



Letter of Intent to Develop New Academic Degree Program

The following approvals must be obtained prior to sending the Letter of Intent to Develop a New Academic Degree Program to the UNC System Office.

Institution: University of North Carolina at Chapel Hill, Gillings School of Global Public Health

Degree Program Title: BSPH in Community and Global Public Health

Reviewed and Approved By (Name and title only. No signature required in this section.)

Check box to indicate participation in review. (Provost is required.)

- Provost:**
- Faculty Senate Chair (as appropriate):**
- Graduate Council (as appropriate):**
- Undergraduate or Graduate Dean (as appropriate):**
- Academic College Dean:** Barbara Rimer, Dean; Laura Linnan, Sr. Associate Dean, Academic and Student Affairs
- Department Chair:** Kurt Ribisl, Chair, Department of Health Behavior
- Program Director/Coordinator:** Suzanne Maman, Vice Chair for Academic Affairs, Department of Health Behavior

New Academic Proposal Process

New academic programs are initiated and developed by the faculty members. Approval of the Letter of Intent to Develop a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. Once the Letter of Intent to Develop is approved, the institution can begin work on the formal Request to Establish a New Degree Program.

Letter of Intent to Develop a New Academic Degree Program

Institution	The University of North Carolina at Chapel Hill, Gillings School of Global Public Health
Joint Degree Program (Yes or No)? If so, list partner campus.	No
Degree Program Title (e.g. M.A. in Biology)	BSPH in Community and Global Public Health
CIP Code and CIP Title (May be found at National Center for Education Statistics)	51.2207 Public Health
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus
Proposed Term to Enroll First Students (e.g. Spring 2019)	Fall, 2022
List other programs in the UNC System (may be found at UNC System website)	

SACSCOC Liaison Statement: *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

I have reviewed this proposal and determined that the BSPH in Community and Global Public Health does not constitute a substantive change for UNC-Chapel Hill.

Lynn Williford, Assistant Provost and SACSCOC Liaison, 4/10/20

Program Summary:

We are in a time of heightened awareness and concern about public health challenges that threaten the safety, growth and security of our nation and the world. The need for a strong public health workforce has never been clearer than it is now. We present a plan for a new BSPH in Community and Global Public Health (CGPH) at University of North Carolina at Chapel Hill Gillings School of Global Public

Health that is designed to train public health practitioners and leaders of the future.

The BSPH in Community and Global Public Health fills a gap in the UNC system degree offerings: There are currently no other institutions in the UNC system that offers a BSPH in Community and Global Public Health. There are seven BSPH degree offerings across the UNC system, four at UNC-Chapel Hill Gillings School of Global Public Health, two at UNC Greensboro, and one at UNC Charlotte. The BSPH offerings at Gillings include Nutrition, Environmental Health Sciences, Biostatistics, and Health Policy and Management. UNC Greensboro offers a BSPH in Health Education and one in Online Health studies. The UNC Charlotte BSPH is a general degree in Public Health. There are other accredited undergraduate degrees in public health (BA and BS), with some of the largest offered through East Carolina University (BA in Public Health Studies and BS in Environmental Health, UNC Asheville (BS in Public Health Education), and NCCU (BS in Public Health Education). We believe that the BSPH in Community and Global Public Health that will be administered through the Department of Health Behavior will fill a gap and represent a substantial value added for the University of North Carolina system.

The BSPH in Community and Global Public Health supports several strategic initiatives within UNC’s Blueprint for Next (<https://blueprint2.sites.unc.edu/>) and Carolina Next: Innovations for Public Good (<https://carolinanext.unc.edu/>)

Strategic Priority #2: Strengthen Student success. In this Strategic Priority, the emphasis is on providing a student-centered experience, strengthening success for all students and fostering equity in success across student populations. One of the objectives within this priority area is to “*Facilitate learning that is experiential and collaborative, develops individual strengths, and encourages the understanding, use and application of data.*” Our foundational curriculum in community and global public health is very hands-on, collaborative and methods based. Students will learn basic social and behavioral science concepts, theories and methods and apply them to address pressing public health issues in local and global communities.

Strategic Priority #6: Impact Society. In this strategic priority UNC-Chapel Hill lays out a vision for how faculty and students will conduct work that has measurable impact on the health and well-being of communities. One of the three initiatives under this priority is, “*Engage with communities to solve problems and improve lives.*” Understanding community strengths, needs and priorities is at the core of our training in the Department of Health Behavior. We will provide opportunities to our Community and Global Public Health students to work with diverse community stakeholders through coursework and immersive experiences. For example, in our Capstone Course, students will work directly with community organizations to identify problems and work towards solutions that meet the needs of the diverse populations that these organizations serve.

Strategic Priority #7: Globalize. Another key goal is to guarantee global education to everyone. Evidence from the data presented below indicates strong student demand for more global health training opportunities at UNC-Chapel Hill. The proposed BSPH will enhance and complement the existing global education opportunities on campus.

Collaborative opportunities through the BSPH in Community and Global Public Health
The Carolina Center for Public Service: We will build on an existing relationship between the

Department of Health Behavior and the Carolina Center for Public Service (CCPS). Lynn Blanchard, Director of CCPS, is an alum of the Department of Health Behavior and an active faculty member in the department. CCPS offers three well-subscribed undergraduate courses through Health Behavior. The longstanding history of the Center in running community-engaged service-learning projects will be invaluable as we develop the experiential learning requirements of this major.

Collaboration with other global programs on campus: We anticipate that the applied courses we will offer may be of interest to students who are enrolled in other global degree programs on campus, such as the Global Studies major, Medical Anthropology minor (major pending approval), Peace War and Defense major, and the Health and Society and Social Economic Justice minors in Sociology. Similarly, we anticipate that some of the coursework offered through these programs will be of interest to our BSPH students as elective courses. We will consult with the leadership and faculty in these departments to determine which courses we can recommend as electives for our students. We hope to build collaborations across these degree programs to enhance the global course offerings for all students.

Collaboration with other community and global health programs in North Carolina: We plan to use this new degree as a springboard for collaborations across other UNC system schools. For example, the Department of Health Behavior has a long history of collaboration with the Public Health Education program at NCCU. We will explore the possibility of collaborative activities such as a joint seminar with their undergraduate public health students.

Program Overview: The BSPH in Community and Global Public Health would be the fifth BSPH degree offered at UNC-Chapel Hill. As such, we have the benefit of well-established core courses that all BSPH students take, as well as structures for experiential learning and practica.

