

Academic Senate
Agenda for the Meeting of
April 29, 2014
IRC 120
10:00 - 11:00 am Session

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. April 1, 2014 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – David Marion
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Sandy Alspach
 - B. General Education Task Force – Clifton Franklund
 - C. Student Government – Andrew Kalinowski
6. New Business
 - A. New Degree – Master of Public Health – S. Alspach
 - B. Student Life Committee Motions – Gary Moore II
 1. Provide permanent shuttle bus of our students
 2. Specific language related to class cancellation due to wind chill levels
 3. Endorsement of the Student Athlete Grade Check Form
 - C. Program Advisory Committee Task Force Recommendations – Nicol/De Regnier
7. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Khagendra Thapa
8. Open Forum
9. Adjournment

Academic Senate
Agenda for the Meeting
April 29, 2014
IRC 120
11:00 -11:50 am Session

1. Call to Order and Roll Call
2. Open Forum
3. New Business
 - A. Election of Officers for 2014-2015 Academic Year – Senator Bacon
4. Open Forum
5. Adjournment

**Minutes
Ferris State University
Academic Senate Meeting
IRC 120
April 1, 2014**

Members in Attendance: Alspach, Amey, Bacon, C., Berghoef, Boncher, Bajor, Cook, Dakkuri, Dinardo, Drake, Fox, Griffin, Groves, Hanna, Harlan, Ing, Isler, Klatt, Marion, Piercey, Potter, Richmond, Rumpf, Schmidt, Thapa, Todd, Tower, Wancour, Bacon, M.

Members absent with cause: Baker, Brandly, Yowitz

Members absent: Abbasabdi, Barnes, Jenerou, Jiao, Nagel, Nazar

Ex Officio and Guests: Adeyanju, Durst, Eisler, Garrison, Heck, Kurtz, Nicol, Teahen, Kalinowski, Wagenheim, Reifert, Dawson

1.	President Khagendra Thapa opened the meeting at 10:05 a.m.
2.	Approval of Minutes. Senator Ing moved to approve the March 4, 2014 minutes Senator Alspach seconded. Motion passed.
3.	Open Forum A. Senator Alspach noted that Mr. Mickey Wittman would be discussing the role of the Goodyear blimp in sports casting.
4.	Officer Reports A. President Thapa encouraged attendance at the April 3, Senate-Faculty reception in the optometry lobby. Faculty who have served more than 35 years would also be recognized. B. Vice-President Marion had no report. C. Secretary Isler had no report.
5.	Committee Reports. A. UCC chair Alspach gave a brief report. B. Student Government President Andrew Kalinowski encouraged Senators to participate in the Big Event on April 12 th . Upcoming events also include the election of a new Senate Government president (there are two candidates this year) C. General Education Task Force Chair Fed Heck said he continues to transition with Cliff Franklund the incoming coordinator. This may be his last senate meeting reporting D. Senate Elections Report. Charles Bacon gave the Senate Elections report. There is no nominee for the vacation Retention and Student Success unit and a runoff election in Pharmacy between Baran and Boncher.
6A	3 Credit Certificate Overlap w/Major and Manor Senator Alspach moved to remove this from the table. Seconded by Senator Marion. Senator Hanna asked for a restatement of the motion. Senator Alspach said that as the information asked for by the UCC was unable to be obtained by the meeting date that the motion should be referred to the UCC for a report back in the fall. Susan Wancour, Chair of the Academic Policy and Standards Committee, said she was fine with this. Senator Dakkuri made a motion to refer the issue to UCC. Senator Marion seconded. Senator Schmidt noted he originally tabled the motion to get opinion from his college and he now has that. Certificates often unintentionally lead to a degree program and this rule could be a barrier to enrolment. Senator Hanna asked when the motion would be returned. Senator Dakkuri amended the motion to have a report at the retreat and vote in September. Motion to refer passed.
6B.	20 Day response for Form Bs. Senator Alspach moved to reconsider the motion to extend the Form B consultation time to 20 business days as passed by the Senate at their March meeting. Seconded by Senator Dakkuri. As a supporter of the original motion, UCC chair Alspach noted that after further investigation it is found that implementing this measure would greatly impact the effectiveness and efficiency of the Senate. Senator Boncher noted that there were good rationale for supporting this measure and it could lead to more informed discussions. Alspach said this resulted in

	part from the meeting choices of a college curriculum committee instead of a policy. Senator Ing noted difficulties in receiving responses which has led to a delay in a vote for materials sent to the University Professional and Graduate Council. Senator Drake said in part the rule to pass materials forward is to avoid pocket vetos. Senator Alspach said this did not happen often and could be dealt with. The motion to reconsider passed. The motion was defeated with 1 abstention.
7A.	ISI Minor. Senator Alspach moved to approve the program. Senator Griffin seconded. Senator Hanna asked how this applied to the recently approved policy limited the number of classes as 3 to overlap with a major. Are these 3 new courses outside of the existing program structure? Senator Schmidt asked if the 7 credit overlap meant that this major was not intended for current majors? Senator Alspach said this minor was not intended for the current majors. Senator Hanna also asked about the course prerequisites. The motion passed with one no vote and one abstention.
7B	Approval of Academic Policy Review Manual Moved by Vice-President Marion. Seconded by Senator Todd. APRC chair Matt Wagenheim noted this has been a work in progress for the past two years. He noted that the point of program was to receive the information and not a prescribed format to follow. Some of the language relates to the decision to allow submission of outside accreditation reports. There was also language cleanup. Senator Marion noted that these changes were long overdue. Senator Todd said he support the proposal but referred to page 40 where it recommends smaller programs receive adequate help to respond to need for information. Motion passed with 3 abstentions.
7C.	Motion to approve an Academic Amnesty Policy. Senator Bacon moved to approve adopt an Academic Amnesty Policy. Seconded by Senator Wancour. Senator Bacon explained that this is a policy in many university that allows 12-24 academic credits to be erased and help to allow a student with personal issues. Senator Potter asked if this was only academic behavior and Senator Bacon said yes. President Eisler said his previous employer Weber State University had such a policy. Senator Dinardo asked about the benefits- Senator Bacon said it could increase opportunities to get into programs with strict requirements. Senator Marion said it would provide fresh start. Senator Alspach made a motion to refer to the Academic Standards and Policy Committee- seconded by Senator Wancour. The motion to refer passed with 1 no vote and 1 abstention.
8.	Announcements A. President Eisler noted upcoming events including Employee Service Day on April 23, the Big Event on April 12 and Money Smart Week (April 11-18). The Michigan Legislature are working toward a budget agreement following their return from spring break. The MSPERS cap has been supported at the Higher Education budget chair. He also will not be at the later meeting but thanked the Senators for all they do. B. Provost Erickson said the strategic plan is up on the website and announced the summer research student scholarships. Senator Rumpf asked if sabbaticals have been officially announced. Provost Erickson said he thought so but would check. C. President Thapa had no report.
9.	Open Forum A. Senator Griffin noted a Fulbright speaker on April 10 th . B. Dean Garrison, FLITE, thanked those for participating in the author recognition ceremony. C. Senator Schmidt noted that the Sigma Alpha Chi chapter had one international recognition and has placed in the highest category 6 times in the past 10 years. D. Senator Cook noted the Athletic Advisory Committee was seeking new members and they needed to meet certain requirements. E. Senator Alspach noted the Special Olympics was on April 23
10.	Senator Griffin moved to close the meeting at 11:0 a.m. Senator Dinardo seconded. Motion passed.

Respectfully submitted,
Melinda Isler
Secretary

Annual Report

University Curriculum Committee 2013-2014

- I. Members: (AS) Alspach (chair), (PH) Boncher, (for OPT) Fadayomi, (HP) Karnes, (BU) Marion, (L&C) Motz. (for RSS) Piercey, (ED) Roach, (TE) Zentz; (SS) Dakkuri
- II. Business

Proposal Number	Title
14-003 AS Delete Program (09/09/13)	Elimination of Mathematics BA
14-004 BU MCC, New Course (09/16/13)	Create CITS 370 Revise CITS BS and Minor
14-008 BU MCC (11/11/13)	Five Year Bachelors and Masters in ISI
14-009 BU New Course (10/07/13)	MGMT 491 – Internship Course Description Change
14-010 ED MCC (12/06/13)	Change wording in course description from Lab to Field Experience for EDCD 110, 111, 160, 210, 211 and 420
14-011 BU Delete designation (10/07/13)	Removes PMIM enrollment designation effective 201408
14-012 BU MCC, Certificate (11/11/13)	ISI Curriculum Revision 2013
14-013 AS New Course (10/21/13)	PLSC 245: Great Decisions in US Foreign Policy
14-014 TE MCC (10/21/13)	Prerequisite Changes for WELD 411, 422, and 499

14-016 ND ED (11/11/13)	Associates of Science Degree Pre-Digital Media
14-019 MCC ED (10/21/13)	TDMP 493 Correction
14-020 NC, MCC ED (02/10/14)	DAGD-Curriculum Clean-up 2013
14-021 MCC ED (11/18/13)	Planned Program for Elementary Social Studies Major
14-023 MCC BU (12/06/13)	Computer Information Technology – Terms Clean-up
14-024 MCC AS (11/11/13)	Communication Program Clean-up
14-025 ND HP (11/11/13)	Concentration in Long Term Care Administration
14-026 Modify Course DCCL (11/11/13)	Change IDSL 898 maximum credit range from 3 to 4
14-027 MCC, Redirection AS (11/11/13)	Revision of Secondary Mathematics Major (MAED) and Secondary Education Math Minor (MIN)
14-028 NC HP (11/11/13)	Minor Changes: Add ISYS 200 to Health Information Technology, Minor changes to MRIS 204, and MRIS 205
14-030 MCC HP (12/06/13)	Modifying Prereqs for HCSA 310
14-034 Redirection AS (12/02/13)	Revision of Applied Mathematics Program

14-035 Modify Course AS (02/17/14)	Arts 120 to Arts 220
14-036 Modify TE (12/02/13)	Add'l Math Prereqs to MECH 250
14-037 Modify TE (12/02/13)	Add Add'l Math Prereqs to EEET 201
14-038 Modify TE (12/02/13)	Adding Prereq to ECNS 414 and ECNS 424
14-039 Modify HP (12/02/13)	Core Curriculum Health Sciences & CHP Course Revisions
14-040 Modify TE (01/13/14)	Adding Minimum Grade Requirement to EEET 321 Math Prereq
14-041 Modify PH (01/13/14)	PHAR 461: Data Instrumentation and Analysis
14-042 New Course PH (01/13/14)	Leading Change in Healthcare
14-043 Modify PH (01/13/14)	PHAR 462 Prerequisite Course Number Correction
14-044 MCC TE (01/13/14)	Polymers Materials Minor
14-045 New Major/New Course HP (02/10/14)	Lean Healthcare Minor

14-046 New Major HP (02/17/14)	Bachelor of Science in Public Health
14-047 Modify Course OP (03/03/14)	Change OPTM 537 & 538 to BIOL 537 & 538
14-048 New Minor TE (02/17/14)	Quality Concentration w/in MFGE and Quality Leadership Certificate
14-049 MCC TE (02/17/14)	Quality Technology Certificate Revision
14-050 New Major AS (02/17/14)	Sports Communication Major
14-054 Certificate AS (02/24/14)	Creative Writing Certificate
14-055 MCC AS (02/24/14)	Revised Creative Writing Minor
14-056 BU NC (02/24/14)	Digital Security Awareness – General Education
14-057 MCC BU (02/24/14)	MIM Program change to Admission requirements
14-058 MCC HP (03/03/14)	Modifying Prerequisites for NUCM 499
14-059 MCC HP (03/03/14)	Modifying Prerequisites for NURS 440, 441, 442, 443, and NURS 340, 341, 342, 343

14-060 MC AS (03/17/14)	Modify MUSI 251 & 271 Lab Hours
14-061 NC AS (03/17/14)	PSYC 320 Psychology of Interpersonal Relationships
14-062 MCC BU (03/31/14)	Accounting – Computerized Accounting Clean-up
14-063 MCC TE (03/17/14)	Energy Systems Engineering Minor Curriculum Clean-up
14-064 MCC TE (03/31/14)	Minor Curriculum Clean-up of Architecture and Sustainability Program
14-065 MCC/NC TE (03/24/14)	HVACR Curriculum Modification and Creation of HVAC 321 and HVAC 325
14-066 Modify Course TE (03/17/14)	AUTO 200 and 250 Realignment
14-067 Modify TE (03/17/14)	PDET 422 Course Description Change
14-069 Modify TE (03/17/14)	Adding Grade to GISC 282 and GISC 382 Prereq
14-070 NC TE (03/24/14)	Create New Course GISC 224
14-071 MCC TE (03/17/14)	Minor Curriculum Clean-up of Architectural Technology Program

14-072 MCC TE (03/17/14)	Minor Curriculum Clean-up to SURE Courses
14-073 NMinor BU (03/17/14)	ISI Minor
14-074 MCC ED (03/17/14)	Advanced Graduate Certificate in CTE Fundamentals
14-075 MCC ED (03/17/14)	Change in grading for EDUC 499 Student Teaching
14-076 MCC ED (03/17/14)	Minor Modifications to Special Education Program
14-077 NC ED (03/17/14)	New Course – ECTE 610 Grant Writing and Development
14-078 Certificate ED (03/17/14)	Advanced Graduate Certificate in Workforce Development
14-079 MCC PH (03/24/17)	PHAR 680: Doctoral Project Cleanup
14-080 MCC AS (04/07/14)	Curric Clean-up: TPC and JTPC Programs, minors and certificates
14-081 MCC TE (04/21/14)	Align Course Enrollment – AUTO 310, 320, and 480
14-082 NC, MCC TE (03/31/14)	HVACR On-line Modification and Creation of HVAC 322, 323, 326, and 327

14-083 NC TE (03/31/14)	Remove ISYS 422 from Computer Networking Minor
14-084 NC TE (03/31/14)	Semester Offering Changes – EEET/ECNS
14-085 NC TE (03/31/14)	Create New Course SURE 100
14-086 ND HP (04/07/14)	Master of Public Health
14-087 MCC HP (04/07/14)	HCSA Pre-requisite Minor Curriculum Clean-up
14-088 New Certificate HP (04/07/14)	Vascular Ultrasound Certificate
14-091 TE MCC (04/21/14)	Heavy Equip Service Engineering Tech BS Degree -move HSET 403 to yr. 4 Fall, -move Cultural Enrichment Elective to yr. 4 spring

III. Discussion (Highlights)

The Committee members follow the policy of replying in writing within one week when they cast a vote of “Support with Concern” or “No Support”. This documentation is required by Academic Affairs for any such votes coming through the curriculum process: at the Area, Department/School, and College levels. We adhere to Robert’s Rules and only support proposals receiving a majority of “Support” or “Support with Concerns” votes from the voting unit. However we respect the right of the minority to make their concerns known and work to guarantee that these concerns have been heard and responded to. To this end, we require all voting units to fill in numbers in the “Votes” box on Form A, including 0’s.

