU recruiters will be updated with talking points to use. Attendance as an exhibitor at appropriate professional meetings and conferences will be pursued (GPHA, GASOPHE, SOPHE).
10. Faculty Qualifications & Capacity:
 a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Dr. Scott Butler (existing)	Associate Professor	Ph.D.	PhD, MS, MPH, B.S.	Health Promotion & Disease Prevention Human Sexuality	Health Promotion, Human Sexuality, Women's Health, Research Methods & Statistics	.47 fte dedicated to program; .093 fte reassigned administrative duties (SHHP Assistant Director); remaining fte dedicated to graduate program.
Dr. Barbara Funke (existing)	Professor, Program Coordinator	Ph.D.	Ph.D., M.S., B.S.	Health Education	Community Health	.65 fte dedicated to program; remaining fte dedicated to graduate program.
Dr. Kirsten Rodgers (existing)	Assistant Professor	Ed.D.	Ed.D., M.S.P.H., B.S.	Health Education	Tobacco Control; Community Health	.75 dedicated to program.
Dr. Jim Lidstone (existing)	Professor	Ed.D.	Ed.D., M.S. B.A., B.P.H.E.	Physical Education	Childhood Obesity Prevention, Sport Psychology	.093 fte dedicated to program; .28 fte dedicated to graduate program .375 fte dedicated to external grant buyout.

Heidi Fowler (existing)	Assistant Professor	ABD in DPH program	D.PH. (in progress), M.PH., B.S.	Public Health	Environmental Health	.56 fte dedicated to program; .093 dedicated the GC Core Curriculum; remaining fte dedicated to graduate program.
Dr. Emily Simonavice (existing)	Assistant Professor	Ph.D.	Ph.D, M.S., B.S.	Exercise Science	Physiology of Human Movement, Cancer & Exercise	.124 fte dedicated to program (Physiology of Human Movement. course in Area F); remaining fte dedicated to the Exercise Science program.
Justin Adeyemi (existing)	Assistant Professor & Clinical Coordinator Athletic Training	ABD in Higher Education Curriculum & Instruction	Ph.D. (in progress), M.A.T. Kinesiology, B.S. (Athletic Training)	Athletic Training	Human Anatomy, Athletic Training Education	.124 fte dedicated to program (Human Anatomy course in Area F); remaining fte dedicated to the Athletic Training program.
Allison Everett (existing)	Lecturer	M.S.	M.S. (Health Promotion, B.S. (Exercise Science)	Exercise Science	Personal Health & Fitness	.093 fte dedicated to program (Personal Health & Fitness course in Area F); remaining fte dedicated to the Exercise Science program.
Note 1:						
Note 2:						

Total Number of Faculty:

There are 5 full time tenure track faculty teaching the major courses, and some Area F courses (listed above). Three other faculty in SHHP (2 tenure track, 1 lecturer, listed above) will continue to teach Area F courses such as Human Anatomy, Physiology of Human Movement, and Personal Health and Fitness.

- b. **If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty:**
An additional faculty member with a doctorate in Public Health is anticipated to be requested in FY17 to begin in FY18. Projected enrollment with this proposed program, in addition to sustaining a graduate Health Promotion program - both utilizing the same faculty - prompts us to recognize that additional support will be necessary.
- c. **If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.):**
Existing faculty will be used to deliver this proposed program. As the program grows, we anticipate needing to add an additional faculty member to assist with faculty load that may be brought on by needing multiple sections of specific major courses and/or Area F courses. Currently we are able to utilize other faculty in relevant areas in SHHP to teach some Area F courses so that fte are sustained for all faculty loads.

We are requesting to use the current BS in Community Health, and with very few substantive changes, change the major to Public Health. If approved, then we will deactivate the BS in Community Health. Therefore current and new Health faculty will continue to provide instruction, mentoring, and supervision in one undergraduate and one graduate program. With the existing faculty, Ms. Heidi Fowler will be re-assigned from teaching current assignment of a GC1Y (GC General Core) class in fall semesters to enable her to contribute additional workload to instruction in to the Public Health program. The elimination of the current required Stress Management course in the Community Health program will allow Dr. Kirsten Rodgers to teach the new proposed Public Health Policy & Systems course required for accreditation in the proposed BS Public Health Program.

11. Budget – Complete the form below and provide a narrative to address the following:

a. For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

b. For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following:
 - 1. Source of existing funds being reallocated.
 - 2. How the existing resources will be reallocated to specific costs for the new program.
 - 3. The impact the redirection will have on units that lose funding.
 - ii. Explain how the new tuition amounts are calculated.
 - iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
 - iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
 - v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
- c. When Grand Total Revenue is not equal to Grand Total Costs:**
- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
 - ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Expenditures

All existing resources, including faculty, administrative, and support personnel, currently dedicated to the B.S. in Community Health will be reallocated to the B.S. Public Health program. Therefore, no start up costs are anticipated. Resources are already in place with the current Community Health program. The estimated enrollment growth by the third year of program implementation may require additional fte that would necessitate hiring part-time faculty support for the reallocation of faculty workload. Operating costs will be reallocated from the B.S. in Community Health. Equipment projections are calculated on existing equipment replacement annual percentages. It is anticipated that library acquisitions will grow to support student enrollment demand, plus a greater emphasis on undergraduate research within the B.S. in Public Health program. For Personnel costs, the salary fte calculations were based on no faculty raises over the projected time period, and under New Positions, a starting base salary of \$55,000 was used.

Revenues

Estimates of yearly enrollment projections (AY 2017-2020) are based on current enrollment numbers in the Community Health program plus interest expressed by undergraduate students in related programs in SHHP and the COHS. Presently two courses in Area F (Human Anatomy and Physiology of Human Movement) generate course/lab fees totaling approximately \$2,600-\$3,200 per year as a source of revenue stream that will benefit the program. In addition, we also predict a New Tuition revenue stream - using the calculation of current in-state undergraduate tuition - and projecting five new students into GC and the B.S. Public Health program each year (total of 20 new students and tuition dollars).