Competencies: There are five core competencies that guide the curriculum for this major.

1. Apply health behavior and social sciences theories and apply core concepts from these theories to public health practice.
2. Develop strategies to engage with communities to plan, implement, evaluate and disseminate health behavior programs.
3. Evaluate critically the ways in which current and historical policies, institutions and groups influence social determinants of health and contribute to inequities in health across the life course.
4. Use quantitative and qualitative data to analyze the challenges to achieving health outcomes in local and global settings.
5. Engage in interdisciplinary problem solving with diverse teams of stakeholders.

Pre-requisite coursework

- BIOL 101 Principles of Biology, and BIOL 101L Introductory Biology Lab (4 credits)
- Option of either: STOR 155: Introduction to Data Models and Inference (3 credits) or STOR 120: Foundations of Statistics and Data Science (3 credits)
- Option of either: SOCI 101: Sociological Perspective (3 credits) or PSYC 101: General Psychology (3 credits)

Schedule of Required Courses:

Junior Fall
Challenges and Approaches to Global Public Health (3 credits) +
Foundations of Health Equity and Community Health (3 credits) +
SPHG 351 Foundations of Public Health (3 credits)
Junior Spring
Applied Research Methods in the Social and Behavioral Sciences: Part 1 (3 credits) +
Foundations of Public Health Practice (3 credits) +
SPHG 352 Public Health Systems and Solutions (4 credits)
Summer
Field Training Experience (2 credits) <i>Students complete the 200-hr internship during summer, but register during Senior Fall.</i>
Senior Fall
Social, Behavioral & Structural Interventions: Health in Local & Global Settings (3 credits) +
Applied Research Methods in Social and Behavioral Sciences: Part 2 (3 credits) +
<i>Optional Elective:</i> Honors Research (3 credits)
Senior Spring
PLCY 570/HPM 571 Health and Human Rights (3 credits) or PLCY/HPM 565 Global Health Policy (3 credits)
BSPH Capstone Course (3 credits)*
<i>Optional Elective:</i> Independent Honors Research (3 credits)
Other
EPID 600 Principles of Epidemiology (3 credits) <i>Must be taken Junior Fall or Junior Spring.</i>
BIOS 600 Principles of Statistical Inference (3 credits) <i>Can be taken any term.</i>

+ New course to be developed in the Department of Health Behavior

**Capstone:* We will have one three credit course that provides the students with hands-on experience in the practice of community health. This will be a modification of a very successful community capstone course that we have taught for our MPH in Health Behavior students for more than a decade. In the existing course we have established partnerships with a wide variety of local community partners, such as Chatham County Council on Aging, Granville Vance Health Department, and Rural Opportunities Institute. In the BSPH version of this course, we will invite community partners such as these to present

challenges they have faced in developing, implementing or evaluating public health programs for the communities that they serve. Teams of students will work together to develop a program plan to address the challenge that includes a background review of the literature, review of existing evidence-based programs that have addressed the issues, and a proposed plan for the community partner. Community partners will be engaged at key points during the review and planning process.

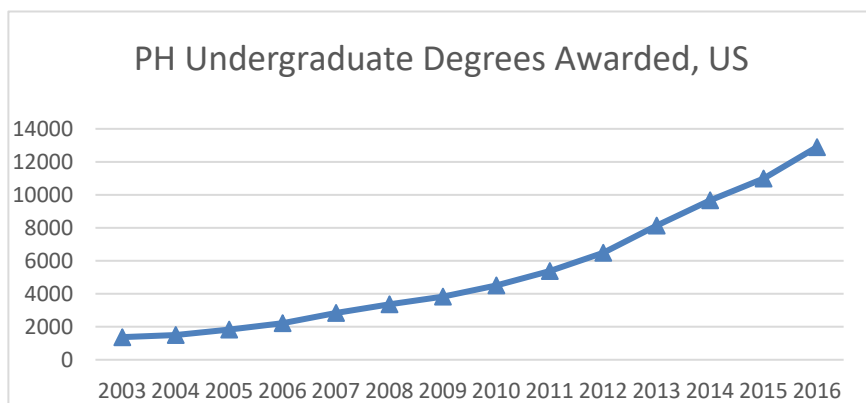
Possibility of required electives: In addition to the courses above, we may decide to add additional credits satisfied through required electives in other departments across UNC-Chapel Hill. These are courses that we feel would round-out the applied, public health courses for our BSPH students. Courses we may consider (with the permission of the departments/instructors) include:

- **AAAD 491. Class, Race, and Inequality in America. 3 Credits.** Examines the origins of race in America, the relationship of racial oppression to class struggle at key points in American history, the proliferation of versions of the concept of privilege, and approaches to eliminating class and racial privilege.
- **ANTH 446. Poverty, Inequality, and Health. 3 Credits.** This course examines poverty, inequalities, and health from a global and historical perspective.
- **SOCI 469. Health and Society. 3 Credits.** The primary objective of the course is to explain how and why particular social arrangements affect the types and distribution of diseases, as well as the types of health promotion and disease prevention practices that societies promote.
- **GLBL 401. Paradigms of Development and Social Change. 3 Credits.** This course aims to develop a critical perspective on development -- understood as a cultural logic and a discreet set of practices and policies -- so that we can better contribute to positive social change.

Student Demand:

The growth in undergraduate students interested in pursuing a public health baccalaureate program is evident at the national, state and university-level. To document student demand, we assessed national trends in growth of undergraduate public health program, state trends in growth of undergraduate public health programs; and growth in currently offered undergraduate public health programs at the UNC-Chapel Hill Gillings School of Global Public Health.

National trends in growth and diversity of undergraduate PH programs: Student enrollment in



undergraduate public health degree programs has steadily increased between 2003 to 2016 from 1372 to 12,895 and we anticipate the numbers to continue to increase (Figure 1). From 2012 to 2016, there was a 99% increase in the number of public health degrees conferred (from 6,483 to 12,895). Public health has taken a front and center stage in some of the world’s greatest crises, from climate change, to water supply issues like those faced in Flint,

Figure 1. Growth from 2003 to 2016 of the number of students conferring a public health undergraduate degree. Data source: Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System

Michigan, to the current Coronavirus pandemic.