We have not established a practice for addressing concerns raised in the Form B consultation process. We continue to look for the best practice for ensuring that all voices have been heard and responded to during the curricular process.

Over the year, we have discussed at length our concerns about this Committee’s role as “curriculum gatekeeper.” We have noted that the current process is primarily unidirectional: in particular, when a proposal is revised to respond to a concern along the track, there is no mechanism for reporting the revision back to the voting bodies earlier in the process. This issue is particularly relevant when

changes are made to a proposal at the Dean's level. We affirm that our role is to review and support proposals on their merits without regard to administrative concerns about implementation, e.g. work load policies.

After consultation with the UGPC, the Committee learned that their policy regarding graduate degrees is that a Master's degree must include a minimum of 30 credits of work earned post-baccalaureate. The UCC received the Policy for Developing Graduate Programs from the University Graduate and Professional Council (UGPC).

The Committee discussed the semantic distinction between a "lab" experience and a "field" experience, and between "lab" and "practicum". The Records Office must account for student contact hours in the case of "lab" but tasks the on-site supervisor or instructor of a "practicum" with accounting for appropriate student contact hours. This situation occurs most frequently in Internships which are classified as "practicum" in the Banner system.

In lieu of a face-to-face meeting when there are no new items on the agenda, the Committee agreed to take electronic votes as warranted on proposals that appear complete and straight-forward.

The Committee resolved to pursue the goal of requiring Form E's for all proposals including modifications of courses to encourage programs to review and update if necessary the Outcomes/Assessment Plans for courses so that information can be verified in TracDat.

We learned, on further investigation, that the preferred strategy for entering data on Form F is to limit the Course Description to the content of the course. Then, whatever information is entered on the Terms Offered ("q") line and Prerequisites ("m") line will be automatically added to the Course Description in the Registrar's Office. This strategy suggests a change in the UCC Manual from the current advice to enter all possible Terms in section "q" and then indicate when the course is "typically offered" in the content of the Course Description.

We continue to collect items for revision in the UCC Manual.

1. Adding a line to specify Maximum Course Enrollment by LECTure and by LABoratory on Form F
2. Adding Concentrations with fewer than 3 new courses to Group II in the Table (see page 15 in Appendix B)

Action was taken on the UCC proposal to modify the UCC Policy at the Academic Senate meeting in January. The motion to modify Section 3.2.2.7 regarding overlap between major and minor was amended on the floor and passed by the Senate as follows:

A maximum of the larger of 1/3 of the credits or 7 credits in a minor may overlap with the student's major.

The Chair explained the purpose and function of the meeting prior to the UCC meeting on Mondays. Alspach meets with Elise Gramza and Paul Blake in Paula Hadley's office to review the paperwork for proposals, for accuracy and consistency with UCC Policy and requirements for scribing into Banner in the Records Office. Frequently there are errors on Forms A, E, and F in a proposal that are oversights or misunderstandings about the directions for completing these forms in the UCC Manual that can be easily corrected without returning the proposal to earlier committees for reconsideration. These details are typically captured in the column labeled Senate Action: Concerns/Reasons/Updates on the Minutes and in the messages sent by the Chair to the proposer. UCC has established a practice of voting in support of a proposal, pending Administrative Review, to allow for these simple corrections to be made as efficiently as possible to move a proposal on to the next level of approval.

A concern was raised about delays in the curricular process resulting from approving units holding proposals for more than 10 days. It was reported that at least one College Curriculum Committee only meets monthly, which precludes their adherence to the Timetable in the Manual. We agree that faculty committees should be encouraged to address curriculum proposals in accordance with the UCC Manual, including voting on proposals electronically when possible. The Timetable is particularly important for major proposals that must be approved by the Board of Trustees and the Academic Officers of the State of Michigan since these bodies only meet twice a year to approve proposals.

We have observed a number of proposals in which Maximum Section Enrollment, or “caps”, for courses have been increased. We are particularly monitoring those cases in which the increase was made by administration rather than by faculty units. However, assessment of the efficacy of increasing section sizes ultimately rests in the hands of the Academic Program Review Council.

ACADEMIC SENATORS 2014-2015

	College/Unit	Last Name	First Name	Office	Ext.	Committee Assignment
1.	Allied Health	Barnes	Barbara (1)	VFS 307	2256	Health Promotions Committee
2.		Harlan	Kathleen (1)	VFS 210	2287	Arts and Lectures Committee
3.		Wancour	Susan (2)	VFS 312	2398	Senate Executive Committee/Policy & Standards
4.	Arts & Sciences	Alspach	Sandra (1)	JOH 127	2779	UCC/Athletic Advisory Committee
5.		Berghoef	Michael (1)	ASC 2108	2765	Past President Gen Ed Task Force
6.		Griffin	Richard (1)	ASC 2094	2761	International Education
7.		Piercey	Victor (1)	ASC 2021	2823	University Curriculum Committee
8.		Bacon	Charles (1)	ASC 3019	2586	Student Life Committee
9.		Groves	Randy (1)	JOH 119	2771	Senate Diversity Committee
10.		Klatt	Paul (2)	ASC 2004	2671	Faculty Research Committee
11.		Balanda	Peter (2)	ASC 3012	5870	
12.		Daubert	Daisy (2)	ASC 2012	2554	Professional Development Committee
13.		Fadayomi	Kemi (2)	ASC 2009	5628	University Curriculum Committee
14.	Business	Marion	David (1)	IRC 212R	3164	Senate Vice President
15.		Fagerman	Anita (2)	IRC 212K	3162	Graduate and Professional Council
16.		Bajor	Larry (1)	IRC 212B	3153	
17.		Tower	Spence (1)	IRC 212L	3163	EMAT
18.		Brandly	Mark (1)	BUS 200	2433	Athletic Advisory Committee
19.	Counselors/	Richmond	Christopher (2)	BHC 210	5968	Faculty Research Committee
20.	Librarians	Isler	Melinda (1)	FLT 358	3731	Senate Secretary/University Grad & Professional Council
21.	Education	Ing	Liza (1)	BIS 410	5362	University Graduate and Professional Council
22.		Wagenheim	Matt (2)	BIS 612	2670	Academic Program Review Council
23.	Optometry	Jenerou	Alison (1)	MCO 231	2179	Athletic Advisory Committee
24.		Dinardo	Amy (2)	MCO 231	2202	Senate Executive Committee/Distinguished Teacher
25.	Non-tenure Track Inst. Faculty (Fall Election)	Fox	Bernadette (1)	ASC 3025	2522	Arts and Lectures Committee
26.		Bacon	Mary (1)	ASC 3019	2586	
27.	Pharmacy	Baran	Rose (2)	PHR G	616-643-1134	Student Life Committee
28.		Dakkuri	Adnan (1)	PHR 105	2240	Senate Executive Committee
29.		Potter	Gregg (1)	PHR 105	2241	Professional Development Committee
30.	Technology	Drake	Chuck (2)	SWN 405	2788	
31.		Hanna	David (2)	GRN 227	2680	Distinguished Teacher Committee
32.		Rumpf	Jim (1)	SWN 108	3591	Arts and Lectures Committee
33.		Thapa	Khagendra (1)	SWN 314	2672	Senate President
34.		Todd	Gareth (2)	JOH 309	5041	Academic Program Review Council
35.		Siahpush	Ali (2)	JOH 418	2062	Professional Development Committee
36.	University College	Yowitz	Marie (1)	STR 321	3640	Senate Health Promotion Committee
37.		Barnett	Gloria (2)	ASC 1032	2842	Arts and Lectures Committee
38.	C of Prof. & Tec. Studies	Brecken	Don (2)	FSU-GR	616-451-4777	
39.		Baker	David (1)	FSU-GR	616 643-5722	

Bold Indicates Senate Executive Committee Member 22-Apr-14

**Athletic Advisory Committee
Report to the Senate for 2013-2014**

Members: [see list at the end of this report]

Accomplishments:

The committee met in October, November, January, February, March, April, and May.

Faculty liaisons to intercollegiate sports were assigned.

The Athletics Department created a space on the Athletics website for information about the Athletic Advisory Committee and the faculty liaisons. See:

<http://www.ferrisstatebulldogs.com/information/athleticadvisorycommittee>

The Academic Senate approved a motion to have new committee members appointed at the end of the Spring semester. This will allow the committee to function more effectively with fall sports.

The committee reviewed the Division I and Division II Compliance Manuals.

A revised grade check form was created and distributed to the coaches. The new form contains a FERPA consent form so faculty can be comfortable releasing grade information to coaches. This revised form was presented to the Student Life Committee and received their endorsement as well.

The committee agreed that the excused absence form will be modified to let faculty know that they can contact the Athletics Department to confirm that a student qualified for the excused absence.

The committee produced a list of responsibilities for committee members, including specific responsibilities for community members.

Ongoing work:

The committee discussed academic support for student athletes.

The committee discussed ways to make it easier for coaches and Athletics Department staff to monitor student athletes' academic performance and began to discuss connecting coaches or Athletics Department staff to student athletes through MapWorks.

The committee is working on a schedule for review of Athletics Department reports and documents.

The committee continues to look at how committee membership can be constructed to best support the work of the committee.

The committee continues to search for solutions to the problems student athletes face in registering for the courses and sections they need, while still being free for scheduled practice times.

**Athletic Advisory Committee
2013-2014 Membership List**

Voting Members:

Sandy Alspach, Faculty, Arts & Sciences
Steve Amey, Faculty, Education & Human Services
Jason Binkley, Student, SAAC
Leanne Boehm, Student, SAAC
Mark Brandly, Faculty, Senate Seat
Nicolas Campau, Administrative Representative
Teresa Cook, Faculty, Business (secretary)
Tracy Glentz, Faculty, Health Professions
Travis Hill, Student, Student Government
Alison Jenerou, Faculty, Optometry
Kristie LeSage, Student, SAAC
Megan Moore, Student, Student Government
Terry Nerbonne, Faculty, FAR
Emily Robison, Alumni/Community Member
Fran Rosen, Faculty, FLITE (chair)
Nick Schieble, Alumni/Community Member
Sam Stark, Student, SAAC
Lee Templin, Faculty, Engineering Technology (vice chair)
Michael Wade, Administrative Representative
Chris Westerkamp, Faculty, Arts & Sciences (At Large)
Toni Windquist, Faculty, Health Professions (representing RSS)

Ex-Officio Members:

Sara Higley, Compliance Coordinator and Senior Women's Administrator
Jeff Stewart, Coordinator of Athletic Eligibility
Perk Weisenberger, Athletics Director

As serving members of the student life committee for the 2013-2014 academic year, it is our duty to define and recommend to the Academic Senate institutional policy as it affects our student population. Listed below are our recommendations and rationale for policy considerations that can be helpful at providing additional guidance, in regards to student life, for those charged with the task of advancing institutional policy at Ferris State University. Recommendations for the Academic Senate institutional policy as it affects our students include:

- Providing a permanent shuttle bus for our student population as part of the master plan
- Consideration for specific language related to canceling of classes for temperatures and/or wind chill levels below a certain level
- Endorsement of the student Athlete Grade Check Form

Shuttle Bus

During the 2013-14 academic year, the University partnered with Dial-A-Ride to provide a temporary shuttle bus system on campus as a convenience for students during the closure of the University Center. On average, 6,600 students ride the shuttle monthly. In the Facilities Master Plan for the Big Rapids Campus, the “grand vision” of the University is to have all academic buildings in one area and residential villages surrounding that area. This may increase the walking distance for some students and it is likely that many students would choose to take advantage of the shuttle bus. Students with physical disabilities may particularly want to use a shuttle bus, though they are not the only population that would benefit from this service. The Student Life Committee is recommending that the University consider implementing a permanent shuttle bus system.