Grand Totals

Because this is not a new start up program and we are using existing allocations from another program (that will be deactivated if this one is approved), we are projecting a surplus and not a deficit. Community Health is one academic program within the School of Health and Human Performance. SHHP has grown from approximately 200 majors to almost 800 majors over the

past 6 years. SHHP has worked diligently to develop and implement year-round curriculum to this expanding student population. Community Health is one of the areas offering a 3 or 4 year program of study. If students commit to summer school, they can graduate in 3 years. Historically the Community Health program has had a steady increase in enrollment from 50 majors five years ago to approximately 75 majors today (with 88 minors). We anticipate this growth to continue if we are approved to transition to a B.S. in Public Health, with some of the minors also choosing to make Public Health their major.

I. EXPENDITURES	First FY17 Dollars	Second FY18 Dollars	Third FY19 Dollars	Fourth FY20 Dollars
Personnel – reassigned or existing positions <i>*Based on no faculty raises and fte calculations</i>				
Faculty (see 15.a.ii)	\$178,398	\$178,398	\$178,398	\$178,398
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators(see 15 a.ii)	\$13,125	\$13,125	\$13,125	\$13,125
Support Staff (see 15 a.ii)	\$5,342	\$5,342	\$5,342	\$5,342
Fringe Benefits	\$64,965	\$64,965	\$64,965	\$64,965
Other Personnel Costs				
Total Existing Personnel Costs	\$261,830	\$261,830	\$261,830	\$261,830

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i) <i>*Based on no faculty raise and a base salary of \$55,000</i>				
Faculty		\$55,000	\$55,000	\$55,000
Part-time Faculty			\$5,000	\$5,000
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits		\$18,315	\$18,315	\$18,315
Other personnel costs				
Total New Personnel Costs		\$73,315	\$78,315	\$78,315
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources		\$250		
Equipment		\$3,000		
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs		\$3,250		
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	\$800	\$1000	\$1500	\$1,800
Travel	\$16,000	\$18,000	\$19,000	\$20,000
Equipment	\$1,600	\$1,800	\$1,800	\$1,800
Library/learning resources	\$800	\$900	\$900	\$900
Other				
Total Recurring Costs	\$19,200	\$21,700	\$23,200	\$24,500
GRAND TOTAL COSTS	\$281,030	\$360,095	\$363,345	\$364,645
III. REVENUE SOURCES				

Source of Funds				
Reallocation of existing funds (see 15 b.i)	\$281,030	\$328,430	\$375,830	\$423,230
New student workload				
New Tuition (see 15 b.ii) (projecting 5 new students to GC in this major each year with current tuition rate \$8960)	\$44,800	\$44,800	\$44,800	\$44,800
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).	\$2,600	\$2,600	\$2,600	\$2,600
Other (see 15 b.v)				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	\$328,430	\$375,830	\$423,230	\$470,630
Nature of Revenues				
Recurring/Permanent Funds	X	X	X	X
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$47,400	\$15,735	\$59,885	\$105,985

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

16. Facilities—Complete the table below.

			Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.		12,000
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)		
	Type of Space	Comments	
i.	Construction of new space is required	None	
ii.	Existing space will require modification	None	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.	No	

v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.		No	
vi.	Existing space will be used as is		X	
c. If new space is anticipated, provide information in space below. NA				
i.	Estimated construction cost			
ii.	Estimated total project budget cost			
iii.	Proposed source of funding			
iv.	Availability of funds			
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).			
vi.	How will the construction be funded for the new space/facility?			
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?			
d. If existing space will be used, provide information in space below.				
Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.				
Health Sciences Building (HSB) rooms 105, 201, 202, 207, 209, 300, 304, 314; M. Parks Memorial Building (faculty offices)				
e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)				
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	7	Classrooms	328 total	7008
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
	5	Offices		461
	1	Other (specify)	Movement Lab (gymnasium)	
Total Assignable Square Feet (ASF)				
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
Susan Allen	478-445-5148	susan.allen@gcsu.edu
Vice President for Finance & Administration	Signature	
<p><i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i></p>		

Attachments:

- Appendix A. CEPH Criteria for Standalone Public Health degree
- Appendix B. Public Health Policy & Systems New Course Proposal
- Appendix C. Program of Study
- Appendix D. Area F and Major Course Descriptions

References:

(Leider J.P., Castrucci B.C., Plepys C.M., Blakely C., Burke E., Sprague J.B. (2015). Characterizing the growth of the undergraduate public health major: U.S., 1992-2012. *Public Health Reports*, Jan-Feb;130(1):104-13.)

Wykoff, R., Petersen, D. Weist, E.M. (2013) The recommended critical component elements of an undergraduate major in public health. *Public Health Reports*, Sep-Oct;128(5):421-4.)

Appendix A

ACCREDITATION CRITERIA STANDALONE BACCALAUREATE PROGRAMS

ADOPTED JUNE 2013 AMENDED JUNE 2014



CEPH

*Council on Education
for Public Health*

**Council on Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
Phone: (202) 789-1050
Fax: (202) 789-1895
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Criteria

Note: terms found in bold are expanded upon in the glossary at the end of this document

Note: relevant criteria are listed in parenthesis after each documentation request

1.0 Leadership, Management and Governance

- 1.1 The program maintains an organizational description and organizational chart(s) that define the program's administrative structure and relationships to other institutional components. The organizational chart presents the program's relationships with its department(s), school(s), college(s) and other relevant units within the institution.
- 1.2 The program demonstrates administrative autonomy that is sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation. Administrative autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:
 - allocation of program resources
 - implementation of personnel policies and procedures
 - development and implementation of academic policies and procedures
 - development and implementation of curricula
 - admission to the major
- 1.3 The program has a single individual who serves as the designated leader. The designated leader is a **full-time faculty member** at the institution and has immediate responsibility for developing and monitoring the program's curriculum.
- 1.4 Program administrators and faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Program faculty have formal opportunities for input in decisions affecting curriculum design, including program-specific degree requirements, program evaluation, student assessment and student admission to the major. Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.
- 1.5 The program ensures that all faculty (including **full-time and part-time faculty**) regularly interact and are engaged in ways that benefit the instructional program (eg, instructional workshops, curriculum committee).
- 1.6 Catalogs and bulletins used by the program, whether produced by the program or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, contains accurate information.