North Carolina trends in undergraduate public health enrollment:

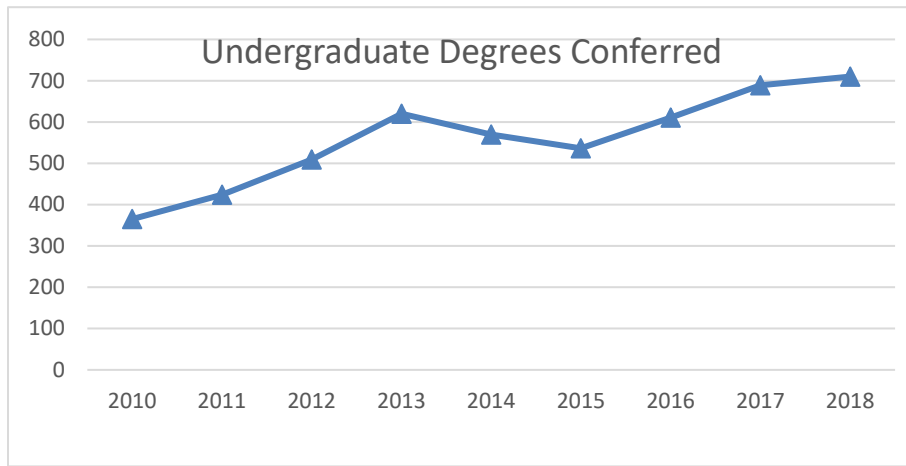


Figure 2. Growth from 2010 to 2018 of the number of students conferring a public health undergraduate degree at 14 other institutions in North Carolina. Data Source: NCED IPEDS

The growth in undergraduate public health training is evident in North Carolina as well. While our proposed BSPH in Community and Global Public Health will address a critical gap and serve a unique role in the state, there are fourteen other institutions in North Carolina that offer undergraduate public health degrees. Between 2010-2018, there has been 95% increase in the number of graduates at these fourteen institutions (Figure 2).

Gillings' trends in growth of BSPH majors: The increasing demand for BSPH training has been evident at UNC Gillings School of Global Public Health as well. There was a 25% increase in the

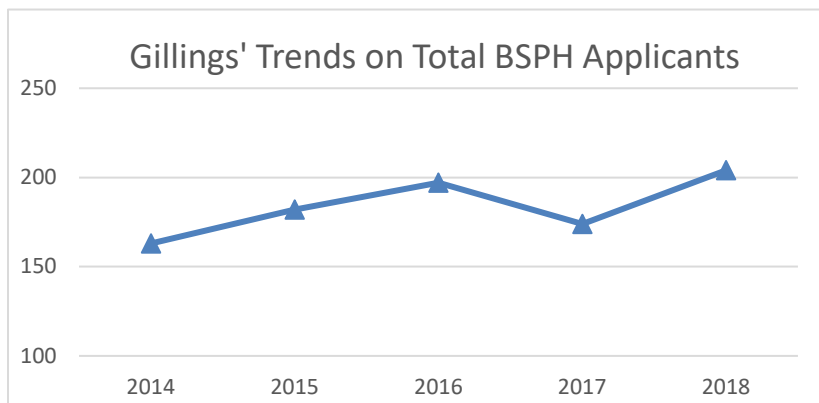


Figure 3. Growth from 2014 to 2018 of the number of applicants across the four BSPH degrees Gillings. Data Source: SABI, September 2018 Admissions Census, Enrollment Census

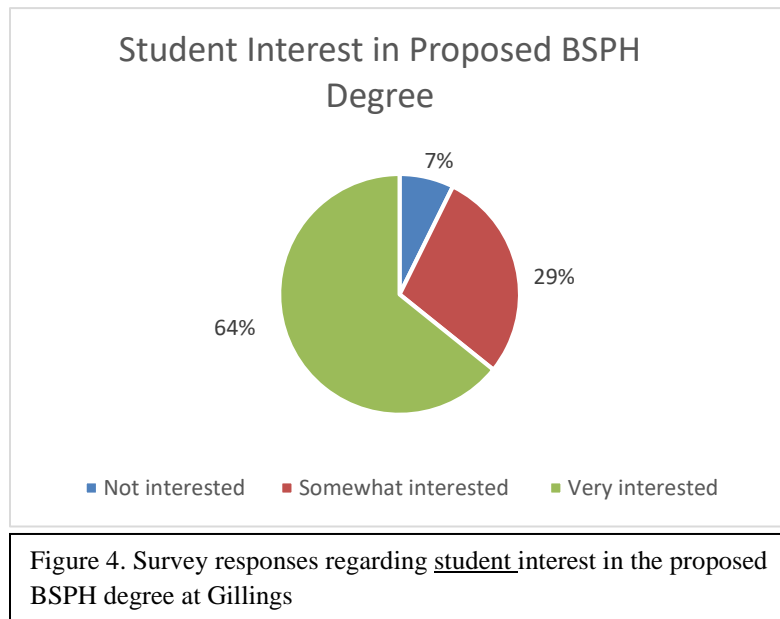
number of applications received for the BSPH programs at Gillings between 2014-2018. In 2018, Gillings received 204 applications across the four BSPH programs and enrolled 127 of those applicants (Figure 3). With Gillings ranked the number one public school of public health (and number two overall) and these trends in student demand, we anticipate enrollment to continue to increase. Launching a BSPH degree that focuses on community and global public health would support the growing interest and meet increasing demand.

Evidence of student interest at UNC:

To assess interest among UNC-Chapel Hill students for the BSPH in Community and Global Public Health, we conducted two surveys in February, 2020, one with first and second year undergraduates enrolled in a course *Special Topics in Public Health* and the second with currently enrolled BSPH students. For the first, we surveyed nearly 400 students who were not enrolled in the BSPH but who were taking the Special Topics course, and we received a total of 178 surveys back from these students

(45% response rate). These students responded to the following question: “*How interested would you be in a BSPH degree that addressed issues related to community health, global health and social justice in health?*” For the approximately 200 current BSPH junior and senior students surveyed, we received responses from 82 students (41% response rate). These students were asked a similar question: “*If this new major in Community and Global Public Health had been available to you at the time you were selecting a major, how interested would you have been in this major?*”

Of the total 260 responses across the two surveys, 64% of students were very interested in the proposed degree option with 29% somewhat interested (Figure 4).



This new major may draw some students from those who would have otherwise selected one of the other Gillings BSPH majors, however, when we surveyed current BSPH students and asked if they would have selected this option over their current major had it been available at the time they were selecting their major, 68% said they would have remained with their current selection, while only 32% said they would have selected this major over their current major. This suggests that there is robust demand for the other BSPH majors at Gillings, and this new major is not duplicative of what already exists for students.