Closing for Temperature

Many students on the Big Rapids campus have a ten minute walk between buildings on campus. According to the National Weather Service, a human face exposed to wind chill temperatures of -32 or colder is in danger of frostbite. The Student Life Committee is recommending that the inclement weather policy for the University include specific language addressing wind chill temperatures of -32 or colder. For further information, please follow the following link listed below: <http://www.nws.noaa.gov/om/windchill/>

Student Athlete Grade Check Form

The academic success of our students is imperative for the continued success of our students here at Ferris State University. The student athlete grade check form is designed to help ensure that our student athletes are excelling in the area of academics. This grade check form creates a uniform approach at tracking the progress of all our student athletes, regardless of the sport in which they participate. First and foremost, it is understood that the responsibility for eligibility of our athletes to participate lies solely in the hands of the individual student. However, the addition and implementation of a student athlete grade check form will help coaches more readily and effortlessly consider the eligibility of each of their numerous players.

Thank you for your time and consideration into these matters,

The Student Life Committee



FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

Proposal for a New Graduate Degree Program

Master of Public Health

Submitted to

The University Curriculum Committee

March 2014

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FORM A

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: New Graduate Program: Master of Public Health (MPH)

Initiating Individual: Matthew Adeyanju Initiating Department or Unit College of Health Professions

Contact Person's Name: Julie Coon e-mail: coonj@ferris.edu phone: X-2273

XX Group I - A – New degree, major, concentration, minor, or redirection of a current offering

Group I - B – Deletion of a degree, major, concentration, or minor

Group II - A – New Course, modification of a course, deletion of a course

Group II - B – Minor curriculum clean-up

Group III – Certificates (College Credit Non-Credit)

Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **	N.A.		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **	N.A.		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator	CHP Vote Julie Coon	3/25/14	<u>33</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
College Curriculum Committee/Faculty	John D Karmis	3/20/2014	<u>6</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support <u>0</u> Abstain
Dean	Matthew Adeyanju	3/25/14	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee **	Sandy Alspach/gh	4/21/14	<input checked="" type="checkbox"/> Support 1-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concerns with appropriate rationale.

** Number count must be given for all members present and/or voting.

To be completed by Academic Affairs		Date/Term of Implementation: _____
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ Academic Officers of MI (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

This is a proposal for a new graduate degree, the Master of Public Health (MPH) Program, which is designed to be a multidisciplinary, inter-departmental, and inter-collegial curriculum that provides opportunities for graduate studies in public health (PUBH). One of the key strategic goals of Ferris State University is "Ensuring Student Success". The College of Health Professions is particularly sensitive to the issue of recruitment, retention, and graduation of underrepresented student populations and developing public health professionals from these groups. The issue of health disparities among underrepresented or underserved populations is a critical challenge facing our nation and developing a workforce capable of understanding and dealing with the issue is paramount to the College. Therefore, consistent with the university's strategic goal of ensuring student success, the College has developed a comprehensive Strategic Plan for new program initiatives among which is public health programming at the undergraduate and graduate levels. The MPH will be the second graduate degree program in CHP.

The MPH program will consist of a total of 42 graduate credits to include: Seven Core PUBH courses for 21 credits, 12 credits of electives to reflect the rural health focus as well as the student's area of career focus and 9 credits of PUBH Capstone/Synthesis/Integration coursework. Additional detail regarding parameters for the selection of electives as well as the admission requirements and process are outlined on the Form D. It is designed to be delivered in a variety of formats, based on student or stakeholder demand, to include face-to-face, hybrid and fully online. Students will be able to select from a variety of completion tracks, ranging from an accelerated Bachelor of Science in Public Health (BSPH) to the Master of Public Health program (both to be completed in five years), to a more traditional full or part time track. This is a very versatile graduate degree that students may enter with an undergraduate public health or a related degree in health care or a variety of other disciplines. It is noted that students entering with bachelor degrees that are not science intensive will be required to complete selected undergraduate coursework to prepare them for the MPH.

As noted in the BSPH proposal as well as the PCAF for both programs, the need for increasing the workforce shortage in public health has been well documented by many sources and, according to the Association of Schools of Public Health (ASPH) *"It is estimated that 250,000 more public health workers will be needed by 2020. This challenge is compounded by the fact that 23 percent of the current workforce (almost 110,000 workers) were eligible to retire by 2012. There are documented and forecasted shortages of public health physicians, public health nurses, epidemiologists, health care educators and administrators. Without enough public health workers protecting citizens where they live, work and play, all are vulnerable to serious health risks. To replenish the workforce and avert the crisis, schools of public health will have to train three times the current number of graduates over the next 12 years."* The MPH program at Ferris will serve to reduce the workforce needs of these public health professionals.

The FSU MPH program focuses on the preparation of public health and health care practitioners to better serve the community's health needs. Graduates of this program will be able to help improve the health status of the communities in which they live and work, most notably in the under-served, rural population areas. West Michigan is classified as an under-served population region. Therefore the theme of the FSU Public Health programs at both the undergraduate and graduate levels will address the need for an emphasis on "Public Health for Rural, Underserved Populations".

With a Public Health degree, one can work in the fields of health services administration, biostatistics, biomedical laboratory work, health and behavioral science education, environmental health, international health, nutrition, public health practice and program management, and epidemiology. Those with a Master's in Public Health often work in public and private organizations, such as the Centers for Disease Control and Prevention, the Red Cross, American Cancer Society, federal health departments, food safety agencies, university systems in teaching and research, insurance companies, and pharmaceutical companies. Medical and health service managers (also called healthcare executives or healthcare administrators) plan, direct, and coordinate medical and health services. They might manage an entire facility or specialize in managing a specific clinical area or department, or manage a medical practice for a group of physicians. As healthcare changes, medical and health services managers must be able to adapt to changes in laws, regulations, and technology. A very detailed market analysis was performed regarding the demand, potential earnings, etc. and is available in detail if additional information is required.

In contrast to the entry level preparation of the graduate of the BSPH program, the MPH graduate is a member of the upper level management team in a public health agency. Therefore, the MPH graduate should be able to perform advanced level job responsibilities of the Public Health Professional. Such job responsibilities which differentiate the entry-level professional from upper level management staff and include:

- o Administration & Management of programs and staff

- Policy Development
- Grant Proposal Writing and Fund Raising
- Budget Management
- Program Planning, Development and Assessment
- Research Design and Evaluation

The MPH program will target health professionals and individuals with experience or interest in public health. The inaugural class will be limited to 25 students. The numbers may expand in the future with the addition of concentrations. No shortage of students is anticipated. In addition, the program will most likely attract professionals who are not currently enrolled in other graduate programs. The MPH program will seek full accreditation by the Council on Education for Public Health (CEPH) in the same process that the undergraduate BSPH program will undergo.

The Council on Education for Public Health (CEPH) accreditation criteria specify that the program “encourage the inclusion of students who reflect the diversity of the population.” The Admissions Committee will strive to attain this mix. All application, admission, and degree-granting requirements will be applied equally to students regardless of age, gender, race, disability, religion, or national origin. A priority of the program admissions faculty and staff will be to accept a diverse student body into the program. In addition, program administration will consider alternate scheduling depending on student needs. A focus of the program is to recruit and serve the needs of minority students. Plans for recruitment and information dissemination will include contact with historically black institutions and minority professional organizations, such as the National Black Nurses Association. If funds become available from the program a portion will be offered as tuition waivers or scholarships to financially needy applicants. Priority will be given to minority students.

The mission of the Ferris MPH Program is to *preserve and enhance the health and wellbeing of the community (especially rural, under-served population groups) by providing an educational program that fosters collaboration among the participating academic units, students, public health practitioners, and the public health system. This fosters the spirit of inter-professional cooperation and partnerships. Furthermore, it is to prepare graduates in the knowledge, skills, and analytic capabilities required to improve the health of diverse populations (especially under-served population groups) at the local, state, national and global levels via community practice, research, and service.*

The Goals of the MPH program are to:

Goal 1: Provide an MPH program that fosters diversity through collaboration among academicians, researchers, public health practitioners, and students.

Goal 2: Provide graduates with a foundation of public health skills and knowledge, including community assessment methods, research strategies, program implementation, evaluation, and policy development.

Goal 3: Provide students with opportunities to apply public health concepts and skills to assess and improve the health status of residents of Michigan through evidence-based research, practice and service.

Goal 4: Foster ongoing professional development of faculty and students, and the advancement of public health practice in the community.

Goal 5: Engage in a systematic evaluation of overall Program activity to assure that it continues to meet the needs of both students and the Michigan communities, and is based on the most current concepts and skills in evidence-based public health research and practice.

Goal 6: Meet the requirements for full accreditation from the Council on Education for Public Health (CEPH).

Please refer to the Form D for the Program Learning Outcomes and Assessment Plan.

2. Summary of Curricular Action (check all that apply to this proposal)

- Degree
 Major
 Minor
 Concentration
 Certificate
 Course
 New
 Modification
 Deletion

Name of Degree, Major, etc.: Master of Public Health

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. Newly Created Courses to be Added to FSU Catalog:

Prefix	Number	Title
PUBH	500	Public Health Concepts
PUBH	510	Biostatistics in Public Health
PUBH	520	Epidemiology in Public Health
PUBH	530	Health Behavior & Health Promotion in Public Health
PUBH	540	Health Services Administration & Management in Public Health
PUBH	550	Environmental Health Sciences in Public Health
PUBH	560	Cultural Diversity Competence & Issues in Public Health Practice
PUBH	600	Grant & Research Proposal Writing in Public Health
PUBH	692	MPH Capstone Project I
PUBH	694	MPH Capstone Project II
PUBH	594	Special Studies in Public Health
PUBH	595	Practicum in Public Health

b. Courses to be Deleted from FSU Catalog: Not Applicable

Prefix	Number	Title

c. Existing Course(s) to be Modified: Not applicable

Prefix	Number	Title

d. Addition of existing FSU courses to program: Not Applicable

Prefix	Number	Title

e. Removal of existing FSU courses from program: Not Applicable

Prefix	Number	Title

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
B	2/24/14	University Graduate & Professional Council	Pending – requested twice 4/9/14
C	2/24/14	FLITE	3/12/14 – see addendum

5. Will External Accreditation be sought? (For new programs or certificates only)

- Yes
 No

If yes, name the organization involved with accreditation for this program.

The Council on Education for Public Health (CEPH)

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

XX Add Courses Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change credit hours

List all Check sheets affected by this proposal:

College Department Program

CHP *CRHA MPH – New Check sheet – See Form D

*The new BSPH (recently approved) and the MPH programs will be housed temporarily in the Clinical Laboratory, Respiratory and Health Administration (CRHA) Programs Department, until it is determined if a reorganization of departments in the College of Health Professions is indicated with the addition of these new programs.

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.
2. The University Graduate and Professional Council must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original form is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must respond to any concerns by the Council. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title: New Graduate Program: Master of Public Health

Initiator(s): Matthew Adeyanju

Proposal Contact: Julie Coon **Date Sent:** 2/24/14

Department: CHP / CRHA Department **Campus Address:** 200E Ferris Drive VFS 200E
(Please type)

Response from: University Graduate and Professional Council (UGPC)

Chair: Liza Ing **Date Received:** 2/24/14 **Date Returned:** 3/29/14

Based upon University Graduate and Professional Council review on 3/29/14 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current graduate and professional programs at the university. Use additional pages, if necessary.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the Initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: New Graduate Program: Master of Public Health

Projected number of students per year affected by proposed change: 24

Initiator(s): Matthew Adevanlu

Proposal Contact: Julie Coon Date Sent: 2/24/14

Department: CHP / CRHA Department Campus Address: 200 Ferris Drive VFS 200E
(Please type)

Liaison Librarian Signature: Adrian Konieczny Date Received: 2/24/14

Dean of FLITE Signature: [Signature] Date Returned: 3/10/14 (rec'd 3/10)

Based upon our review on 3/10/14 (date), FLITE concludes that:

Library resources to support the proposed curriculum change are currently available.

Additional Library resources are needed but can be obtained from current funds.

Support, but significant additional Library funds/resources are required in the amount of \$ (See notes below and attachment).

Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

Additional library resources that were identified for the Bachelor of Science in Public Health will also support the Master of Public Health curriculum. The Form C for the Bachelor of Science in Public Health with supporting documentation for recommended resources is attached for reference.