Required Documentation:

- 1) An organizational chart or charts that clearly depict the following:
 - a. the program's internal organization, including the reporting lines to the designated leader
 - b. the relationship between the program and other institutional components
 - c. the lines of authority from the program's designated leader to the institution's chief executive officer (president, chancellor, etc.), including all intermediate levels(Criterion 1.1)

- 2) A list of other degree programs, if any, offered in the same administrative unit(s) as the program.
(Criterion 1.1)

- 3) A description of how each of the following functions (items a-p) is accomplished for the program as relevant to the program's authority, including identification of the responsible party or parties and the relevant program or institutional policies, in the format of Template A. Template A requires the program to indicate where program faculty have roles in the process and to cite the relevant supporting document(s) and page(s) (eg, Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

- a. determining the amount of resources (financial, personnel and other) that will be allocated to the program
- b. distributing resources (financial, personnel and other)
- c. appointing/hiring faculty to teach program courses
- d. appointing/hiring personnel to advise program students
- e. curriculum design, including program-specific requirements for the award of the degree
- f. plans for student assessment
- g. evaluating the performance of individuals teaching program courses
- h. evaluating the performance of individuals advising program students
- i. promoting and/or granting tenure, if applicable, to faculty teaching program courses
- j. re-appointing or terminating program faculty hired by contract, if applicable
- k. determining teaching assignments for program courses
- l. developing the program's academic policies governing matters such as academic standing and award of degree
- m. implementing the program's academic policies, including grading
- n. recruitment, advertising and admissions
- o. defining the academic calendar
- p. publication and currency of information in catalogs and other publications

(Criteria 1.2, 1.4)

- 4) A description detailing the interactions and engagement among faculty (**full-time and part-time faculty**) that benefit the instructional program (eg, instructional workshops, curriculum committee).

2.0 Resources

- 2.1 The program has **sufficient faculty resources** to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes. Generally, the minimum number of faculty required would be 2.0 FTE faculty in addition to the designated leader's effort each semester, trimester, quarter, etc., though individual circumstances may vary. The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.
- 2.2 The mix of **full-time and part-time faculty** is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.
- 2.3 The program tracks student enrollment to assist in gauging resource adequacy. Given the complexity of defining "enrollment" in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.
- 2.4 The program's **student-faculty ratios (SFR) are sufficient** to ensure appropriate instruction, assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.
- 2.5 The program has access to financial and physical resources that are adequate to fulfill its operating needs, accomplish the mission, teach the required curriculum and provide an environment that facilitates student learning, including faculty office space, classroom space and student gathering space.
- 2.6 The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:
- computing and technology services
 - library services
 - distance education support, if applicable
 - advising services
 - public health-related career counseling services
 - other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program

Required Documentation:

- 1) A letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum and to achieve expected student outcomes.

(Criteria 2.1, 2.5, 2.6)

- 2) A concise statement of the institution or unit's formula for calculating FTE. If more than one formula is applicable, the program must include all and explain to whom they are applicable.

(Criterion 2.1)

- 3) A list of all faculty providing program instruction or educational supervision for the **last two years** in the format of Template B. Template B requires each faculty member's name, status (**full-time** or **part-time**), FTE allocation to the program and course(s) taught. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

(Criterion 2.2)

- 4) A list of the designated leader's duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description, if available.

(Criteria 1.4, 2.1)

- 5) A description of the administrative unit's workload policy and expected workload for program faculty. If multiple categories of faculty support the program, address each category. Following the description, cite the relevant supporting document(s) and page(s) (eg, Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criteria 2.1, 2.2)

- 6) A table showing student headcount and student FTE for the **last two years** in the format of Template C. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template C requires a narrative explanation of the specific method and source of student enrollment data.

(Criteria 2.3, 2.4)

- 7) A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and

should include information on the three preceding semesters. Note that Template D requires a narrative explanation of the data and method used for calculating SFR and average class size. Template D also requires information on the SFR and average class size of a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. Identification of at least one other degree program within the institution with similar degree objectives and methods of instruction is required as well as a rationale for the choice.

(Criteria 2.3, 2.4)

- 8) A table showing the average advising load for the last two years in the format of Template E. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Note that Template E requires a narrative explanation of the data and method used for calculating the average advising load. Template E also requires information on the average advising load in a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program.

(Criterion
2.4)

- 9) A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F. Note that Template F requires the program to define the categories of funding.

(Criterion 2. 5)

- 10) A narrative explanation of the data in Template F and a discussion of any recent or planned future changes in fiscal resources.

(Criterion
2.5)

- 11) A description of the physical space available for faculty offices, program classrooms and student meetings or study groups.

(Criterion
2.5)

- 12) A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (eg, the institution, the college, the program, etc.). Present the response in the format of Template G.

- a. computing and technology services
- b. library services
- c. distance education support, if applicable
- d. advising services

- e. public health-related career counseling services
- f. other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program

(Criterion
2.6)

13) A description of any other significant program resource not mentioned above, if applicable.

(Criterion
2.6)

3.0 Faculty Qualifications

3.1 The program meets the requirements of regional accreditors for faculty teaching baccalaureate degree students. Faculty with doctoral-level degrees are strongly preferred and, in most cases, expected. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

3.2 The designated leader of the program is a **full-time faculty member** with educational qualifications and professional experience in a **public health discipline**. If the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications and professional experience in its primary faculty members. Preference is for the designated program leader to have formal doctoral-level training (eg, PhD, DrPH) in a public health discipline or a terminal professional degree (eg, MD, JD) and an MPH.

3.3 Practitioners are involved in instruction through a variety of methods (eg, guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

3.4 All faculty members are informed and current in their discipline or area of public health teaching.

3.5 Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master's degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching. **Required Documentation:**

1) A table in the format of Template H that includes the same faculty shown in Template B. Template H requires each faculty member's name, graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure.

(Criteria 2.2, 3.1, 3.2)

2) A description of the professional experience and teaching ability of any faculty member trained only at the master's level, if applicable.

(Criterion 3.1)

- 3) A description of how the primary faculty complement has sufficient public health training and experience to support the program if the designated leader does not have educational qualifications and professional experience in a public health discipline.

(Criterion 3.1)

- 4) A list of the activities and methods through which practitioners are involved in instruction in the format of Template I. Template I requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved and instructional activities provided.