We also collected qualitative responses to an open-ended question on the survey: “*Please share any thoughts you have about the creation of this new BSPH major at Gillings.*”

Here are a few illustrative quotes that provide insight into student interest:

- “*This is an incredible opportunity to bring students into public health and make the group of change-making public health professionals coming out of Gillings even larger. Also, I think this major could attract more students with range of interests.*”
- “*This sounds like a great program, and I’m glad Gillings is expanding their undergrad opportunities!*”
- “*I think the focus on community development and global health systems strengthening could allow those with social justice passion to find a home in Gillings. Their voice is needed in public health.*”
- “*Hands down would have applied to this major. I came into Gillings wanting to learn how to address health determinants in a community setting and would have loved a course that was based on teaching, but also heavily on designing and implementing solutions. Learning is great but I would have liked more opportunities to apply the skills we get from Gillings.*”

- *“I think this major should be created because Gillings is a major public health school – but there are no opportunities to study purely public health.”*
- *“This sounds like an incredible major and would love to see it come to fruition. I think this is an incredible aspect of public health, and it would be incredible for students to engage with it in this manner.”*

Societal Demand:

The current Coronavirus pandemic has brought to the public’s attention the importance and value of public health and the intersections of global and local like never before. Public health researchers and practitioners in communities across the world, in collaboration with medical personnel, are at the forefront of efforts to document and control the spread of the COVID-19 pandemic, a compelling example of globalization and its impact on health. Public health practitioners with training in social and behavioral health sciences have a unique role to play in these global pandemics because of the central role that behavior change, such as handwashing and social distancing, can play in flattening the curve and mitigating the toll that the epidemic takes on the health care system and communities. There are no borders when it comes to viruses, and we have seen the evidence of this as we watch the epidemiologic maps of the Coronavirus spread and affect the most vulnerable in our country and the world. While this is a striking example that has garnered massive media attention, there are many other examples of how our nation’s health is challenged, and the important role that the public health workforce plays in addressing these challenges. Our ability to address and scale up our public health responses to health threats is limited by challenges in the public health workforce. There has been a substantial decline in the estimated workforce-population ratio, job losses associated with budget cuts, and concerns that many current public health professionals lack formal training in public health.¹⁻⁷

The decline in the public health workforce has been happening at the same time that there has been a call for a renewed focus and expansion of how we think about public health. In 2016, the Department of Health and Human Services put forward a new vision for public health, *Public Health 3.0*, which describes a vision for public health that emphasizes cross-sector collaboration and environmental, policy, and systems-level actions that directly affect the social determinants of health. Enhanced leadership and workforce development are the first set of priorities outlined in the roll out of this new vision for public health. Building a public health workforce with the set of skills to realize this vision and meet the nation’s (and the world’s) complex and interconnected health challenges starts at the undergraduate level. Undergraduate public health education may serve as a pipeline that promotes public health as a career choice and prepares students with foundational public health knowledge and skills. The Centers for Disease Control and Prevention (CDC), the Association of Schools and Programs of Public Health (ASPPH) and public health workforce experts have identified the growth in undergraduate public health education as a potential strategy to strengthen the public health workforce.^{4, 8-10}

Bachelor’s trained public health practitioners are finding positions in different types of institutions including governmental public health agencies, community-based organizations and research centers, and health care systems.⁵⁻⁷ Further, the increased focus on the social determinants of health has expanded the range of people who do public health work beyond those traditionally recognized as public health professionals. This trend is particularly relevant for the proposed BSPH training program in Community and Global Health. Graduates of our program may help address the determinants of health through a broad range of career paths, such as health professions, business, law, urban planning, advocacy, politics, and education.^{1,11}

A recent dissertation completed by a faculty member at Gillings, Dr. Melanie Studer, documented the post-graduate career paths of BSPH graduates from December, 2012 through August, 2017. The results of this dissertation provide insight into the likely career paths for students who graduate from the proposed BSPH in Community and Global Public Health. Dr. Studer surveyed 497 graduates from the BSPH programs at Gillings, and received responses from 304 of these students, for a response rate of 61%. Among the graduates, 67% reported that their first position out of their BSPH program was in a place of employment, while 32% pursued additional education. Among those who reported employment, the most common employer type were consulting firms (20%), hospitals, health system, medical practices or other health care provider organizations (18%), colleges or universities (14%), private research organizations (7%) and private non-profit organizations or foundations (7%). Graduates from the BSPH in CGPH are likely to expand these worksites given the focus on community and global public health, including for example educational institutions (e.g. local school systems), advocacy organizations, and local and federal government entities. Respondents characterized themselves as public health professionals in 53% of reported employment experiences, and an additional 38% characterized their work as public health and/or health related.¹²

In sum, health and health care remain one of our top priorities as a nation. A vision for the ways in which Public Health as a field needs to grow has been put forward, and now we need the workforce in place to implement this vision. The growth in undergraduate Public Health training is a movement towards building this workforce, but there is room for a lot of growth in these training programs. The new vision for public health focuses on a cross-sectoral understanding of the social determinants of health, and we need researchers and practitioners trained in this broad vision of health and capable of working in many settings, including with those most affected by public health challenges in local and global communities. The proposed BSPH in Community and Global Public Health is designed to provide undergraduates with the foundational knowledge in how to study and address the social determinants of health in diverse local and global settings. We see this degree filling a critical gap in undergraduate training programs in the UNC system.

References:

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11. Kiviniemi MT, Mackenzie SLC. Framing undergraduate public health education as liberal education: who are we training our students to be and how do we do that? *Front Public Heal.* 2017;5:9. doi:10.3389/fpubh.2017.00009.
12. Studer M. (2019) *Examining Undergraduate Public Health Education as a Pipeline to the Public Health Workforce.* Unpublished doctoral dissertation). University of North Carolina at Chapel Hill, Department of Health Policy and Management.

Appendix:

- 1) Table comparing the competencies and degree requirements for the 4 existing and 1 new BSPH majors at Gillings School of Global Public Health.
- 2) Department of Health Behavior Benchmarking Report for the development of the BSPH in Community and Global Public Health.

Contact: (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Professor and Vice Chair	Suzanne Maman	smaman@unc.edu	(919) 966-3901
Professor and Chair	Kurt Ribisl	kurt_ribisl@unc.edu	(919) 843-8042
Assistant Professor	Patsy Polston	polston@unc.edu	(734) 377-3115
Assistant Professor	Alexandra Lightfoot	alexandra_lightfoot@unc.edu	(919) 843-3697

This Letter of Intent to Plan a New Program has been reviewed and approved by the appropriate campus authorities.