**Ferris State University
College of Health Professions
Master of Public Health – Graduate Degree**

MPH Admission Requirements

Admission Criteria	Standard for Admission
1. Submission of Application for Graduate Program	Submit by March 1
2. Bachelor Degree	From an accredited college or university
3. Undergraduate or Graduate GPA	3.0 or higher
4. Graduate Record Exam (GRE) Score	Taken within the last 3 years May be waived if applicant has a professional (master's or doctorate) degree in a relevant area, or other professional aptitude test (MCAT, GMAT, LSAT, etc.)
5. International Students only: TOEFL Score	Paper: 550; Computer: 213; TWE: 4 or TSE: 250
6. Personal Statement of interest in program (no more than 3 pages font 12 double spaced).	Include: educational & professional history, area of interest in public health, interest & motivation for seeking MPH degree and professional or academic career plans upon completion.
7. Three (3) Professional references as letters of recommendation from individuals familiar with the applicant's academic or professional background.	Letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate education.
8. Professional Resume	
9. Successful completion of a college level mathematics course.	Grade of C or higher; equivalent to MATH 115 or higher.
10. Successful completion of a basic statistics course.	Grade of C or higher; equivalent to COHP 350 or higher.
11. Coursework to include college level social and natural science courses.	Grades of C or higher in courses such as Biology, Chemistry, Social Science Electives.
12. Interview (if required) with program faculty	Satisfactory professional demeanor; able to articulate professional goals alignment with MPH

PROVISIONAL ADMISSION

In addition to the above requirements, the student with a GPA of less than 3.00, undergraduate deficiencies or TOEFL scores between 500-549 may be conditionally admitted with the following requirements:

1. Successfully complete 9 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements.
2. Clear any deficiencies in his/her undergraduate education before the nine (9) semester hours have been completed.
3. Enroll in and successfully complete recommended ESL courses; may retake TOEFL exam.

REQUIRED COURSES	COURSE TITLE (Pre-requisites)		CREDITS
MASTER OF PUBLIC HEALTH PROGRAM REQUIREMENTS			
Core Courses: 21 Credits Required			
PUBH 500	Public Health Concepts (Admission to MPH Program)		3
PUBH 510	Biostatistics in Public Health (COHP 350 or equivalent)		3
PUBH 520	Epidemiology in Public Health (PUBH 500 & 510)		3
PUBH 530	Health Behavior & Health Promotion in Public Health (PUBH 500)		3
PUBH 540	Health Services Administration & Management in Public Health (PUBH 520 & 530)		3
PUBH 550	Environmental Health Sciences in Public Health (PUBH 520 & 530)		3
PUBH 560	Cultural Diversity & Competence & Issues in Public Health Practice (PUBH 500,530 & 540)		3
Capstone / Synthesis / Integration Courses – 9 Credits Required			
PUBH 600	Grant & Research Proposal Writing in Public Health (PUBH 520 & 530)		3
PUBH 692	Capstone Project I (PUBH 520,530 & 540)		2
PUBH 694	Capstone Project II (All PUBH courses & electives)		4
Electives – 12 Credits Required (Select Electives to Align with Career Goals – Advisor Approval Required)			
			3
			3
			3
			3
	Total Program Credits		42
PROGRAM LEARNING OUTCOMES		ASSESSMENT METHODS	
1. Synthesize advanced public health concepts, skills, and principles of ethical analysis (Public Health Code of Ethics) to analyze public health data in order to improve the health status of Michigan residents through evidence-based research, practice and service.		Assessment Measures: <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey 	
2. Analyze the role of socio-behavioral determinants of health in both the onset and solution of public health problems in individuals and population groups.		Assessment Measures: <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey 	
3. Synthesize advanced principles of program planning, policy development, staff supervision,		Assessment Measures: <ul style="list-style-type: none"> • Completion of all PH core and elective courses 	

<p>grant writing, budgeting, management, evidence-based research, and evaluation in public health practice and community initiatives.</p>	<ul style="list-style-type: none"> • Public Health Journal reviews • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>4. Synthesize health informatics concepts with vital statistics and public health records in the analysis of public health characteristics and in public health evidence-based research and evaluation.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>5. Analyze public health problems in terms of magnitude, person, time, and place.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>6. Analyze personal leadership skills for building public health partnerships and coalitions.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>7. Deliver written and oral presentations based on public health concepts/principles for both public health professionals and lay audiences.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Submission of written papers and oral presentations • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>8. Synthesize advanced public health skills and knowledge, including community needs assessment methods, research strategies and policy development.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Review of PH journals • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey

OTHER PROGRAM INFORMATION

Program Progression Policy:

- Students must complete at least PUBH 500 level courses before enrolling in PUBH 692
- Students must complete all PUBH courses and other program requirements prior to enrolling in PUBH 694
- Degree requirements shall be completed within a maximum of five years from the first enrollment in a graduate course following admission.
-

Program Grade Requirements:

- A grade of 3.0 or "B" or higher is required for all PUBH Courses.
- No Grade below "C" is acceptable for graduation.

Policy on Repeated Courses:

- Two unsuccessful attempts (grades less than "B") in any PUBH course(s) will result in dismissal from the program.

Policy on FSU Credit Requirement/Transfer Credits:

- Students must earn a minimum of 70% of the total MS degree credits from FSU. For the MPH this is 30 credits.

FSU Sunset Policy:

- If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.

*Selected Electives Guidelines for Graduate Courses Required for MPH:

- Students may select from a variety of graduate courses offered within the University or at other institutions to meet the "Selected Electives" for the program (see below).
- Selected electives must be at the graduate level. If it is a course that is offered at both the undergraduate and graduate levels, it must have assignments specifically designated for the graduate MPH student.
- Selected electives must have public health relevance and may not be redundant to one of the MPH core courses, but could be an "advanced" MPH course.
- Selected electives must be approved by the advisor.
- Elective courses are dependent on the student's interest, areas of expertise and future career aspirations. Examples could be from Health Informatics, Data Analytics, Public Policy and Administration, Social Work, Health Policy and Management, Mass Communication in Public Health, Research Methods in Public Health/Health Care Management, Public Health Preparedness and Emergency Response, Pharmacology, Biochemistry, Pharmaceutical Chemistry, Virology, Parasitology, Microbiology, Advanced Statistics Courses, etc.

Selected Electives Guidelines for Undergraduate Courses Required for MPH:

- Students who enter the MPH program without the required coursework as outlined in the admissions requirements, may take some of these courses concurrently with beginning MPH courses. See Semester by Semester MPH Program Plan.

***Note: Selected electives for graduate PUBH courses will be developed for the program that will clearly reflect the rural health focus for public health programming here at Ferris. Please see the addendum at the end of this proposal which lists possible courses to be considered for development as the faculty complement is determined over the next few years.**

Ferris State University
 College of Health Professions
 Master of Public Health (MPH)
 Semester by Semester Schedule Options

Year 1 (Direct Entry) or Year 4 for Accelerated BSPH Program

FALL	CREDITS	SPRING	CREDITS	SUMMER	CREDITS
PUBH 500 Public Health Concepts PUBH 510 Biostatistics in Public Health *Selected Elective (Undergrad) Selected Elective (Graduate)	3 3 (3) <u>3</u> 9-(12)	PUBH 520 Epidemiology in Public Health PUBH 530 Health Behavior & Health Promotion in Public Health *Selected Elective (Undergrad) Selected Elective (Graduate)	3 3 (3) <u>3</u> 9-(12)	PUBH 600 Grant & Research Proposal Writing in Public Health PUBH 692 Capstone Project I *Selected Elective (Undergrad)	3 2 <u>(3)</u> 5-(8)

Year 2 (Direct Entry) or Year 5 for Accelerated BSPH Program

FALL	CREDITS	SPRING	CREDITS	SUMMER	CREDITS
PUBH 540 Health Services Admin & Management in PH PUBH 550 Environmental Health Sciences in PH Selected Elective (Graduate)	3 3 <u>3</u> 9	PUBH 560 Cultural Diversity & Competence in Public Health Selected Elective (Graduate)	3 <u>3</u> 6	PUBH 694 Capstone Project II	4 4

*Students who need to take undergraduate coursework to meet the foundational requirements for the MPH may take these courses at these designated points. These courses noted in credits in parenthesis () do not count toward the 42 credits required for the MPH.

**Ferris State University
College of Health Professions
Master of Public Health – Graduate Degree**

MPH Admission Requirements

Admission Criteria	Standard for Admission
1. Submission of Application for Graduate Program	Submit by March 1
2. Bachelor Degree	From an accredited college or university
3. Undergraduate or Graduate GPA	3.0 or higher
4. Graduate Record Exam (GRE) Score	Taken within the last 3 years May be waived if applicant has a professional (master's or doctorate) degree in a relevant area, or other professional aptitude test (MCAT, GMAT, LSAT, etc.)
5. International Students only: TOEFL Score	Paper: 550; Computer: 213; TWE: 4 or TSE: 250
6. Personal Statement of interest in program (no more than 3 pages font 12 double spaced).	Include: educational & professional history, area of interest in public health, interest & motivation for seeking MPH degree and professional or academic career plans upon completion.
7. Three (3) Professional references as letters of recommendation from individuals familiar with the applicant's academic or professional background.	Letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate education.
8. Professional Resume	
9. Successful completion of a college level mathematics course.	Grade of C or higher; equivalent to MATH 115 or higher.
10. Successful completion of a basic statistics course.	Grade of C or higher; equivalent to COHP 350 or higher.
11. Coursework to include college level social and natural science courses.	Grades of C or higher in courses such as Biology, Chemistry, Social Science Electives.
12. Interview (if required) with program faculty	Satisfactory professional demeanor; able to articulate professional goals alignment with MPH
PROVISIONAL ADMISSION	
In addition to the above requirements, the student with a GPA of less than 3.00, undergraduate deficiencies or TOEFL scores between 500-549 may be conditionally admitted with the following requirements:	
<ol style="list-style-type: none"> 1. Successfully complete 9 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements. 2. Clear any deficiencies in his/her undergraduate education before the nine (9) semester hours have been completed. 3. Enroll in and successfully complete recommended ESL courses; may retake TOEFL exam. 	

REQUIRED COURSES	COURSE TITLE (Pre-requisites)		CREDITS
MASTER OF PUBLIC HEALTH PROGRAM REQUIREMENTS			
Core Courses: 21 Credits Required			
PUBH 500	Public Health Concepts (Admission to MPH Program)		3
PUBH 510	Biostatistics in Public Health (COHP 350 or equivalent)		3
PUBH 520	Epidemiology in Public Health (PUBH 500 & 510)		3
PUBH 530	Health Behavior & Health Promotion in Public Health (PUBH 500)		3
PUBH 540	Health Services Administration & Management in Public Health (PUBH 520 & 530)		3
PUBH 550	Environmental Health Sciences in Public Health (PUBH 520 & 530)		3
PUBH 560	Cultural Diversity & Competence & Issues in Public Health Practice (PUBH 500,530 & 540)		3
Capstone / Synthesis / Integration Courses – 9 Credits Required			
PUBH 600	Grant & Research Proposal Writing in Public Health (PUBH 520 & 530)		3
PUBH 692	Capstone Project I (PUBH 520,530 & 540)		2
PUBH 694	Capstone Project II (All PUBH courses & electives)		4
Electives – 12 Credits Required (Select Electives to Align with Career Goals – Advisor Approval Required)			
			3
			3
			3
			3
	Total Program Credits		42
PROGRAM LEARNING OUTCOMES		ASSESSMENT METHODS	
1. Synthesize advanced public health concepts, skills, and principles of ethical analysis (Public Health Code of Ethics) to analyze public health data in order to improve the health status of Michigan residents through evidence-based research, practice and service.		Assessment Measures: <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey 	
2. Analyze the role of socio-behavioral determinants of health in both the onset and solution of public health problems in individuals and population groups.		Assessment Measures: <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey 	
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<p>3. Synthesize advanced principles of program planning, policy development, staff supervision, grant writing, budgeting, management, evidence-based research, and evaluation in public health practice and community initiatives.</p>	<ul style="list-style-type: none"> • Public Health Journal reviews • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>4. Synthesize health informatics concepts with vital statistics and public health records in the analysis of public health characteristics and in public health evidence-based research and evaluation.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
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<p>6. Analyze personal leadership skills for building public health partnerships and coalitions.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>7. Deliver written and oral presentations based on public health concepts/principles for both public health professionals and lay audiences.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Submission of written papers and oral presentations • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey
<p>8. Synthesize advanced public health skills and knowledge, including community needs assessment methods, research strategies and policy development.</p>	<p>Assessment Measures:</p> <ul style="list-style-type: none"> • Completion of all PH core and elective courses • Review of PH journals • Capstone experience synthesis • Professional capstone portfolio • Preceptor evaluations • Employer evaluation survey

OTHER PROGRAM INFORMATION

Program Progression Policy:

- Students must complete at least PUBH 500 level courses before enrolling in PUBH 692
- Students must complete all PUBH courses and other program requirements prior to enrolling in PUBH 694
- Degree requirements shall be completed within a maximum of five years from the first enrollment in a graduate course following admission.
-

Program Grade Requirements:

- A grade of 3.0 or "B" or higher is required for all PUBH Courses.
- No Grade below "C" is acceptable for graduation.