(Criterion 3.3)

- 5) A description of the activities and methods through which all faculty members remain informed and current in their discipline (eg, completed professional development opportunities). This information may be presented in a table, if applicable.

(Criteria 1.6, 3.4)

- 6) CVs of all faculty members listed in Template B. (Provide in electronic resource file.)

(Criterion 3.1)

- 7) A list of graduate teaching assistants, if applicable, in the format of Template J. Template J requires each graduate teaching assistant's name, course(s) taught, master's degree earned and discipline in which master's was earned. If applicable, also include in-progress doctoral degree and number of credits of doctoral coursework in the teaching area completed.

(Criterion

3.5)

4.0

Curriculum

- 4.1 The overall undergraduate curriculum (eg, general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

- the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
- the foundations of social and behavioral sciences
- basic statistics
- the humanities/fine arts

4.2 The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (ie, the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

If the program intends to prepare students for a specific credential, then the curriculum must also address the areas of instruction required for credential eligibility (eg, CHES).

4.3 Students must demonstrate the following skills:

- the ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information

4.4 Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

4.5 The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

- advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic
- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership

Required Documentation:

- 1) A list of the coursework required for the program's degree(s), including the total number of credits required for degree completion.
(Criteria 4.1, 4.2, 4.3, 4.4, 4.5)
- 2) Official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.
(Criteria 4.1, 4.2, 4.3, 4.4, 4.5)
- 3) A matrix, in the format of Template K, that indicates the experience(s) that ensure that students are introduced to each of the domains indicated in Criterion 4.1. Template K requires the program to identify the experiences that introduce each domain.
(Criterion 4.1)
- 4) A matrix, in the format of Template L, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2. Template L requires the program to identify the experiences that introduce and reinforce each domain.
(Criterion 4.2)

- 5) A matrix, in the format of Template M, that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3. Template M requires the program to identify the experiences that introduce and reinforce each domain.
(Criterion 4.3)
- 6) A matrix, in the format of Template N, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion 4.4.
(Criterion 4.4)
- 7) A brief narrative description, in the format of Template O, of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion 4.5.
(Criterion 4.5)
- 8) Syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.
(Criteria 4.1, 4.2, 4.3, 5.3)
- 9) Examples of student work.
(Criteria 4.1, 4.2, 4.3, 4.4, 4.5)
- 10) A brief description of the means through which the program implements the cumulative experience and field exposure requirements.
(Criterion 4.4)
- 11) Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.
(Criteria 4.4)

5.0 Program Effectiveness

- 5.1 The program defines a mission statement that guides program activities and is congruent with the mission statement(s) of the parent institution(s).
- 5.2 The program defines expected student learning outcomes that align with the program's defined mission and the institution's regional accreditation standards and guide curriculum design and implementation as well as student assessment.
- 5.3 Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domain(s) identified in Criterion 4.

- 5.4 The program defines and implements a student assessment plan that determines whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. Assessment methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained. At a minimum, the assessment plan includes regular **surveys or other data collection** (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from enrolled students, alumni and relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.).
- 5.5 The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution or unit-collected data, unless those data are sufficiently detailed and descriptive.
- 5.6 The program collects qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.
- 5.7 The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.
- 5.8 The program establishes a schedule for reviewing data on student outcomes.
- 5.9 The program uses student and faculty assessment results to improve student learning and the program.
- 5.10 The program regularly evaluates its mission and expected student outcomes to ensure their continuing relevance.
- 5.11 The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

Required Documentation:

- 1) The program's mission statement; the mission statements for the department, college, school or other organizational unit(s) that house the program; the mission statement for the institution.
(Criterion 5.1)
- 2) A list of expected student learning outcomes in the format of Template P.
(Criterion 5.2)
- 3) A list of curricular assessment opportunities in the format of Template Q. Template Q requires the program to present the opportunities (eg, specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P.
(Criterion 5.4)
- 4) A list of other assessment tools, including surveys of students, alumni and relevant community stakeholders. For each tool, include a copy of the instrument and the most recent year of data in the electronic resource file.
(Criterion 5.4, 5.5)
- 5) Evidence, in the format of Template R, that the program has implemented the assessment plan identified in Template Q.
(Criterion 5.4)
- 6) Graduation rates for the last three classes of students who would have been expected to graduate. "Expected to graduate" means that the students have reached the maximum time allowable within the institution's policies, and the program must define the parameters of this expectation (eg, within five years of reaching senior status). For the purpose of defining the years of required reporting, the program should use the most recently completed academic or calendar year prior to the self-study due date to be year three and should include information on the two preceding years.
(Criterion 5.5)
- 7) Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. Present information in the format of Template S.
(Criterion 5.5)
- 8) Information on the types of employment and further education graduates pursue. Present information in the format of Template T.
(Criterion 5.6)

- 9) A description of the methods used to collect graduation rates and job placement data.
(Criterion 5.5)
- 10) If applicable, a discussion of limitations of the current graduation rate and job placement data that are based on data collection methodology.
(Criterion 5.7)
- 11) If applicable, a description of plans to improve the accuracy of graduation rate and job placement data.
(Criterion 5.7)
- 12) If data do not meet the minimum thresholds defined in Criterion 5.5, evidence 1) that the program's rates are comparable to similar baccalaureate programs in the same institution and 2) including a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.
(Criterion 5.7)
- 13) Evidence of the program's regular review of actual performance data for the student and outcomes defined in Criteria 5.2 and 5.7. Evidence may include reports, committee meeting minutes or other sources. For each piece of evidence provided, list the relevant document(s) and page(s) (eg, Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online. (Criterion 5.8)
- 14) A description of the ways in which the program uses assessment data to make improvements and at least three examples of recent changes based on assessment data.
(Criterion 5.9)
- 15) A description of the timeline and methods for revisiting the mission and outcome statements to ensure their continuing relevance.
(Criterion 5.10)
- 16) A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.
(Criteria 1.6, 5.11)
- 17) Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (eg, Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are

available online, or include in the resource file electronic copies of any documents that are not available online.

(Criteria 1.6, 5.11)

6.0 Advising

6.1 Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

Required Documentation:

1) A description of the institution or unit's system for undergraduate advising.