Position Title	Signature	Date
Provost		
Provost (Joint Partner Campus)		

Appendix 1: Comparison of BSPH majors
 University of North Carolina at Chapel Hill Gillings School of Global Public Health

	Community and Global Public Health	Health Policy and Management	Biostatistics	Nutrition	Environmental Health Sciences
Competencies	<p>Apply health behavior and social sciences theories and apply core concepts from these theories to public health practice.</p> <p>Develop strategies to engage with communities to plan, implement, evaluate and disseminate health behavior programs.</p> <p>Evaluate critically the ways in which current and historical policies, institutions and groups influence social determinants of health and contribute to inequities in health across the life course.</p> <p>Use quantitative and qualitative data to analyze the challenges to achieving health outcomes in local and global settings.</p> <p>Engage in</p>	<p>Examine the organization, financing, management and performance of the U.S. health system</p> <p>Discuss the politics of public health and health policy in the U.S.</p> <p>Discuss health-related legal and ethical issues and their impact on the U.S. health system</p> <p>Manage and analyze data using appropriate methods and tools</p> <p>Formulate strategic alternatives for achieving an organization's goals and objectives</p> <p>Apply basic methods and techniques in financial management</p> <p>Discuss approaches to effectively lead and manage people, projects</p>	<p>Perform descriptive and inferential data analyses to answer varied research questions</p> <p>Interpret data analysis results for a variety of audiences</p> <p>Use software appropriately in data collection, data management, and analysis</p> <p>Demonstrate the use of elementary statistical theory including the use of basic concepts of probability, random variation and common statistical probability distributions</p> <p>Demonstrate strong quantitative skills through the successful completion of calculus, linear algebra, and discrete mathematics</p>	<p>Demonstrate knowledge of metabolism of nutrients, nutritional biochemistry, and the nutritional components of diseases</p> <p>Demonstrate competency in biostatistics, and knowledge of environmental sciences, health policy management, health behavior and health education, and epidemiology</p> <p>Demonstrate basic knowledge in nutritional needs of individuals across the life cycle</p> <p>Demonstrate practice skills that involves application of the scientific method in the areas of nutritional biochemistry, nutritional epidemiology, and intervention and policy</p>	<p>Define current major issues in environmental health, sciences, and engineering</p> <p>Provide quantitative answers to complex environmental questions and describe the potential underlying uncertainties</p> <p>Describe linkages between sources of environmental contaminants, ambient concentrations, human exposures, and possible solutions</p> <p>Describe the mechanistic basis for environmentally induced disease and methods for prevention</p>

	interdisciplinary problem solving with diverse teams of stakeholders.	<p>and organizations</p> <p>Locate, use, evaluate and synthesize public health information</p> <p>Communicate public health information, in both oral and written forms through a variety of media and to diverse audiences</p> <p>Perform effectively on teams</p> <p>Demonstrate attitudes and behaviors consistent with a professional environment</p>			
Pre-requisite course requirements	BIOL 101& BIOL 101L <i>One of the following:</i> STOR 155 or STOR 120 <i>One of the following:</i> SOCI 101 or PSYC 10	BIOL 101 & 101L ECON 101 STOR 155 <i>One of the following:</i> BUSI 102 BUSI 106 BUSI 107 BUSI 108 <i>One of the following:</i> MATH 130 MATH 152 MATH 231 MATH 232 MATH 233 STOR 112 STOR 113	BIOL 101 & 101L COMP 110 or COMP 116 MATH 231 MATH 232 MATH 233	BIOL 101&101 BIOL 252&252L Chem 101&101L Chem 102 &102L Chem 261 Math 231 or 241 NUTR 240	BIOL 101& 101L CHEM 101&101L CHEM 102 & 102L CHEM 261 MATH 231 MATH 232

<p>General SPH Core Courses</p>	<p><u>SPHG 351</u> Foundations of Public Health (3) <u>SPHG 352</u> Public Health Systems and Solutions (4) <u>EPID 600</u> Principles of Epidemiology for Public health (3) <u>BIOS 600</u> Principles of Statistical Inference (3)</p>	<p>SPHG 351 SPHG 352 EPID 600 BIOS 600 or ECON 400</p>	<p>SPHG 351 SPHG 352 EPID 600</p>	<p>SPHG 351 SPHG 352 EPID 600 BIOS 600</p>	<p>SPHG 351 SPHG 352 EPID 600 BIOS 600</p>
<p>Major Courses</p>	<p><u>HBEH XXX</u>: Challenges and Approaches to Global Public Health (3 credits) <u>HBEH XXX</u>: Foundations of Health Equity and Community Health (3 credits) <u>HBEH XXX</u>: Applied Research Methods in Social and Behavioral Sciences: Part 1 (3 credits) <u>HBEH XXX</u>: Applied Research Methods in Social and Behavioral Sciences: Part 2 (3 credits) <u>HBEH XXX</u>: Foundations of Public Health Practice (3 credits) <u>HBEH XXX</u>: Social, Behavioral and Structural Interventions in Global and Local settings (3 credits) <u>PLCY 570/HPM 571</u>: Health and Human Rights (3 credits) or</p>	<p><u>HPM 310</u>: Introduction to Law and Ethics in health Management (3 credits) <u>HPM 320</u> Introduction to Strategic Planning and Marketing (3 credits) <u>HPM 330</u>: Intro to Health Organization Leadership, Management and Behavior (3 credits) <u>HPM 340</u> Foundations of Health Care Financial Management (3 credits) <u>HPM 341</u>: Information Systems, Technology and Tools (3 credits) <u>HPM 350</u>: Introduction to Health Service Systems (3 credits) <u>HPM 351</u> Politics, Public Health and Health Policy (3 credits) <u>HPM 352</u> Introduction to Health Services Systems II (3 credits)</p>	<p><u>BIOS 500H</u>: Introduction to Biostatistics (3 credits) <u>BIOS 511</u> Introduction to Statistical Computing and Data Management (4 credits) <u>BIOS 645</u>: Principles of Experimental Analysis (3 credits) <u>BIOS 650</u> Probability and Inference (4 credits) <u>BIOS 668</u>: Design of Public Health Studies (3 credits) <u>BIOL 201</u>: Ecology and Evolution (4 credits) or <u>BIOL 202</u> (Molecular Bio and Genetics (3 credits) <u>MATH 381</u>: Discrete Mathematics (3 credits) or <u>STOR 215</u>: Foundations of Decision Sciences (3 credits) <u>MATH 521</u>: Advanced Calculus I (3 credits) or <u>MATH 528</u>: Mathematical Methods for Physical Sciences I <u>MATH 547</u>: Linear Algebra for Applications (3 credits)</p>	<p><u>NUTR 400</u>: Introduction to Nutritional Biochemistry (3) <u>NUTR 600</u>: Human Metabolism Macronutrients (3) <u>NUTR 611</u>: Nutrition across the Life Cycle (3) <u>NUTR 620</u>: Human Metabolism Micronutrients (3) <u>BIOL: 202</u>: Molecular Biology and Genetics (3) <u>Chem 241 & 241L</u>: Modern Analytical Methods for Separation and Characterizations (4) <u>Phys 114</u>: General Physics I for Students in Life Sciences (4) Or Phys 118: Intro Calculus based Mechanics and Relativity <u>PHYS 115</u>: General Physics II (4) or PHYS 119: Introductory Calculus-based Electromagnetism and</p>	<p><u>ENVR 205</u>: Engineering Tools for Environmental Problem Solving (3) <u>ENVR 230</u>: Environmental Health Issues (3) <u>ENVR 403</u>: Environmental Chemistry Processes (3) <u>ENVR 430</u>: Health Effects of Environmental Agents (3) Two elective ENVR courses numbered above 400 (6) <u>BIOL 201</u>: Ecology and Evolution (4) <u>BIOL 202</u>: Molecular Biology and Genetics (4) <u>COMP 116</u>: Introduction to Scientific Programming (3) <u>PHYS 118</u>: Introductory Calculus-based Mechanics and Relativity (4) or PHYS 114: General Physics I <u>PHYS 119</u>: Introductory Calculus-based Electromagnetism and Quanta (4) or PHYS 115: General Physics II</p>