Policy on Repeated Courses:

- Two unsuccessful attempts (grades less than "B") in any PUBH course(s) will result in dismissal from the program.

Policy on FSU Credit Requirement/Transfer Credits:

- Students must earn a minimum of 70% of the total MS degree credits from FSU. For the MPH this is 30 credits.

FSU Sunset Policy:

- If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.

*Selected Electives Guidelines for Graduate Courses Required for MPH:

- Students may select from a variety of graduate courses offered within the University or at other institutions to meet the "Selected Electives" for the program (see below).
- Selected electives must be at the graduate level. If it is a course that is offered at both the undergraduate and graduate levels, it must have assignments specifically designated for the graduate MPH student.
- Selected electives must have public health relevance and may not be redundant to one of the MPH core courses, but could be an "advanced" MPH course.
- Selected electives must be approved by the advisor.
- Elective courses are dependent on the student's interest, areas of expertise and future career aspirations. Examples could be from Health Informatics, Data Analytics, Public Policy and Administration, Social Work, Health Policy and Management, Mass Communication in Public Health, Research Methods in Public Health/Health Care Management, Public Health Preparedness and Emergency Response, Pharmacology, Biochemistry, Pharmaceutical Chemistry, Virology, Parasitology, Microbiology, Advanced Statistics Courses, etc.

Selected Electives Guidelines for Undergraduate Courses Required for MPH:

- Students who enter the MPH program without the required coursework as outlined in the admissions requirements, may take some of these courses concurrently with beginning MPH courses. See Semester by Semester MPH Program Plan.

***Note: Selected electives for graduate PUBH courses will be developed for the program that will clearly reflect the rural health focus for public health programming here at Ferris. Please see the addendum at the end of this proposal which lists possible courses to be considered for development as the faculty complement is determined over the next few years.**

Ferris State University
 College of Health Professions
 Master of Public Health (MPH)
 Semester by Semester Schedule Options

Year 1 (Direct Entry) or Year 4 for Accelerated BSPH Program					
FALL	CREDITS	SPRING	CREDITS	SUMMER	
PUBH 500 Public Health Concepts PUBH 510 Biostatistics in Public Health *Selected Elective (Undergrad) Selected Elective (Graduate)	3 3 (3) <u>3</u> 9-(12)	PUBH 520 Epidemiology in Public Health PUBH 530 Health Behavior & Health Promotion in Public Health *Selected Elective (Undergrad) Selected Elective (Graduate)	3 3 (3) <u>3</u> 9-(12)	PUBH 600 Grant & Research Proposal Writing in Public Health PUBH 692 Capstone Project I *Selected Elective (Undergrad)	3 <u>2</u> (3) 5-(8)
Year 2 (Direct Entry) or Year 5 for Accelerated BSPH Program					
FALL	CREDITS	SPRING	CREDITS	SUMMER	
PUBH 540 Health Services Admin & Management in PH PUBH 550 Environmental Health Sciences in PH Selected Elective (Graduate)	3 3 <u>3</u> 9	PUBH 560 Cultural Diversity & Competence in Public Health Selected Elective (Graduate)	3 <u>3</u> 6	PUBH 694 Capstone Project II	<u>4</u> 4

*Students who need to take undergraduate coursework to meet the foundational requirements for the MPH may take these courses at these designated points. These courses noted in parenthesis () do not count toward the 42 credits required for the MPH.

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 500 LEC 3 LAB SEM (proposed)

Title (proposed) Public Health Concepts

Credit Hours (proposed) 3 Prerequisites (proposed) Graduate Standing in MPH Program

Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course will provide the student with the opportunity to explore the organizational structure, history, law, ethics, essential services, global programs, and the future of public health. Students will engage in discussion, projects and presentations related to the learning outcomes. Prerequisite: graduate standing in the MPH program or permission of the instructor is required for non-MPH students. Typically offered in the Fall semester.

Course Outcomes and Assessment Plan (proposed)

At the end of this course, students should be able to do the following:

- 1) Analyze the basic public health concepts and values.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 2) Critically examine the evolution of public health "systems" in the U.S.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 3) Critically examine the organization of public health "systems" in the U.S.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 4) Analyze the applications of public health law as tools for promoting health and preventing disease.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 5) Critically examine the essential public health services and how they affect public health organization, service delivery, and the community.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 6) Analyze current public health trends to project systems and service changes over the next decade.
Assessment: Issue Analysis Paper

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Introduction, role of public health-----3 hours
2. Public health concepts, principles and values-----3 hours
3. Evolution of public health systems and infrastructures---5 hours
4. Organization of Public Health Systems-----4 hours
5. Public Health Laws-----4 hours
6. Public Health essential services-----4 hours
7. Promotion and Prevention of diseases-----4 hours
8. Public Health Trends Analysis-----4 hours
9. American Public Health Association, CDC, SOPHE, WHO, etc.--2 hours
10. Public Health Codes of Ethics-----4 hours
11. Written and oral assignments and presentations-----4 hours
12. Case study and professional journal analysis/synthesis---4 hours

Total Hours = 45.

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective **(201508)**: Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **500** c. Contact Hours **3** LECture LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Public Health Concepts** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will provide the student with the opportunity to explore the organizational structure, history, law, ethics, essential services, global programs, and the future of public health. Students will engage in discussion, projects and presentations related to the learning outcomes. Prerequisite: Graduate standing in the MPH program or permission of the instructor is required for non-MPH students. Typically offered in the Fall semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Graduate Standing / Admission to the MPH Program & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Sandy Alspach / 4/15/14

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADTL __ SCARRES __
SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

- Prefix (proposed) PUBH Number (proposed) 510 LEC 3 LAB ____ SEM ____ (proposed)
- Title (proposed) Biostatistics in Public Health
- Credit Hours (proposed) 3 Prerequisites (proposed) COHP 350 or equivalent, Graduate Standing in MPH program

Co-requisite (current)

- Course Description (proposed): (125 words maximum)

This course will provide the graduate student with the opportunity to apply the principles of biostatistics in the context of multiple public health applications. Students will have the opportunity to use public health Information software statistical packages to achieve learning outcomes. Prerequisite: COHP 350 or equivalent, graduate standing in the MPH program or permission of the instructor is required for non-MPH students. Typically offered in the Fall semester.

- Course Outcomes and Assessment Plan (proposed)

At the end of this course, students should be able to do the following:

- 1) Explain the basic concepts of descriptive and inferential biostatistics.
Assessment: Online Discussion Board or F2F Group Activity
- 2) Organize, identify and retrieve relevant scientific evidence.
Assessment: Scholarly Journal Analysis
- 3) Select appropriate study designs and statistical methods for public health problems.
Assessment: Case Studies
- 4) Apply bio-statistical methods to quantify and propose solutions to public health problems.
Assessment: Case Study Analysis Paper
- 5) Use statistical software to analyze public health data and interpret results of bio-statistical analysis.
Assessment: Case Study Analysis Paper

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Introduction, role of statistics in public health-----3 hrs
2. Descriptive and inferential statistics in public health-----8 hrs
3. Organization of public health data-----3 hrs
4. Use of statistical methods in Public Health evidence-based Research---5 hrs
5. Use of statistical software in analyzing public health data-----4 hrs
6. Interpreting public health statistical data-----4 hrs
7. Use of statistical methods in predicting public health problems-----5hrs
8. Public Health Reports and biostatistics-----4 hrs
9. Use of surveillance data in disease investigation and prevention-----4 hrs
10. Applications of biostatistics in case study analysis of public health issues-5 hrs

Total Hours = 45.

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **510** c. Contact Hours **3** LECture LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Biostatistics in Public Health** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will provide the graduate student with the opportunity to apply the principles of biostatistics in the context of multiple public health applications. Students will have the opportunity to use public health information software statistical packages to achieve learning outcomes. Prerequisite: COHP 350 or equivalent, graduate standing in the MPH program or permission of the instructor is required for non-MPH students. Typically offered in the Fall semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Graduate Standing / Admission to the MPH Program & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:
Sandy Olapach 4/12/14

Academic Affairs Approval Signature/Date:
_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

- Prefix (proposed) PUBH Number (proposed) 520 LEC 3 LAB ____ SEM ____ (proposed)
- Title (proposed) Epidemiology in Public Health
- Credit Hours (proposed) 3 Prerequisites (proposed) PUBH 510, Graduate Standing in the MPH Program

Co-requisite (current)

- Course Description (proposed): (125 words maximum)

This course will provide the graduate student with the opportunity to apply epidemiological methods including study design, legal/ethical aspects, and public health information software programs. Applications of methods will include screening, disease surveillance, outbreak investigation, and community needs assessment. Student presentations will focus on special topics such as infectious disease and chronic conditions. Prerequisite: PUBH 510, graduate standing, permission of course instructor required for non-MPH students. Typically offered in Spring Semester.

- Course Outcomes and Assessment Plan (proposed)

At the end of this course, students should be able to do the following:

- 1) Discuss the basic concepts of descriptive and analytic epidemiology including the epidemiologic methods used in analyzing a data set.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 2) Explain the appropriate application of common rates and ratios.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 3) Describe the study designs and their potential limitations used in epidemiologic research.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 4) Select study designs appropriate for various health applications.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 5) Design a study to examine a given health problem or preventive intervention.
Assessment: Epidemiological Case Study
- 6) Use one or two public health software packages.
Assessment: Epidemiological Case Study
- 7) Apply epidemiologic methods to quantify and propose solutions to public health problems.
Assessment: Epidemiological Analysis Paper

- Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Introduction & what is Epidemiology? -----2 hours
2. Role of Epidemiology in Public Health Service-----3 hours
3. Basic concepts/principles in Epidemiology-----3 hours
4. Descriptive and Analytic Epidemiology-----4 hours
5. Quantitative Methods in Epidemiology-----4 hours
6. Organizing Epidemiologic Data-----4 hours
7. Disease Surveillance and Investigation-----4 hours
8. Study Designs in Epidemiological Research/Health Applications-----5 hours
9. Disease Prevention and Control-----3 hours
10. Communicable and Chronic Disease Epidemiology-----5 hours
11. Use of Public Health Software Packages -----3 hours
12. Student Assignments, case studies, research papers, presentations---5 hours

Total Hours = 45

Associate Provost's Signature: _____ Date _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **520** c. Contact Hours **3** LECTure LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Epidemiology in Public Health** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. **CATALOG DESCRIPTION** – Limit to 125 words – PLEASE BE CONCISE. This course will provide the graduate student with the opportunity to apply epidemiological methods including study design, legal/ethical aspects, and public health information software programs. Applications of methods will include screening, disease surveillance, outbreak investigation, and community needs assessment. Student presentations will focus on special topics such as infectious disease and chronic conditions. Prerequisite: PUBH 510, graduate standing, permission of course instructor required for non-MPH students. Typically offered in Spring Semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 510, Graduate Standing in MPH Program & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCO Chair Signature/Date:

Sandy DePaol 4/17/14

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCARSE __ SCADTL __ SCARRES __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 530 LEC 3 LAB ____ SEM ____ (proposed)

Title (proposed) Health Behavior & Health Promotion in Public Health

Credit Hours (proposed) 3 Prerequisites (proposed) PUBH 500 Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course will provide the graduate student with the opportunity to explore the theories of health behavior, health education and promotion. The interventions and strategies to successfully promote health behaviors through communication and collaboration will be explored within a sociocultural, diversity, and regional perspective as they pertain to public health. Prerequisite: PUBH 500 or permission of course instructor required for non-MPH students. Typically offered in the Spring semester.

Course Outcomes and Assessment Plan (proposed)

At the end of this course, students should be able to do the following:

- 1) Analyze the models of cultural diversity and their contribution to the understanding of health status and health care utilization.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 2) Discuss the role of theory in understanding health behavior and disparities in health status.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 3) Integrate multilevel points of intervention in addressing public health issues, particularly those related to health disparities.
Assessment: Health Promotion Analysis Paper
- 4) Utilize theoretical frameworks to analyze public health issues and effective interventions.
Assessment: Health Promotion Analysis Paper
- 5) Demonstrate effective communication skills and strategies in addressing various publics.
Assessment: Online Discussion Board or F2F Group Activity
- 6) Examine the role of collaboration and advocacy in effective public health interventions.
Assessment: Online Discussion Board or F2F Group Activity

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Introduction and what is Health Promotion? -----2 hours
2. What is Health Education? -----2 hours
3. Historical Perspectives of Health and Disease-----4 hours
4. Professional Associations in Health Promotion and Education-----3 hours
5. Socio-behavioral theories in disease causation and prevention-----8 hours
6. Applications of socio-behavioral theories in health & diseases-----8 hours
7. Cultural Diversity, Health Status, & Health Care Utilization-----3 hours
8. Public health issues and health disparities-----3 hours
9. Health communication-----3 hours
10. Social Marketing, Advocacy, & Collaboration for Health-----4 hours
11. Student Projects, case study analysis, & assignments-----5 hours

Total Hours = 45.