(Criterion 6.1)

2) A description of advising within the program, including the following:

- a. Assignment of advisors
- b. Training and responsibilities of advisors
- c. Policies and procedures related to advising
 - i. Process for changing advisors
 - ii. Rules for frequency of contact with advisors

(Criterion 6.1)

3) A description of how the program monitors student satisfaction with advising and results from the most recent year.

(Criterion

6.1)

7.0

Diversity

7.1 The program demonstrates a commitment to diversity and provides evidence of an ongoing practice of cultural competence in student learning.

Aspects of diversity may include, but are not limited to, age, country of birth, disability, ethnicity, gender, gender identity and expression, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural

competence refers to the skills for recognizing and adapting to cultural differences. Each program defines these terms in its own context.

Programs can accomplish these aims through a variety of practices including the following: incorporation of diversity and cultural competency considerations in the curriculum; recruitment/retention of faculty, staff and students; and reflection in the types of research and/or community engagement conducted.

Required Documentation:

- 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the following:
 - a. curriculum
 - b. assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities
 - c. research and/or community engagement
 - d. any other relevant elements of the program

(Criterion 7.1)

- 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

(Criterion 7.1)

8.0 Distance Education Programs

- 8.1 A degree program offered via distance education is a curriculum or course of study designated to be primarily accessed remotely via various technologies, including internet-based course management systems, audio or web-based conferencing, video, chat, or other modes of delivery. All methods used by the SBP support regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously and are a) consistent with the mission of the program and within the program's established areas of expertise; b) guided by clearly articulated student learning outcomes that are rigorously evaluated; c) subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.
- 8.2 The university provides needed support for the program, including administrative, communication, IT and student services.
- 8.3 There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially

important in institutions that offer distance learning but do not offer a comparable in-residence program.

- 8.4 The program has processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

Required Documentation:

- 1) Identification of all degree programs and/or majors that offer a curriculum or course of study that uses an internet-based course management system and may be combined with other modes of distance delivery including audio or web-based conferencing, video, chat, etc., whether synchronous and/or asynchronous in nature.

(Criterion 8.1)

- 2) Description of the distance education programs, including: a) an explanation of the model or methods used, b) the program's rationale for offering these programs, c) the manner in which it provides necessary administrative, IT, and student support services, d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and e) the manner in which it evaluates the educational outcomes, as well as the format and methods.

(Criteria 8.1, 8.2, 8.3)

- 3) Description of the processes that the university uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

(Criterion 8.4)

Glossary

1. **Sufficient faculty resources** are determined with institutional context; considerations include the following:
 - a. type of instruction (eg, Classes with heavy writing and classes with a practice component require more resources.)
 - b. number of concentrations
 - c. overall responsibilities for students (eg, advising, career counseling)
 - d. level of courses (introductory/survey courses versus advanced courses)
2. **Full-time and part-time faculty** designations are not related to type of program courses taught (eg, core or concentration) or level of responsibilities to the program. **Full-time faculty** are those defined as holding full-time employment with the institution, using the

institution's definition. **Part-time faculty** are those who do not meet the institution's definition of full-time. **Full-time and part-time** designations are independent of factors such as rank and tenure status.

3. **Sufficient student-faculty ratios (SFR)** are defined in each program's context and depend on a number of factors, including the institutional environment and typical ratios for comparable baccalaureate degree programs. One important consideration in determining adequacy is determining whether instruction is theory-based or practice-based. Practice-based instruction (sometimes referred to as "methods" courses) typically requires lower SFR than theory-based instruction (sometimes referred to as "content" courses).
4. The **FTE** calculation follows all individuals providing instruction in a given semester, trimester, quarter, etc. and may include the following:
 - a. full-time faculty members
 - b. part-time faculty members
 - c. adjunct faculty
 - d. faculty appointed from other departments
 - e. instructors
5. A degree in a **public health discipline** is a degree titled "public health" or a degree in a public health concentration or specialty area. These areas may include, but are not limited to, fields of study such as health education/promotion, global health, health services research, maternal and child health, health economics, epidemiology or public health nutrition. This set of examples is not intended to be exhaustive.
6. **Surveys or other data collection** are any combination of data collection methods that may include the following:
 - a. focus groups
 - b. questionnaires
 - c. key informant interviews
 - d. responses to open-ended questions or Likert scale questions
7. **Two years** is equal to two academic years or two calendar years, whichever is appropriate depending on the institutional setting. This time period may include semesters, quarters, trimesters, terms, etc. The program should use consistent reporting periods across all data provided unless otherwise noted. For purposes of determining the last two years, begin with the term (semester, quarter, etc) in which the site visit will be held. Because the preliminary self-study is due five months before the site visit, it is understood that final data may not be available in the preliminary self-study. The preliminary self-study should indicate these instances with a simple footnote.

Appendix B

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

Action	Discipline Abbr	Course Number	Course Title	Hours (L-L-C)	Repeatable	Grade Type	Prerequisite	Co-Requisite
A	KINS	4363	Public Health Policy and Systems	3-0-3	NR or RP	N or S	None	None

COMMENTS New Course to accompany the B.S. Public Health Proposal.

LAB FEE INFORMATION _____
 Effective Semester / Year _____

Approved By Sandra K. Spear Date 10/27-15
 (Dean)

Approved By _____ Date _____
 (Academic Vice President)

Georgia College & State University
Form for Proposal of New Undergraduate Courses

1. Department KINS Discipline Community Health/Public Health
2. Title, Course No. And Credit Hours of Proposed Course
KINS 4363: Public Health Policy & Systems
- 2b. Hours (L-L-C)(3-0-3)
3. Effective: Fall 2016 Semester

Is this course also being proposed as a graduate course? No
4. Repeatable or Nonrepeatable non-repeatable
5. Grade Type: Normal or S/U Normal
6. Prerequisite or Co-requisite None
7. Are special course fees associated with this course? No
If so, you MUST submit the application for special course fee.
8. Rationale for new course: This will be a required course for students in B.S. in Public Health major and represents one of the five core area of public health study.
9. To the best of the proposing Department's knowledge, do any of the above topics overlap with topics treated in a course or courses already offered anywhere on campus: No
10. How often is the course to be offered? Once per year
11. Who will teach this course? Qualified SHHP faculty