	<u>PLCY/HPM 565</u> Global Health Policy (3 credits)			Quanta (4) <u>Chem 262 & 262L</u> : Intro to Organic Chem II and Lab in Organic Chem (4)	
Total # of required credit hours (not including pre-req)	Core: 13 credits Major: 21 credits Culminating Exp: 3 credits Internship: 2 credits <i>Total: 39 credits</i>	Core: 13 credits Major: 24 credits Culminating exp: 3 credits Internship: 2 credit <i>Total: 42 credits</i>	Core: 10 credits Major: 30 credits Culminating Exp: 5 credits <i>Total: 45 credits</i>	Core: 13 credits Major: 31 credits Culminating Exp: 3 <i>Total: 47 credits</i>	Core: 13 credits Major: 37 credits Culminating Exp: 3 <i>Total: 53</i>
Culminating Experience	HBEH XXX Capstone Course (3)	HPM 697: BSPH Capstone Course (3)	<u>BIOS 664</u> : Sample Survey Methodology (4) And <u>BIOS 691</u> : Field Observations in Biostatistics (1)	<u>NUTR 295</u> Undergraduate Research Experience in Nutrition (3) NUTR 692 or NUTR 692H Honors Research	One of the following: 698: Senior Capstone, <u>ENVR 593</u> : Undergraduate Practicum; <u>ENVR 695</u> : Undergraduate Research or 692H Senior Honors Thesis.
Internship	Required: 200 hours HBEH XXX: Internship in Community and Global Public Health (2)	Required: 400 hours HPM 393: Internship in Health Policy and Management (2)	Not required	Not required	Optional

Benchmarking Report of Undergraduate Degree Programs in Community and Global Public Health

Prepared in advance of Department of Health Behavior
Faculty Retreat on January 6, 2020

Program Descriptions

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Appendix: Slides for Faculty Retreat

CORNELL

Program Summary:

Name: BA in Global and Public Health Sciences

Housed in: College of Human Ecology or College of Agriculture and Life Sciences

Requirements: 22 courses

- Core Courses (4 courses)
- Introductory Courses (12 courses)
- Advanced Courses (4 courses)
- Experiential Learning (1 course)
- Explorations in Global and Public Health Capstone (1 course)

Website link: <https://www.human.cornell.edu/dns/academics/undergraduate/gphsmajor>

Curriculum sheet:

<https://www.human.cornell.edu/sites/default/files/Academics/Registrar/Curriculum%20sheets/2019-2020/GPHS%20Curriculum%20Sheet%202019-2020.pdf>

Description:

The Global and Public Health Sciences major is intended for students who are interested in the health problems of communities and the actions that will protect or improve the lives of large numbers of individuals. These actions typically require a multidisciplinary approach—carefully considering cultural and ethnic contexts—that involves the biomedical, social, behavioral, political and environmental sciences.

This major is offered through the College of Human Ecology or the College of Agriculture and Life Sciences. Enrolling in this major is especially appropriate if students wish to pursue advanced study to prepare for leadership positions in governmental or nongovernmental organizations, working directly with current and emerging health concerns in the U.S. or internationally.

Requirements:

Core Courses (4 courses)

- NS 1600: Introduction to Public Health
- NS 2060: Preparation for Engaged Learning in Global & Public Health Sciences
- NS 2600: Introduction to Global Health
- NS 3600: Epidemiology

Introductory Courses (12 courses)

- Introductory Chemistry with lab
- Introductory Biology (2 lectures, 1 lab)
- Two different Social Science courses (Anthropology, Economics, Psychology, Sociology)
- One Humanities course
- Two Written Communications courses

- Introductory Biostatistics (STSCI 2150)
- Organic Chemistry
- Biochemistry
- Physiology

Advanced Courses (4 courses)

- In addition to completing the core courses in public health, global health and epidemiology, students will take a minimum of one advanced course in each of the following areas:
 - Social and behavioral health
 - Biological aspects of public health
 - Environmental health
 - Health policy and management

Supervised Experiential Learning in Global and Public Health (minimum of 3 credits in a community or laboratory setting)

- Students typically complete the experiential learning component during summer between their sophomore and junior year or the summer between their junior and senior year
- The Global Health Program at Cornell offers a broad range of opportunities that fulfill this requirement in domestic and international settings
- Link:
<https://www.human.cornell.edu/dns/academics/undergraduate/globalhealth/experiential>

Explorations in Global Public Health Capstone (1 course)

- Taken during the senior year
- Students complete a reflective document and presentation that connects the experiential component with the core principles of public health they learned through their coursework over the previous three years

DUKE

Program Summary:

Name: A.B. in Global Health

Housed in: Duke Global Health Institute

Requirements: 12 courses

- Core Courses (3 courses)
- Foundation Courses (3 courses)
- Electives (3 courses)
- Experiential Learning Activity (1 course)
- Senior Seminar (1 course)
- Statistics Course (1 course)

Website link: <https://globalhealth.duke.edu/education-and-training/undergraduate/major#requirements>

Curriculum sheet: https://globalhealth.duke.edu/sites/default/files/ghm_worksheet_11-2019.pdf

Description:

Global change requires passion, hard work and forging a new path. Combine the global health major with any other major at Duke to create a one-of-a-kind education experience.