Associate Provost's Signature: _____ Date _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **530** c. Contact Hours **3** LECture LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Health Behavior/Promotion in PH** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will provide the graduate student with the opportunity to explore the theories of health behavior, health education and promotion. The interventions and strategies to successfully promote health behaviors through communication and collaboration will be explored within a sociocultural, diversity, and regional perspective as they pertain to public health. Prerequisite: PUBH 500 or permission of course instructor required for non-MPH students. Typically offered in the Spring semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 500 & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCG Chair Signature/Date:
Sandy Respeck 4/21/14

Academic Affairs Approval Signature/Date:
_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCARSE __ SCADTL __ SCARRES __
SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 540 LEC 3 LAB ____ SEM ____ (proposed)

Title (proposed) Health Services Administration & Management in Public Health

Credit Hours (proposed) 3 Prerequisites (proposed) PUBH 520 & PUBH 530 Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course will provide the graduate student with the opportunity to analyze the management principles of personnel administration, budgeting, financing, and continuous quality improvement as they pertain to public health. Planning and evaluation principles, grant writing, public health economics, public health policy, and data sources will also be examined for their application to the administrative roles in public health. Prerequisite: PUBH 520 & PUBH 530 or permission of course instructor for non-MPH students. Typically offered in Spring semester.

Course Outcomes and Assessment Plan (proposed)

By the end of this course, students should be able to do the following:

- 1) Describe the important management and leadership issues facing public health organizations.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 2) Examine the major initiatives and programs addressing management in public health, nationally and locally.
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 3) Analyze the ethical implications of public health focused management.
Assessment: Online Discussion or F2F Group Activity & Case Study Analysis
- 4) Write a strategic plan with a mission and vision statement, core values, and measurable goals and objectives.
Assessment: Strategic Plan Group Assignment
- 5) Articulate a management style and strategy suited to his/her practice of public health principles in a specific health arena.
Assessment: Analysis of Personal Management Style Paper
- 6) Apply management strategies and techniques to a variety of issues and problems in public health settings or in settings that use a public health perspective in service delivery.
Assessment: Case Study Analysis Project.
- 7) Work effectively in interdisciplinary teams to engage in and manage group decision processes.
Assessment: Group Process Rubric Score
- 8) Integrate all of the management principles discussed with the other public health core course content to evaluate comprehensive case studies.
Assessment: Case Study Analysis Project

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

- 1. Differences between Health Care Administration and Management as related to Public Health Services and Practice-----3 hours
- 2. Management and Leadership issues in public health practice-----3 hours
- 3. Concepts used in Administration and Management-----3 hours
- 4. Structure of Health Care Organizations-----4 hours
- 5. Leadership Attributes & Management styles in Public Health Practice----4 hours
- 6. Vision, Mission Statements-----3 hours
- 7. Writing Goals and Objectives-----3 hours
- 8. Public Health Planning and Evaluation-----2 hours
- 9. Budget and Financial Matters in Administration/Management-----2 hours
- 10. Applications of Management Strategies & Techniques-----7 hours
- 11. Ethics of practice in public health administration and Management-----3 hours
- 12. Inter-professional Education and Practice in Health Care Management---3 hours
- 13. Student Assignments, case studies, research papers, presentations-----5 hours

Total Hours = 45.

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **540** c. Contact Hours **3** LECture LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Health Services Admin/Mgmt PH** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will provide the graduate student with the opportunity to analyze the management principles of personnel administration, budgeting, financing, and continuous quality improvement as they pertain to public health. Planning and evaluation principles, grant writing, public health economics, public health policy, and data sources will also be examined for their application to the administrative roles in public health. Prerequisite: PUBH 520 & PUBH 530 or permission of course instructor for non-MPH students. Typically offered in Spring semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 520 & PUBH 530 & ORO1**

t. Co-requisites: courses must be taken concurrently (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Nancy Alspaich per 4/24/14

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRS __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 550 LEC 3 LAB SEM (proposed)

Title (proposed) Environmental Health Sciences in Public Health

Credit Hours (proposed) 3 Prerequisites (proposed) PUBH 520 & 530 Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course will provide the graduate student with the opportunity to examine the environmental concepts of air quality, water quality, food hygiene, sanitation, solid waste management, hazardous materials management, vector-borne diseases, occupational health, legal issues, environmental hazard identification and response. Prerequisites: PUBH 520 & PUBH 530 or permission of course instructor required for non-MPH students

Course Outcomes and Assessment Plan (proposed)

At this end of this course, students should be able to do the following:

- 1) Explain the basic scientific concepts of environmental media and processes.
Assessment: Online Discussion or F2F Group Activity & Case Study Analysis
- 2) Explain the legal and regulatory infrastructure of environmental issues.
Assessment: Online Discussion or F2F Group Activity & Case Study Analysis
- 3) Examine the connection between environmental conditions and human health.
Assessment: Online Discussion or F2F Group Activity & Case Study Analysis
- 4) Analyze human health risks associated with environmental conditions.
Assessment: Online Discussion or F2F Group Activity & Case Study Analysis
- 5) Examine global environmental issues.
Assessment: Online Discussion or F2F Group Activity & Case Study Analysis
- 6) Develop policies and procedures to mitigate or eliminate human health risk from the environment.
Assessment: Environmental Health Policy Paper

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

- 1. Introduction & What is Environmental Health Sciences?-----2 hours
- 2. Role of Environment Health & Safety in Public Health Services-----3 hours
- 3. Air, Water, Food and Soil Contaminants in Health and Diseases-----4 hours
- 4. Solid and Hazardous Waste Management-----3 hours
- 5. Vector-borne diseases-----3 hours
- 6. Environment Risk Assessment and Health Status-----4 hours
- 7. Occupational Health and Safety issues-----4 hours
- 8. Environmental and Occupational Health Standards, Policies & Regulations-----4 hours
- 9. Roles of EPA, OSHA, NIOSHA, CDC etc.-----5 hours
- 10. Trends in Environmental and Occupational Health and Safety-----5 hours
- 11. Worksite Safety Management & Global Health-----3 hours
- 12. Student Assignments, case studies, research papers, presentations-----5 hours

Total Hours = 45.

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **550** c. Contact Hours **3** LECTure LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Environmental Health Sciences in PH** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will provide the graduate student with the opportunity to examine the environmental concepts of air quality, water quality, food hygiene, sanitation, solid waste management, hazardous materials management, vector-borne diseases, occupational health, legal issues, environmental hazard identification and response. Prerequisites: PUBH 520 & PUBH 530 or permission of course instructor required for non-MPH students

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 520 & PUBH 530 & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Sandy Alsop MPH 4/21/14

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRS __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 560 LEC 3 LAB ___ SEM ___ (proposed)

Title (proposed) Cultural Diversity Competence & Issues in Public Health Practice

Credit Hours (proposed) 3 Prerequisites (proposed) Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course is designed to provide the graduate student with the opportunity to explore the complex concepts of how cultural diversity can impact the delivery of public health services. Students will also have the opportunity to gain the skills necessary to provide culturally competent public health services that strive for access to all populations. Emerging public health issues, public health professional ethics, health informatics, communication and their applications in practice settings will be discussed. Pre-requisites: PUBH 500, 530 & 540. Typically offered in the Spring semester.

Course Outcomes and Assessment Plan (proposed)

Upon completion of this course, students will be able to:

- 1) Explain the concepts and issues relating to cultural diversity and competence in Public Health Practice
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 2) Critically examine cultural barriers in the practice of Public Health
Assessment: Online Discussion Board or F2F Group Activity & Case Study Analysis
- 3) Explain the various biases that exist between under-represented populations and their healthcare providers in healthcare encounters
Assessment: Cultural Health Care Case Studies
- 4) Explain factors that prevent adherence to healthcare treatments among different cultures.
Assessment: Cultural Health Care Case Studies
- 5) Explain how to assess cultural competence in healthcare settings
Assessment: Cultural Competence Group Activity
- 6) Identify strategies to attain cultural competence among healthcare providers and promote diversity in the workplace
Assessment: Cultural Competence Group Activity
- 7) Identify systemic changes in healthcare that could improve cultural diversity and competence in Public Health practice
Assessment: Cultural Diversity & Competence Analysis Paper

- 8) Explore public health biology, culture and diversity; public health professional ethics; communication and health informatics

Assessment: Culturally competence group activity, discussion board and case study analysis.

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

- 1. Introduction, role of culture in health and disease-----3 hours
- 2. Concepts and issues related to cultural diversity and competence
in public health practice-----3 hours
- 3. Public health biology, health informatics & health communication-----3 hours
- 4. Social Determinants of health and cultural implications-----5 hours
- 5. Cultural Barriers in the practice of Public Health-----5 hours
- 6. Under-served populations and health care biases-----5 hours
- 7. Cultural competence in health Care settings-----5 hours
- 8. Diversity in Public Health Work settings-----3 hours
- 9. Public Health Professional ethics & cultural diversity-----3 hours
- 10. Public Health professionals and cultural competency-----4 hours
- 11. Case Study Analysis, Public Health Journal Reviews/applications-----6 hours

Total Hours = 45

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **560** c. Contact Hours **3** LECTure LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Cultural Diversity PH Practice** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course is designed to provide the graduate student with the opportunity to explore the complex concepts of how cultural diversity can impact the delivery of public health services. Students will also have the opportunity to gain the skills necessary to provide culturally competent public health services that strive for access to all populations. Emerging public health issues, public health professional ethics, health informatics, communication and their applications in practice settings will be discussed. Pre-requisites: PUBH 500, 530 & 540. Typically offered in the Spring semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 500 & PUBH 530 & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Janet R. Pappas 4/21/14

Academic Affairs Approval Signature/Date:

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADTL __ SCARRES __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 600 LEC 3 LAB ___ SEM ___ (proposed)

Title (proposed) Grant & Research Proposal Writing in Public Health

Credit Hours (proposed) 3 Prerequisites (proposed) PUBH 500 & PUBH 530 Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course will provide the graduate student with the opportunity to develop the skills for public health research designs and successful submission of proposals to federal and non-federal funding agencies, including grants management processes. Pre-requisites: PUBH 520 & 530. Typically offered in Summer semester.

Course Outcomes and Assessment Plan (proposed)

Upon completion of this course, students will be able to:

1. Master research concepts, terminologies, research designs and processes.
Assessment: Online Discussion Board or Face to Face Group Activity
2. Develop and organize information about the sources and areas which provide financial supports for research projects in public health/health-related disciplines, and other related areas.
Assessment: Online Discussion Board or Face to Face Group Activity
3. Identify the types of basic grant research proposals and funding sources available at the national, state and local levels, and private foundations.
Assessment: Online Discussion Board or Face to Face Group Activity; Written paper presentations.
4. Explain the basic elements, parts, strategies and design of writing a grant proposal.
Assessment: Online Discussion Board or Face to Face Group Activity
5. Explain the steps in planning good research proposals.
Assessment: Online Discussion Board or Face to Face Group Activity
6. Apply the criteria for good research proposals in the critique of research proposals.
Assessment: Online Discussion Board or Face to Face Group Activity
7. Complete a checklist for completing a grant proposal.
Assessment: Online Discussion Board or Face to Face Group Activity
8. Develop and plan written research proposals for funding a specific purpose by a specific funding agency.
Assessment: Online Discussion Board or Face to Face Group Activity and written grant proposal assignment
9. Describe the basic elements and requirements of a program budget and budget justification.
Assessment: Online Discussion Board or Face to Face Group Activity
10. Describe the role of collaboration in the development of a program plan and proposal.
Assessment: Online Discussion Board or Face to Face Group Activity

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Course introduction-----	2 hours
2. What is a research proposal-----	2 hours
3. What is a grant proposal-----	2 hours
4. Elements of a research design/plan-----	2 hours
5. Types of basic grant research proposals-----	3 hours
6. Sources of financial support for research projects-----	3 hours
7. Grant proposals: basic elements/terminologies-----	3 hours
8. Development & planning steps of good research and grant proposals-----	6 hours
9. Funding sources (external & internal) for research proposals-----	6 hours
10. Budget component of a proposal-----	5 hours
11. Writing checklists for completing a proposal-----	3 hours
12. Understanding the review process-----	2 hours
13. Applications/case studies/written proposals - critique & discussion-----	6 hours

Total Hours = 45.

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **600** c. Contact Hours **3** LECTure LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Grant/Research Proposal Writing PH** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course will provide the graduate student with the opportunity to develop the skills for public health research designs and successful submission of proposals to federal and non-federal funding agencies, including grants management processes. Pre-requisites: PUBH 520 & 530. Typically offered in Summer semester.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 520 & PUBH 530 & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UQC Chair Signature/Date:

Nancy Oldenbach 4/12/14

Academic Affairs Approval Signature/Date:

_____/____/____

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCARSE __ SCADTL __ SCARRES __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed), New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 692 LEC LAB 200 hrs SEM ___ (proposed)

Title (proposed) MPH Capstone Project 1

Credit Hours (proposed) 2 Prerequisites (proposed) PUBH 520 & PUBH 530 Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course is Part 1 of the Evidence-based capstone project sequence for the MPH program. Part 1 prepares the graduate student for the planning and organization phases of the proposed final project. Students will work with a faculty advisor and community preceptor(s) to develop a proposal for a project that will address a meaningful public health issue. Pre-requisites: PUBH 520, 530 & 540. Typically offered in Summer semester at the end of the first year in the MPH program.