Will it require extra faculty members? No
12. Are any courses being dropped as a result of this course? Yes
If yes, which courses? KINS 4303 Stress Management
Did the course being dropped have special course fees associated with it? No
13. Has this course been taught in a previous term as a Special Topics course? No
14. Describe additional resources, if any, needed to support course: NA
15. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- 1. Course Title and Proposed Number**
- 2. Course Function:** (Insert here a statement of what degree programs include this course in their requirements--“This course counts towards...”)
- 3. Course Topics:** (Insert here a list of course topics that define the course as it would be taught in all sections, most likely as it was defined when proposed.)
- 4. Expected Student Learning Outcomes:** (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for....”)
- 5. Grading Criteria:** (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
- 6. Prerequisites (if any)**
- 7. Catalog Description**

Date 10/26/15

Signature *Sandra K. Gangstead*
Department Chairperson

Date 10/26/2015

Signature Dr. Sandra K. Gangstead,
Dean & Professor
Dean of School

Digitally signed by Dr. Sandra K. Gangstead, Dean & Professor
DN: cn=Dr. Sandra K. Gangstead, Title=Professor, ou=College
of Health Sciences, o=University of North Carolina,
email=sandra.gangstead@unc.edu, c=US
Date: 2015.10.26 13:05:33 -0400

(Revised by Council of Deans, adding special course fee info on 06-21-07)

Draft

**Abbreviated Syllabus
Georgia College & State University
School of Health & Human Performance
College of Health Sciences**

KINS 4363: Public Health Policy & Systems

Instructor: Qualified Health Faculty

Office: Parks Memorial

Phone:

E-Mail Address:

Office Hours: TBD

Class Meets: TBD

Catalog description:

Examines concepts of legal, ethical, economic and regulatory dimensions of public health policy and the roles, influences and responsibilities of the different agencies and branches of government.

Course Function:

This is a required course for students in B.S. in Public Health major and represents one of the five core area of public health study.

Prerequisites:

All Area F courses: HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS 2323; KINS 2303

Course Topics:

- The role of policy in changing health behavior in the U.S.
- Branches of government, agencies and organizations' role in policy development, implementation, and evaluation.
- Legal and ethical implications of public health policy and access to healthcare and healthy communities
- Practical Implications for the use of the Socioecological Model
- Organizational structure of public health systems and future predictions for growth

Student Learning Outcomes:

Upon completion of this course, the student will be able to:

- Explain the structure and function of the public health system in the U.S.
- Describe the role of policy in changing health behavior

- Identify and discuss principles and concepts of effective public health policy
- Critically discuss and predict the future role of public health policy and systems
- Examine and analyze the ethical and legal implications for public health policies

Assignments/Grading Criteria:

1. Complete assigned readings.
2. Attend class and actively participate in class discussions and activities.
3. Satisfactorily complete a midterm and final exam.
4. Complete a course project.
5. Completion of public health case studies.

Grades for the course will be based on the following:

Midterm exam.....	150 points
Final exam.....	150 points
Group Project.....	150 points
<u>Case studies (2@25).....</u>	<u>50 points</u>
Total.....	500 points

Final course grade will be based on the following scale:

A=448 - 500 points	D=298 - 347 points
B=398 - 447 points	F= 0 - 297 points
C=348 - 397 points	

Appendix C

FRESHMAN YEAR

FALL

KINS 0001 - 1st Year Academic Seminar
 Area A1: ENGL 1101- English Composition I
 Area B1: GCIV: Critical Thinking
 Area A2: Quantitative Skills (MATH 1101 or other A2 quantitative option)
 Area D: Natural Science with Lab (BIOL 1100/L)
 Area C2: Fine Arts

SPRING

Area A1: ENGL 1102 -English Composition II
 Area E: Social Science (POLS 1150* or other Area E Soc. Sci.)
 Area C1: Humanities and Ethics
 Area D: Natural Science with Lab (BIOL 1120/L)
 Area F: KINS 2303: Personal Health and Fitness

Hours
 1
 3
 3
 3
 4
 3

Grade

Overla

Hours
 3
 3
 3
 4
 3

Grade

Overla

*POLS 1150 completes US & Georgia Constitution requirements or pass local exam **Passing of Regent's exam after completion of ENGL 1102

TOTAL
 16 Hrs.

SOPHMORE YEAR

FALL

Area B2: GCZY: Global Perspectives
 Area D: MATH 2600- Statistics
 Area F: HSCS 2813 Anat of Human Movement or BIOL 2160
 Area F: KINS 2331- Medical Terminology
 Area E: Social Science

SPRING

Area F: KINS 2313- Introduction to Public Health
 Area F: KINS 2323- Nutrition
 Area F: HSCS 2823 Physiology of Hum. Movement or BIOL 2170
 Area E: Social Science (HIST 2111 or 2112* or other Area E Social Science)

Hours
 4
 3
 4
 1
 3

Grade

Overla

Hours
 3
 3
 4
 3

Grade

Overla

TOTAL
 15 Hrs. **TOTAL**
 13 Hrs.

*HIST 2111 or 2112 completes US/GA History requirements or pass local examination. **OBTAIN CPR/FIRST AID CERTIFICATION

JUNIOR YEAR

FALL

KINS 4353: Global Public Health
 KINS 3303: Community Health
 KINS 4323: US Women's Health & Social Issues or KINS 4333: Sex Gender & Sexology (summer offering)
 KINS 3353: Introduction to Environmental Health
 Minor class or Approved Elective

SPRING

KINS 3313: Health Promotion Program Planning
 KINS 3323: Substance Use & Abuse
 KINS 3333: Epidemiology & Human Disease
 KINS 3343: Human Sexuality
 Minor Class or Approved Elective

Hours
 3
 3
 3
 3
 3

Grade

Overla

Hours
 3
 3
 3
 3
 3

Grade

Overla

TOTAL
 15 Hrs. **TOTAL**
 15 Hrs.