LEARN from and work alongside some of the best faculty at Duke. Be inspired by their passion for global health and for teaching students to solve problems. EXPAND classroom learning through experiential learning that puts students at the center of the challenge. By pairing the global health major with another major, students will CARVE A NICHE in their career paths and stand out in graduate studies and job searches.

Requirements:

Core Courses (3 courses)

- GLHLTH 101: Fundamentals of Global Health
- One of the following ethics courses:
 - PUBPOL 330/GLHLTH 210: Global Health Ethics
 - GLHLTH 373S: Global Health Service, Research, and Ethics
 - GLHLTH 341: Ethics of Global Infectious Disease Control
 - PHIL 281/GLHLTH 241: Global Bioethics
 - GLHLTH 345: Global Health as an Ethical Enterprise
- GLHLTH 371: Research Methods in Global Health

Foundation Courses (3 courses)

- Students must select one course from three of the four categories below:
 - Arts & Humanities in Global Health
 - Global Health Systems and Policy
 - Natural Science in Global Health
 - Social Sciences in Global Health

- List of pre-approved courses available on the curriculum sheet:
https://globalhealth.duke.edu/sites/default/files/ghm_worksheet_11-2019.pdf

Elective Courses (3 courses)

- Students are required to take a total of three pre-approved elective courses to meet requirements of the Global Health program.
- An elective is defined as:
 - Any course at the 200 level or above with a GLHLTH prefix or GLHLTH cross-listing
 - A global health independent study (GLHLTH 391, 393, 395 or 396)
 - A preapproved elective or foundation course

Experiential Learning Activity (1 course)

- General Experiential Learning Activity requirements:
 - **Time Commitment:** complete an eight-week fulltime or 320-hour activity prior to the spring semester of senior year
 - **Location:** international or domestic experiences qualify
 - **Pre-requisite:** complete the global health ethics course requirement before starting the experiential learning activity
 - **Approval:** receive approval before beginning experience; retroactive approval will not be permitted for experiences
 - **Pre-activity:** attend one pre-experience workshop
 - **Post-activity:** attend re-entry retreat and complete post-experience ELA report
- Detailed information on this requirement can be found here:
<https://globalhealth.duke.edu/education-and-training/experiential-learning#major>

Senior Seminar (1 course)

- Students apply analytical tools from their coursework to a real global health problem - GLHLTH 499: Global Health Capstone

Statistics Course (1 course)

- The statistics requirement must be a course listed or cross-listed in the Department of Statistical Science or via a statistics course in a student's co-major

UNIVERSITY OF PENNSYLVANIA

Program Summary:

Name: Health and Societies Major, Global Health Concentration

Housed in: School of Arts and Sciences

Requirements: 14 courses

- Core Courses (4 courses)
- Health and Societies Departmental Electives (3 courses)
- Concentration Courses (6 courses)
- Capstone Research Seminar (1 course)

Website link: <https://hss.sas.upenn.edu/undergraduate/health-societies-major>

Description:

The HSOC program:

- Examines health and medicine in social context, equipping students with the critical faculties and multidisciplinary skills that will prepare them for careers in public health, health services, and a variety of other arenas.
- Builds on the foundation of three core disciplines: anthropology, history, and sociology. Methods and courses from other disciplines and fields—including epidemiology, political science, business/economics, law, environmental studies, and bioethics—supplement the core disciplines and provide majors with the variety of skills necessary to grasp the forces that have shaped our contemporary health landscapes.
- Produces graduates who are "multilingual" scholars and citizens, fluent in the methods and perspectives of several social science disciplines--theoretically informed but practically minded, with a global outlook and local experience.

HSOC majors are able to:

- Read scientific and medical texts critically, and assess their social, cultural, and political origins and ramifications;
- Identify and define key social determinants of health in a variety of historical and contemporary contexts;
- Analyze the interplay of factors that have resulted in particular health outcomes and policies;
- Integrate methods from history, sociology, anthropology, and other disciplines in empirical assessments of communities, populations, and policy interventions on multiple levels;
- Pursue in-depth research projects using published sources, archival material, and ethnographic and experimental data;
- Analyze data using both quantitative and qualitative methods; and
- Participate in the design of effective multipronged strategies to address health challenges in local, national, and international contexts.

Requirements:

Core Courses (4 courses)

- Required Core Course:

- HSOC 10: Health and Societies: Global Perspectives, OR
- HSOC 145: Comparative Medicine
- Quantitative Requirement:
 - SOCI/HSOC 100: Introduction to Sociological Research, OR
 - SOCI/HSOC 111: Health of Populations
- Core Discipline - Historical:
 - HSOC/STSC 002: Medicine in History, OR
 - HSOC 112: History and Sociology of Science, OR
 - HSOC 150: American Health Policy
- Core Discipline - Social Science:
 - ANTH/HSOC 238: Health, Culture, and Community, OR
 - SOCI 175/HSOC 175: Medical Sociology

HSOC Department Electives (3 courses)

- Students must choose courses taught by department faculty
- HSOC Electives list: <https://hss.sas.upenn.edu/undergraduate/hsoc-major/what-counts-%E2%80%9Cdepartment-course%E2%80%9D-hsoc>

Concentration Courses (6 courses)

- A student selects one concentration and creates a combination of six courses to fulfill the requirement. These courses may be pre-approved courses or petitioned courses.
- Concentrations:
 - Bioethics and Health
 - Disease and Culture
 - Global Health
 - Health Care, Markets and Finance
 - Health Policy
 - Public Health
 - Race, Gender and Health

Capstone Research Seminar (1 course)

- A capstone research project is a 20+ page paper of independent research
- Every HSOC major does a capstone research project by taking a capstone seminar or independent study
- A capstone seminar is any 400-level HSOC or STSC course -- all of these courses focus on the writing of a capstone paper
- An independent study is HSOC 499 and requires a project plan, advisor and department approval.
- Only 400-level courses taken during a student's last three terms before graduation count to fulfill this requirement