Course Outcomes and Assessment Plan (proposed)

At the end of this course, students should be able to:

- 1) Identify an externship opportunity for integrating classroom learning and guided experiences with the problems of the practice environment.
Assessment: Proposal for the Public Health Externship with required contractual information.
- 2) Describe a public health issue that will be addressed in the context of the final capstone project.
Assessment: Proposal for the Capstone Project
- 3) Consult with the faculty advisor and community preceptors to plan for the externship and the capstone project.
Assessment: Proposal for the Capstone Project
- 4) Write a proposal for the planning and organization phases of the final capstone project which will occur in PUBH 694.
Assessment: Proposal for the Capstone Project
- 5) Demonstrate professional leadership skills and attributes during the preparation for the experience with the host organization.
Assessment: Analysis of the Capstone Project Planning Process with Self-Evaluation

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

The student will spend a total of 200 hours over the course of the semester engaged in the following activities to complete Part 1 of the Capstone/Internship Project:

- 1. Literature Review of interested public health issues/topics-----20%
- 2. Selection of a public health issue/topic-----10%
- 3. Research the public health agency to conduct project-----10%
- 4. Selection of a faculty advisor and community preceptor-----10%
- 5. Consultation with faculty advisor and community preceptor-----15%
- 6. Continuous meetings with faculty and community preceptor-----15%
- 7. Planning, organization and writing the capstone project proposal-----20%

Total Hours = 200

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **692** c. Contact Hours LECture LAB **200 hrs** Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. **Practicum** INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **MPH Capstone Project 1** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **Fixed**

i. Enter number in box: **2** Minimum Credit Hours j. **2** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **No**

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **Graduate** Professional

m. Grade Method: Check (x) **Normal Grading** Credit/No Credit (Pass/Fail)

n. does proposed new course replace an equivalent course? Check (x) Yes **No**

o. Equivalent course: Prefix Number

p. **CATALOG DESCRIPTION** – Limit to 125 words – PLEASE BE CONCISE.

This course is Part 1 of the Evidence-based capstone project sequence for the MPH program. Part 1 prepares the graduate student for the planning and organization phases of the proposed final project. Students will work with a faculty advisor and community preceptor(s) to develop a proposal for a project that will address a meaningful public health issue. Pre-requisites: PUBH 520, 530 & 540. Typically offered in summer semester at the end of the first year in the MPH program.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 520 & PUBH 530 & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Laney Oleson 4/21/14

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 694 LEC ___ **LAB 400** SEM ___ (proposed)

Title (proposed) MPH Capstone Project II

Credit Hours (proposed) 4 Prerequisites (proposed) Co-requisite (current)

Course Description (proposed): (125 words maximum)

This course is Part 2 of the Evidence-based capstone project sequence for the MPH program. Part 2 provides the graduate student with the opportunity to complete the implementation and evaluation phases of the project developed during PUBH 692. The student works with a faculty advisor and community preceptor(s) to address a meaningful public health issue. This work facilitates the integration and synthesis of theories and concepts from the core MPH courses. The student will complete an appropriate scholarly paper demonstrating the application of what was learned in previous courses. All these will culminate in a portfolio development and an exit oral presentation. Prerequisites: Completion of all PUBH 500 level core courses, PUBH 600 & 692. This is the final course of the MPH program.

Course Outcomes and Assessment Plan (proposed)

At the end of this course, students should be able to:

- 1) Gain externship opportunities to advance their practical/professional knowledge and skills in inter-professional education and practice with health care providers.
Assessment: Capstone Portfolio & Analysis of Externship Experience Paper
- 2) Demonstrate active involvement and participation in the activities of the public/community health agency. Such activities should benefit the agency while also enhancing the student's learning experience.
Assessment: Capstone Portfolio & Preceptor Evaluation
- 3) Apply health planning, organization, administration, and evaluation tools, concepts and principles in the practice environment.
Assessment: Capstone Portfolio & Preceptor Evaluation
- 4) Produce a pragmatic, concrete and tangible output for host agency's utilization.
Assessment: Capstone Portfolio & Preceptor Evaluation
- 5) Complete a capstone project of specific interest in an official or voluntary public/community health agency.
Assessment: Capstone Portfolio & Preceptor Evaluation
- 6) Develop a professional capstone portfolio of the experience for oral exit presentation and overall grading and assessment.
Assessment: Capstone Portfolio
- 7) Demonstrate professional leadership skills and attributes during the experience with the host organization.
Assessment: Analysis of the Capstone Project Implementation & Evaluation Process with Self-Evaluation

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

The student will spend a total of 400 hours engaged in the following activities to complete Part 2 of the Capstone/Internship Project:

- 1. Complete the capstone experience, develop and organize the capstone portfolio-----70%
- 2. Preparation for oral exit presentation-----20%
- 3. Presentation of the completed project and revision-----10%

Total Hours = 400

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (201508): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **694** c. Contact Hours LECTure **300 LAB** Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. **XX** Practicum INDEpendent Study [Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **MPH Capstone Project II** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **4** Minimum Credit Hours j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE. This course is Part 2 of the Evidence-based capstone project sequence for the MPH program. Part 2 provides the graduate student with the opportunity to complete the implementation and evaluation phases of the project developed during PUBH 692. The student works with a faculty advisor and community preceptor(s) to address a meaningful public health issue. This work facilitates the integration and synthesis of theories and concepts from the core MPH courses. The student will complete an appropriate scholarly paper demonstrating the application of what was learned in previous courses. Prerequisites: Completion of all PUBH 500 level core courses, PUBH 600 & 692. This is the final course of the MPH program.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **PUBH 500 level core courses PUBH 600 & 692. ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

[Handwritten Signature] 4/21/14

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRS __ SCAPREQ __

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

Prefix (proposed) PUBH Number (proposed) 595 LEC 3 LAB ___ SEM ___ (proposed)

Title (proposed) MPH Practicum

Credit Hours (proposed) 3

Prerequisites (proposed) Graduate Standing in the MPH Program & Departmental Approval
Co-requisite (proposed)

Course Description (proposed): (125 words maximum)

This course is designed as an elective for MPH students who desire additional field experience in public health. The student works with a faculty advisor and community preceptor(s) to work on a meaningful public health issue. This course can be applied to the MPH program as a "selected elective". Prerequisite: Graduate standing in the MPH program or permission of course instructor required for non-MPH students. Offered on demand.

Course Outcomes and Assessment Plan (proposed)

At the end of this course, the student shall be able to:

- 1) Work on a meaningful public health issue to gain additional practical experience in the field.
Assessment: Internship Analysis Paper

- 2) Submit a paper of the experience for evaluation
Assessment: Internship Analysis Paper

Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Literature Review of interested, meaningful public health issues/topics-----10 hours
2. Selection of a public health issue/topic -----3 hours
3. Research the public health agency where to conduct project-----3 hours
4. Selection of a faculty advisor and community preceptor-----3 hours
5. Consultation with faculty advisor and community preceptor-----8 hours

- 6. Continuous meetings with faculty and community preceptor-----8 hours
- 7. Planning, organization and writing the project paper-----10 hours

Total Hours = 45

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (**201508**): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **595** c. Contact Hours **3** **LECTure** LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **MPH Practicum** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. **CATALOG DESCRIPTION** – Limit to 125 words – PLEASE BE CONCISE.

This course is designed as an elective for MPH students who desire additional field experience in public health. The student works with a faculty advisor and community preceptor(s) to work on a meaningful public health issue. This course can be applied to the MPH program as a "selected elective". Prerequisite: Graduate standing in the MPH program or permission of course instructor required for non-MPH students. Offered on demand.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Graduate Standing in the MPH Program & ORO1**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Sandy Olszewski 4/21/14

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE _____ SCADETL _____ SCARRES _____ SCAPREQ _____

COURSE INFORMATION FORM – This is a New Course

FORM E

Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made. Not Applicable

Enter the modification to be made (Proposed). New Course

Course Identification

- Prefix (proposed) PUBH Number (proposed) 594 LEC 3 LAB ___ SEM ___ (proposed)
- Title (proposed) MPH Special Topics
- Credit Hours (proposed) 3 Prerequisites (proposed) Graduate Standing in MPH Program Co-requisite (current)
- Course Description (proposed): (125 words maximum)

This course provides the MPH student with a "selected elective" option as an opportunity to explore specific topics of current interest to public health workers in greater depth. The MPH program will determine the topic(s) to be addressed with each offering with this information disseminated to students prior to registration each semester. Prerequisite: Graduate standing in the MPH program or permission of course instructor required for non-MPH students.

- Course Outcomes and Assessment Plan (proposed)

At the end of this special course, the student shall be able to:

- 1) Work on a meaningful specific topic of current interest to public health practice in order to gain additional knowledge and expertise on the topic.
Assessment: Directed Assignment / Analysis Paper
- 2) Submit a paper of the experience for evaluation
Assessment: Directed Assignment / Analysis Paper

- Course Outline including Time Allocation (proposed)

Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:

Weeks (15 weeks)

Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)

1. Literature Review of interested, meaningful public health issues/topics-----10 hours
2. Selection of a public health issue/topic -----3 hours
3. Research the public health agency where to conduct project-----3 hours
4. Selection of a faculty advisor and community preceptor-----3 hours
5. Consultation with faculty advisor and community preceptor-----8 hours
6. Continuous meetings with faculty and community preceptor-----8 hours

7. Planning, organization and writing the project paper-----10 hours

Total Hours = 45

Associate Provost's Signature: _____ **Date** _____

CREATE NEW COURSE

FORM F

Course Data Entry Form

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (**201508**): Examples: 201301(Spring), 201305(Summer), 201308(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

I. NEW COURSE ATTRIBUTES:

a. Course Prefix **PUBH** b. Number **594** c. Contact Hours **LECTure 3** LAB Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. Practicum INdependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **MPH Special Topics** (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type Variable **XX** Fixed

i. Enter number in box: **3** Minimum Credit Hours j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) Yes **XX** No

If yes, Max Times or Max Credits Awarded

l. Levels: Check (x) Undergraduate **XX** Graduate Professional

m. Grade Method: Check (x) **XX** Normal Grading Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) Yes **XX** No

o. Equivalent course: Prefix Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course provides the MPH student with a "selected elective" option as an opportunity to explore specific topics of current interest to public health workers in greater depth. The MPH program will determine the topic(s) to be addressed with each offering with this information disseminated to students prior to registration each semester. Prerequisite: Graduate standing in the MPH program or permission of course instructor required for non-MPH students.

q. Term(s) Offered: **F/Sp/Su** r. Max Section Enrollment: **30** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Graduate Status in the MPH Program & ORO!**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Sandy Olsopach/4/12/14

_____ / /

Office of the Registrar use ONLY Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __
SCAPREQ __

Addendum
Form C Detail

Recommended Core Books, Journals, and Databases for Proposed Public Health Program

Doody's Core Titles: *Public Health*

Title	ISBN	Core/Recommended	Cost / Format	Available at FLITE
Public Health and Aging: Maximizing Function and Well-Being, 2nd Edition	9780826121516	Recommended	\$97.50 (multiple user e-book)	No
The Yellow Book: CDC Health Information for International Travel 2012	9780199769018	Core	*Free Multiple user e-book	Yes
Outbreak Investigations Around the World: Case Studies in Infectious Disease Field Epidemiology	9780763751432	Recommended	\$118.00 (print or single-user e-book)	No
Urban Health and Society: Interdisciplinary Approaches to Research and Practice	9780470383667	Recommended	\$131.25 (3 user e-book)	No
Essentials of Environmental Health, 2nd Edition	9780763778903	Core	\$98.95 (print)	No
Health Behavior and Health Education: Theory, Research and Practice, 4th edition	9780787996147	Recommended	\$80.00 (single-user e-book)	No
Epidemiology, 4th Edition	9781416040026	Recommended	\$67.00 (print)	Yes
Public Health Law: Power, Duty, Restraint, 2nd edition	9780520253766	Recommended	\$67.50 (multi-user e-book)	Yes
Control of Communicable Diseases Manual, 19th Edition	9780875531892	Recommended	\$35.00 (print only)	No
Health Program Planning and Evaluation: A Practical, Systematic	9781284021042	Recommended	\$107.00 (print only)	No

Approach for Community Health, 3rd Edition				
Chronic Disease Epidemiology and Control, 3rd Edition	9780875531922	Recommended	\$95.00 (multi-user e-book)	Yes
Fundamentals of Biostatistics, 7th edition	9780538733496	Recommended	\$227.00 (print only)	No
Introduction to Public Health, 4th Edition	9781449697365	Recommended	\$92.00 (print only)	No
Principles of Public Health Practice	9781418067250	Recommended	\$164.00 (print only)	No
Delivering Health Care in America: A Systems Approach, 5th Edition	9781449626501	Recommended	\$118.00 (print)	Yes
The Nation's Health, 8th Edition	9780763784577	Recommended	\$128.00 (print or single-user e-book)	No
Public Health Nursing: Population-Centered Health Care in the Community, 8th Edition	9780323080019	Core	\$112.00 (print)	Yes – 1 edition older at FLITE
Essentials of Public Health, 2nd Edition	9781449600228	Core	\$87.00 (print)	No
Public Health: What It Is and How It Works, 5th Edition	9781449600242	Recommended	\$108.00 (print)	Yes – 1 edition older at FLITE
Public Health and Preventive Medicine	9780071441988	Recommended	\$230.00 (print)	Yes – 1 edition older at FLITE
Health Care Administration: Managing Organized Delivery Systems, 5th Edition	9780763757915	Recommended	\$136.00 (print)	Yes
Total Costs			\$2299.20	
			Costs less books already owned	\$1365.70