SENIOR YEAR

FALL

KINS 4363: Public Health Policy & Systems
 KINS 4343: Methods of Health Promotion
 KINS 4813: Research Methods in Kinesiology

SPRING

KINS 4806: Internship in Kinesiology
 Minor class or Approved Elective

Hours
 3
 3
 3

Grade

Overla

Hours
 12
 3

Grade

COURSE SEQUENCE NOTES

Area B1 must be completed during either semester of the first 30 hours of coursework
 Area B2 must be completed during either semester of the second 30 hours of coursework
 Area C1: ENLG 2110; AFST 2010; IDST 2305; PHIL 2010; BLST 2102; RELI 1111
 Area C2: ARTS, MUSC, THEA 1105; IDST 2310, 2315
 *Choose 1 from Area C 1 and 1 from Area C2
 Area D: BIOL 1107/L, 1100/L, 1120/L, 1120/L; CHEM 1211/L, 1212/L; PHYS 1111/L, 1112/L (others as listed in catalog)
 *Choose 2 Area D Courses
 Area E: HIST 1131, 1132, 1111, 2111, 2112; PSCY 1101, POLS 1150; ECON 2100, 2105, 2106; GEOG 1101, 1102; SOCI 1121; ANTH 1110;
 *Choose 3 Area E Courses
 Area F: HSCS 2813, 2823 or BIOL 2160, 2170; KINS 2313, KINS 2331; KINS 2303
 Any of the Area C, Area D, Area E, and Area F courses can be completed in any order, during any semester as long as all pre-requisites are met for that course.

Potential Summer Courses Offered

- HSCS 2813- Anatomy of Human Movement
- HSCS 2823- Physiology of Human Movement
- KINS 2313- Introduction to Public Health
- KINS 2323- Nutrition
- KINS 2331- Medical Terminology
- KINS 2303: Personal Health & Fitness
- KINS 3313: HI. Promotion Program Planning
- KINS 3323: Substance Use & Abuse
- KINS 3343: Human Sexuality
- KINS 4333: Sex, Gender, & Sexology
- KINS 4806: Internship (capstone)
- KINS 4813: Research Methods in Kinesiology

Course	Hours	Grade	Overla
FRESHMAN YEAR			
FALL			
KINS 0001 - 1 st Year Academic Seminar	1		
Area A1: ENGL 1101- English Composition I	3		
Area B1: GCIV: Critical Thinking	3		
Area A2: Quantitative Skills (MATH 1101 or other A2 quantitative option)	3		
Area D: Natural Science with Lab (BIOL 1100/L)	4		
Area C2: Fine Arts	3		
TOTAL	16 Hrs.		
SOPHMORE YEAR			
FALL			
Area B2: GCZY: Global Perspectives	4		
Area D: MATH 2600- Statistics	3		
Area F: HSCS 2813 Anat of Human Movement or BIOL 2160	4		
Area F: KINS 2331- Medical Terminology	1		
Area E: Social Science	3		
TOTAL	15 Hrs.		
SPRING			
Area F: KINS 2313- Introduction to Public Health	3		
Area F: KINS 2323- Nutrition	3		
Area F: HSCS 2823 Physiology of Hum. Movement or BIOL 2170	4		
Area E: Social Science (HIST 2111 or 2112* or other Area E Social Science)	3		
TOTAL	13 Hrs.		
JUNIOR YEAR			
FALL			
KINS 4353: Global Public Health	3		
KINS 3303: Community Health	3		
KINS 4323: US Women's Health & Social Issues or KINS 4333: Sex Gender & Sexology (summer offering)	3		
KINS 3353: Introduction to Environmental Health	3		
Minor class or Approved Elective	3		
TOTAL	15 Hrs.		
SPRING			
KINS 3313: Health Promotion Program Planning	3		
KINS 3323: Substance Use & Abuse	3		
KINS 3333: Epidemiology & Human Disease	3		
KINS 3343: Human Sexuality	3		
Minor Class or Approved Elective	3		
TOTAL	15 Hrs.		
SENIOR YEAR			
FALL			
KINS 4363: Public Health Policy & Systems	3		
KINS 4343: Methods of Health Promotion	3		
KINS 4813: Research Methods in Kinesiology	3		
SPRING			
KINS 4806: Internship in Kinesiology	12		
Minor class or Approved Elective	3		

Minor class or Approved Elective	3				
Minor class or Approved Elective	3				
TOTAL	15 Hrs.	TOTAL	15 Hrs.		
TOTAL HOURS FOR GRADUATION: 121					

Ms. Hollie Smith	Pre-Major Advisor	Phone: 478-445-1222	Office: 200 Lanier Hall	Email: hollie.smith@gcsu.edu
Ms. Lindsey Franks	Upper Level Advisor	Phone: 478-445-2674	Office: 210 Lanier Hall	Email: lindsey.franks@gcsu.edu

Public Health Major Area F: 18 hours

- HSCS 2813 – Anatomy of Human Movement (4 hrs) or BIOL 2160
- HSCS 2823 – Physiology of Human Movement (4 hrs) or BIOL 2170
- KINS 2313 – Introduction to Public Health (3 hrs)
- KINS 2331 – Medical Terminology (1 hr)
- KINS 2323 – Nutrition (3 hrs)
- KINS 2303: Personal Health & Fitness (3 hrs)

Public Health Major Requirements: 45 hours

- KINS 4353: Global Public Health (3 hrs)
- KINS 3303: Community Health (3 hrs)** 2323; KINS 2303
- KINS 3313: Health Promotion Program Planning (3 hrs)** 2323; KINS 2303
- KINS 3323: Substance Use & Abuse (3 hrs)
- KINS 3333: Epidemiology & Human Disease (3 hrs)
- KINS 3343: Human Sexuality (3 hrs)
- KINS 3353: Introduction to Environmental Health (3 hrs)
- KINS 4363: Public Health Policy & Systems (3 hrs)** 2323; KINS 2303
- KINS 4323: US Women’s Health & Social Issues or KINS 3433: Sex, Gender, & Sexology (3 hrs)
- KINS 4343: Methods of Health Promotion (3 hrs)** 2323; KINS 2303
- KINS 4813: Research Methods in Kinesiology (3 hrs)**
- KINS 4806: internship (capstone) (12 hrs)**

Minor or Approved Electives: 15 hours

- *University Requirements 42 hours:** Area A-E courses; Global/U.S./Speaking/Writing overlays; US/GA History requirements (via course or examination); US and Georgia Constitution requirements (via course or examination); Regents Examinations. In addition to the overlay requirements, Georgia College students are required to complete **two additional Global Perspectives (GL)** learning goals as a requirement for graduation.

Prerequisites

HSCS 2813; BIOL 2160

*HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS

*HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS

*HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS

*HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS

*HSCS 2813 & 2823 (or BIOL 2160 & 2170)

***Completed in last semester either Spring or Summer**

Public Health Program Notes:

1. Students must maintain an overall Grade Point Average (GPA) of 2.5 or better throughout the Public Health Program. Students whose GPA falls below 2.5 are given one semester to achieve a GPA of 2.5. If the GPA does not return to 2.5 or better after one semester, the student will be withheld from the continuing in the program of study until the GPA has returned to 2.5 or higher.
2. Grades of C or better are required in Area F, major, minor and approved elective courses. Students who fail to earn grades of C or better in Area F or major courses will not be permitted to enroll in additional major courses until these courses are repeated and the student has earned satisfactory grades.
3. Current certifications in CPR/AED and First Aid are required.
4. Students will be required to show proof of liability insurance prior to interning.
5. Students will be required to complete service learning projects which are discipline-specific.

Appendix D

Georgia College B.S. Public Health Proposal

Area F Course Descriptions:

HSCS 2813 Anatomy of Human Movement

The analysis of functional anatomy of the human body related to human movement as revealed by gross and cellular examination. Laboratory experiences will emphasize anatomical models, online software and resources, and palpations of relevant structures of human movement. 4 credits

HSCS 2813L Anatomy of Human Movement Lab component for HSCS 2813 0

HSCS 2823 Physiology of Human Movement

The analysis and functioning of body tissues, organs and systems, stressed through microscopic, developmental and physiological processes of human life. Laboratory experiences will utilize online software/resources and examination of relevant human physiology processes related to health and disease. 4 credits

HSCS 2823L Physiology of Human Movement Lab component for PHYSIOLOGY OF HUMAN MOVEMENT. 0

KINS 2303 Personal Health and Fitness

An introduction to health and fitness-related topics including application of these principles. An emphasis is placed on the individual's capability and responsibility for adopting health-enhancing behaviors leading to a full and satisfying life.

3 credits

KINS 2313 Introduction to Public Health

Overview of the history, philosophy, theory, and practice of professional health education and acquaints students with the role of the health educator as an agent of behavioral change. 3 credits

KINS 2323 Nutrition

An exploration of food nutrients and basic nutrition principles to aid in the planning and selection of a healthy diet to promote high-level wellness. 3 credits

KINS 2331 Med Terminology/Allied Health Professionals

A short course on the study of prefixes, suffixes, and root words used in medical terminology. A body systems approach focuses on abbreviations, symbols, surgical, pathological, and diagnostic procedures. 1 credit

Public Health Major Course Descriptions

KINS 3303 Community Health

Prerequisite: BIOL 2160 and 2170; or HSCS 2813 and 2823; and KINS 2313, KINS 2323, KINS 2331; and PSYC 2103 or 2012. A survey of community health problems and methods of intervention and includes 60 hours of community based service-learning experiences. 3 credits

Pre-requisites: *HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS 2323; KINS 2303

KINS 3313 Health Promotion Program Planning

Prerequisite: BIOL 2160 and 2170; or HSCS 2813 and 2823; and KINS 2313, KINS 2323, KINS 2331; and , PSYC 2103 or PSYC 2012. A study of the theoretical background and application information needed to plan, implement, and evaluate health programs in a variety of settings. 3 credits

Pre-requisites: *HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS 2323; KINS 2303

KINS 3323 Substance Use and Abuse

An in-depth study of the physiological and psycho-social causes and consequences of substance use and abuse with an emphasis on education and prevention. 3 credits

KINS 3333 Epidemiology/Human Disease

An introduction to epidemiological concepts, an exploration of chronic and communicable diseases, and an examination of the role of the health educator in disease prevention and control. 3 credits

KINS 3343 Human Sexuality

The investigation and development of skills, knowledge, attitudes and methodology to address human sexuality topics in schools and communities. 3 credits

KINS 3353 Intro to Environmental Health

Prerequisite: none. Examine health issues, scientific understanding of causes, and possible future approaches to control the major environmental health problems in industrialized and developing countries. 3 credits

KINS 4323 US Women's Health & Social Issues

Overview of the various physical, mental, and social issues that influence women's health. Historical assessment of the women's health movement and social issues of the 20th century. Assessment of the prevention and treatment of diseases that affect women. 3 credits

KINS 4333 Sex, Gender and Sexology

This course introduces the student to the various aspects of sex, gender, and the scientific field of sexology as they emerged throughout the 20th century. Information will be conveyed through a variety of viewpoints including public health, sociological, historical, and sexological perspectives. 3 credits

KINS 4343 Methods of Health Promotion

Prerequisites: BIOL 2160 and 2170; or HSCS 2813 and 2823; and KINS 2313, KINS 2323, KINS 2331; and PSYC 2103 or 2012. An examination, creation, and application of teaching methodologies and media for a variety of health promotion settings. 3 credits

Pre-requisites: *HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS 2323; KINS 2303

KINS 4353 Global Public Health

Provides an introduction to global health, including: the burden and distribution of disease and mortality; the determinants of global health disparities; the making of global health policies; and the outcomes of global health interventions. 3 credits

KINS 4363: Public Health Policy & Systems

Examines concepts of legal, ethical, economic and regulatory dimensions of public health policy and the roles, influences and responsibilities of the different agencies and branches of government. 3 credits (proposed, approval submitted Fall 2015)

Pre-requisites: *HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS 2323; KINS 2303

KINS 4806 Internship

Supervised clinical experience in a college/university, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. This course is repeatable for credit. 12 credits

Pre-requisites: *HSCS 2813 & 2823 (or BIOL 2160 & 2170); KINS 2313; KINS 2331; KINS 2323; KINS 2303

KINS 4813 Research Methods Kinesiology

Prerequisites: C or better in BIOL 2160 and 2170; or HSCS 2813 and 2823 or ODED 3540. Foundations upon which scientific investigations in Kinesiology are based and research methodologies are explored. 3 credits

Pre-requisites: *HSCS 2813 & 2823 (or BIOL 2160 & 2170)

15 Credit Hours for Minor or Approved Elective