Doody's Core Titles – Health Policy (This subject listed as pertinent area to Public Health)

Title	ISBN	Core/Recommended	Cost / Format	Available at FLITE
Medicare Compliance Manual 2013: A Comprehensive Guide to Current Medicare Policies, Rights and Regulations	9781936977376	Recommended	\$150.00 (print)	No
Futurescan 2013: Healthcare Trends and Implications 2013-2018	9780984652631	Recommended	\$48.00 (print)	On order
Health Policy: Crisis and Reform in the U.S. Health Care Delivery System, 6th edition	9780763797881	Recommended	\$93.00 (print)	No
Jonas and Kovner's Health Care Delivery in the United States, 10th edition	9780826106872	Core	\$119.00 (single-user e-book)	Yes
Policy and Politics for Nurses and Other Health Professionals: Advocacy and Action	9780763756598	Recommended	\$112.00 (print or single-user e-book)	No
Communication in Healthcare Settings: Policy, Participation and New Technologies	9781405198271	Core	\$40.00 (print or single-user e-book)	No
Health Policy: Application for Nurses and Other Healthcare Professionals	9780763783136	Recommended	\$103.00 (print)	No
Delivering Health Care in America: A Systems Approach, 5th Edition	9781449626501	Recommended	\$118.00 (print)	Yes

	Total Costs	\$783.00
	Costs Less Books Already Owned	\$498.00

Doody's Core Titles – Community Health Nursing (Select titles from this subject area pertinent to the proposed Public Health program)

Title	ISBN	Core/Recommended	Cost / Format	Available at FLITE
Community Health Education Methods: A Practical Guide, 3rd edition	9780763755331	Recommended	\$118.00 (print)	No
Essentials of Health, Culture, and Diversity: Understanding People, Reducing Disparities	9780763780456	Recommended	\$86.00 (print)	No
Health Promotion Throughout the Life Span, 7th Edition	9780323056625	Recommended	\$91.00 (print)	Yes
Essentials of Global Community Health	9780763773298	Recommended	\$107.00 (print or single-user e-book)	No
Foundation Concepts of Global Community Health Promotion and Education	9780763781682	Recommended	\$93.00 (print)	No
Control of Communicable Diseases Manual, 19th Edition	9780875531892	Recommended	\$40.00 (print)	Not most recent edition
An Introduction to Community Health	9780763790110	Recommended	\$167.00 (print)	No
Community Based Participatory Research for Health	9780470260432	Recommended	\$75.00 (print or single-user e-book)	Yes
Rural Mental Health: Issues, Policies, and Best Practices	9780826107992	Recommended	\$65.00 (print or single-user e-book)	No
		Total Costs	\$842.00	
		Costs Less Books Already Owned	\$676.00	

Journals

Title	ISSN	Available at FLITE	Online Availability
American Journal of Public Health	0090-0036	Yes	Yes
Public Health Reports	0033-3549	Yes	Yes
The Nation's Health	0028-0496	Yes	Yes
Health Affairs	0278-2715	Yes	Yes (1 year embargo)
American Journal of Epidemiology	0002-9262	Yes	Yes
The Milbank Quarterly	0887-378X	Yes	Yes
Public Health Reports	0033-3549	Yes	Yes
Bulletin of the World Health Organization	0042-9686	Yes	Yes
Morbidity and Mortality Weekly Report (MMWR)	0892-3787	Yes	Yes
Journal of Community Health	0094-5145	Yes	Yes
American Journal of Preventive Medicine	0749-3797	Yes	Yes
American Journal of Health Promotion	0890-1171	No	
Environmental Health Perspectives	0091-6765	Yes	Yes
Epidemiologic Reviews	0193-936X	Yes	Yes
Clinical Epidemiology	1179-1349	Yes	Yes
Epidemiology & Health	2092-7193	Yes	Yes
Journal of Health and Social Behavior	0022-1465	Yes	Yes
Journal of Urban Health	1099-3460	Yes	Yes
Social Science and Medicine	0277-9536	Yes	Yes
Journal of Health Politics, Policy and Law	0361-6878	Yes	Yes
Journal of Health Care Finance	1078-6767	Yes	Yes
Health Economics	1057-9230	Yes	Yes
Health research policy and systems	1478-4505	Yes	Yes
Journal of Public Health Policy	0197-5897	Yes	Yes

Databases

Title	Available at FLITE
PubMed	Yes
CINAHL	Yes
Cochrane Library	Yes
ScienceDirect	Yes
STAT!Ref	Yes
Health & Wellness Resource Center	Yes
Popline	Freely Available – Can be added to resources lists
Population Index	Freely Available – Can be added to resources lists
Social Sciences Abstracts	Yes
PsycInfo	Yes

Addendum

Form D: Focus on Rural Health

PUBLIC HEALTH PROGRAMS AT FERRIS STATE UNIVERSITY

The central theme for Ferris Public Health Programs will revolve around “**Rural, Underserved Population Health**”

Rural Health Institute will be established to monitor, appraise the holistic health needs of the rural, underserved population groups. The Institute will serve as the link between Ferris Public/other Health Programs and the rural communities. The institute will explore grant opportunities that benefit rural, underserved populations.

Public Health Proposed Courses for Rural, Underserved Populations.

1. Primary Health Care in Rural, Underserved Populations.
2. Health Care Delivery Services in Rural, Underserved Population Groups.
3. Maternal & Child Health Services in Rural, Underserved Populations.
4. Mental Health Care Services in Rural, Underserved Population Groups.
5. Substance Use and Abuse in Rural, Underserved Population Groups.
6. Holistic Health Needs of the Aging, Rural Populations.
7. Chronic Diseases: Causation & Prevention in Rural Populations.
8. Health and Social Issues of the Rural Migrant Workers.
9. Environmental Health in Rural Populations.
10. Human Behaviors and Rural Environment.
11. Family Health Practice & Nursing in Rural Public Health

Paula L Hadley-Kennedy

From: Julie A Coon <JulieCoon@ferris.edu>
Sent: Wednesday, April 09, 2014 3:38 PM
To: Paula Hadley-Kennedy
Cc: Sandy L Alspach; Matthew M Adeyanju; Elise M Gramza
Subject: FW: Master of Public Health degree proposal
Attachments: MPH Proposal for UCC 2014.docx

Paula:
I am attaching the MPH proposal with the changes highlighted in yellow for you. There are several pages with highlights, so I would ask you to peruse through to see where they are because I know that you were starting on condensing forms to one page already and this will allow you to make changes rather than start over with that process. Here is essentially what I did for you:

- I contacted Liza Ing by email and phone and begged her to send the Form B, so you will see that highlighted on that page of Form A
- I think I changed all the BPH's to BSPH on the Form A where cited.
- PUBH 597 – I changed this to a new number – PUBH 594 because as I look at the description, that is what this really is. This allows it to remain a 3 credit course, etc. So that is changed on Form A where courses are listed (I put it in the right order as well) and on the Forms E and F.
- Semester Effective – on all the Form F's I changed the semester start from Fall 2014 to Fall 2015 since that is what it will be.
- The PUBH 692 & 694 are intended to be field experiences, so 692 should be 200 contact hours and 694 should be 400 contact hours (one said 300 in error) and I put both of those in the "Lab" category, as that seems to be the most accurate of the 3 choices. If that is not correct, please feel free to fix it.

I think that addresses all of the points below, but let me know if I am still missing something.

Julie A. Coon, Ed.D, MSN
Associate Dean
College of Health Professions
VFS 200E
200 State Street
Big Rapids, MI 49307
231-591-2273 – office
231-394-0281 – cell
231-591-3788 – fax
coonj@ferris.edu

From: Sandy L Alspach
Sent: Tuesday, April 08, 2014 9:48 PM
To: Julie A Coon; Matthew M Adeyanju
Cc: Chrystal R Roach; Elise M Gramza; Paul Blake; Paula Hadley-Kennedy; Douglas F Zentz; Victor I Piercey; David M Marion; Kristy L Motz; Steven Karnes; Olukemi O Fadayomi; Adnan Dakkuri; Tracey D Boncher
Subject: Master of Public Health degree proposal

Thank you, Dean Adeyanju, for coming (again) to answer questions about this proposal at our meeting Monday.

The UCC voted to support your College's proposal, pending receipt of a supporting Form B consultation from the University Graduate and Professional Council (UGPC).

The Committee requests that you edit Form A to refer consistently to the Bachelor of Science in Public Health degree. BPH is not an accurate acronym for this degree.

There are a few minor adjustments that remain in the paperwork. Please contact Paula Hadley in the Academic Senate office with corrected Form Fs:

- PUBH 597 is an Independent Studies course for which no contact hours should be listed, since no faculty member is compensated for this instruction in workload. We wondered if you intended for this course to be repeatable so that a student could complete additional Independent Studies?
- PUBH 692 and 694 suggest a lecture/lab configuration on the Contact Hours line; please let us know if this is your intent?

Thank you for being patient as we work together to ensure that this new degree is ready for vetting to the Academic Senate and the Board of Trustees as soon as possible.

Paula L Hadley-Kennedy

From: Sandy L Alspach <SandyAlspach@ferris.edu>
Sent: Tuesday, April 08, 2014 9:48 PM
To: Julie A Coon; Matthew M Adeyanju
Cc: Chrystal R Roach; Elise M Gramza; Paul Blake; Paula Hadley-Kennedy; Douglas F Zentz; Victor I Piercey; David M Marion; Kristy L Motz; Steven Karnes; Olukemi O Fadayomi; Adnan Dakkuri; Tracey D Boncher
Subject: Master of Public Health degree proposal

Thank you, Dean Adeyanju, for coming (again) to answer questions about this proposal at our meeting Monday.

The UCC voted to support your College's proposal, pending receipt of a supporting Form B consultation from the University Graduate and Professional Council (UGPC).

The Committee requests that you edit Form A to refer consistently to the Bachelor of Science in Public Health degree. BPH is not an accurate acronym for this degree.

There are a few minor adjustments that remain in the paperwork. Please contact Paula Hadley in the Academic Senate office with corrected Form Fs:

- PUBH 597 is an Independent Studies course for which no contact hours should be listed, since no faculty member is compensated for this instruction in workload. We wondered if you intended for this course to be repeatable so that a student could complete additional Independent Studies?
- PUBH 692 and 694 suggest a lecture/lab configuration on the Contact Hours line; please let us know if this is your intent?

Thank you for being patient as we work together to ensure that this new degree is ready for vetting to the Academic Senate and the Board of Trustees as soon as possible.

March 28, 2014

To: Academic Senate, Ferris State University
From: Program Advisory Committee Task Force
Re: Recommendations

Program Advisory Committee Task Force Charge:

This task force will examine the role of an advisory committee in the direction of individual programs. It will review existing structures and determine whether or not a university-wide policy would be appropriate.

The committee met several times to address the charge. Our aim was to determine which programs have an active advisory committee and to try to understand the extent of the committee's involvement in each program.

We created a short questionnaire (attached) that was distributed to the programs with active advisory committees. The results can be summarized as follows:

1. If a program is accredited, it will have an advisory committee of varying numbers of members.
2. Some accrediting agencies suggest the composition of the committee membership and may include an expected minimum term of membership.
3. Activities of the committees vary from minimum involvement to actively assisting in program development, review of student portfolios, indicating hiring trends, etc.
4. Committees meet at least one time per year, with many meeting twice.

Based on the questionnaire and discussions, the Program Advisory Committee Task Force makes the following recommendations

1. **Meetings:** An advisory committee should meet on a regular basis, at least one time per year, or as directed by their program accrediting agency.
2. **Curriculum:** Curriculum decisions are the purview of Ferris State University and should not be dictated by the program advisory committee.
3. **Membership:** Membership should be kept to a reasonable number (typically between 6 and 12, but dependent upon the number of programs an advisory board serves and their accrediting agency). A program may wish to consider student representation as well. Faculty may be considered as ex officio, non-voting members.
4. **Term:** The term of service should be no more than 3 years, or as directed by their program accrediting agency, but may be renewed.
5. **By-laws:** An advisory committee should maintain by-laws.

6. **Other:** Other duties of an advisory committee may include suggesting best practices of the discipline, evaluating student portfolios, serve as a resource for jobs, etc. or other duties as directed by their program accrediting agency.
7. **Handbook:** The program should distribute a handbook to each member of the advisory committee. See attached example.

Respectfully submitted,

Committee member names
Daniel P deRegnier, Co-Chair
David Nicol, Co-Chair
Sandra Balkema
David Frank
Debbi Dawson
Suzanne Miller
Mathew McNulty

Attachments.