Concentration of interest:

Global Health

Requirements (6 courses)

- Core Course (1 course required)
 - ANTH 273: Global Health: Anthropological Perspectives (HSOC 239), OR
 - HSOC 337: Race and Medicine in the Global South, OR
 - HSOC 348: Current Issues in Global Health, OR
 - PUBH 519: Introduction to Global Health, OR

- HSOC 145 (if not used as the core pre-requisite course for the major)
- Regional Requirement (1 course required)
 - HSOC majors are required to take ONE course about a region of the world that is not the United States
- Topical Electives (4 courses required)
- Link: <https://hss.sas.upenn.edu/undergraduate/hsoc-major/concentration-within-hsoc-major/global-health>

UNIVERSITY OF SOUTHERN CALIFORNIA

Program Summary:

Name: Bachelor of Science in Global Health

Housed in: Keck School of Medicine and Dornsife's School of International Relations

Requirements: 17-20 courses

- Core Courses (8 courses)
- Core Research Courses (3 courses)
- Health Promotion & Disease Prevention Upper Division Electives (2-3 courses)
- International Relations Electives (2-3 courses)
- Other Electives (2-3 courses)

Website link: <https://hpdp.usc.edu/education.php?sub=BSGH>

Description:

The Bachelor of Science in Global Health is a multidisciplinary degree offered through the Department of Preventive Medicine at the Keck School of Medicine of USC. The Global Health program examines public health and policy issues in the context of global affairs. Students complete a majority of their coursework from Keck's Health Promotion and Disease Prevention Program and USC Dornsife's School of International Relations. Additional requirements are also completed from other schools and departments of the university. The program provides students with a strong background in understanding and evaluating global health issues and prepares students to become health professionals with international competencies. This program is an ideal major for students interested in medicine, pharmacy, dentistry, international relations, public health, epidemiology, health psychology, and health behavior research.

Requirements:

Core Courses (8 courses)

- General Biology: Cell Biology and Physiology or Advanced General Biology: Cell Biology and Physiology
- General Chemistry or Advanced General Chemistry
- Principles of Microeconomics
- Introduction to Global Health
- Biological and Behavioral Basis of Disease
- Case Studies in Global Health
- Economic Globalization
- Calculus I

Core Research Courses (3 courses)

- Health Behavior Statistical Methods
- Health Behavior Research Methods
- Directed Research
 - All students must complete the directed research requirement with a specific international research focus

Health Promotion & Disease Prevention Upper Division Electives (2-3 courses)

- Students must choose at least 8 credits from the following elective courses:
 - Theoretical Principles of Health Behavior
 - Introduction to Epidemiology: Methods and Applications
 - Culture, Lifestyle, and Health
 - Cultural Competence in Medicine
 - Maternal and Child Health
 - Behavioral Medicine
 - Religion and Health
 - Sexually Transmitted Diseases: A Global Public Health Priority
 - Environmental Health in the Community
 - Gender and Minority Health Issues
 - AIDS in Society
 - Poisons, People, and Politics
 - Global Environmental Changes and Health
 - Traditional Eastern Medicine and Modern Health

International Relations Electives (2-3 courses)

- Students must choose at least 8 credits from the following elective courses:
 - Managing New Global Challenges
 - International Organizations
 - Contemporary International Politics
 - Globalization: Issues and Controversies
 - Global Governance
 - Ethnicity and Nationalism in World Politics
 - Gender and Global Issues
 - Politics of Global Environment
 - Rich and Poor States in the World Political Economy
 - Public Health and International Relations
 - Developing Countries in World Politics
 - International Law and Politics
 - Global Civil Society: Non-State Actors in World Politics
 - Ecological Security and Global Politics
 - Citizenship and Migration in International Politics
 - Issues and Theories in Global Society

Other Electives (2-3 courses)

- Students may choose to take a maximum of 8 credits from a list of pre-approved elective courses

JOHNS HOPKINS

Program Summary:

Name: BA/MSPH in International Health

Housed in: Krieger School of Arts & Sciences and Bloomberg School of Public Health

Requirements: 96 credits - students must major in Public Health Studies to be eligible for this program (16 undergraduate credits may be applied towards the MSPH)

- Undergraduate Prerequisite Courses
- Required MSPH Academic Coursework
- Comprehensive Exam
- Practicum
- Capstone Project

Website link: <https://www.jhsph.edu/departments/international-health/global-health-masters-degrees/master-of-science-in-public-health/bachelor-of-arts-and-master-of-science-in-public-health-BA-MSPH.html>

Description:

The Bachelor of Arts and the Master of Science in Public Health combined degree program offers students the opportunity to integrate focused academic training with real-world public health practice. Students can receive a BA/MSPH in either health policy, occupational and environmental hygiene, or international health.

Undergraduate public health studies students should formally apply for early admission during their junior year. Admitted students must complete their BA degree before formally enrolling in the Bloomberg School, but up to one-half of the public health credits earned inter-divisionally toward their BA may also apply toward their MHS or MSPH degree. Students in this Program will receive co-advising from both Schools as part of this unique experience. Admitted students must complete the BA degree before formally enrolling in the degree program.

Once students complete the BA degree, admitted students will be automatically enrolled into the MSPH degree at JHSPH starting that fall. The MSPH degree consists of a full year of coursework, a comprehensive written exam, and in the second year, a minimum of 4 months and maximum of 9 months of a full time practicum (32 credits), where students apply all their skills in a field setting, and finally fulfilling the MSPH Essay requirement. Students find practicum opportunities overseas or domestically.

Applications for the BA/MSPH degree must be submitted by July 1 between the junior and senior years to ensure completion of the review process prior to the first day of the academic year. Students must be accepted before the start of their senior year. Standardized test scores are not required for application to the BA/MSPH program for students with a cumulative GPA of 3.3 or higher. However, a transcript is required for all prerequisite courses listed below and for all coursework through the 2nd semester of the student's junior year.

Requirements:

BA/MSPH Admission Requirements

The student must:

- Be an undergraduate majoring in public health studies at Johns Hopkins
- Apply to the master's degree program during junior year
- Complete all undergraduate degree requirements before matriculating as a master's student
- As soon as a student is admitted to the master's degree program, that program will assign a graduate adviser to work with the student

Undergraduate Prerequisite Courses

- AS 280.380 Global Health Principles and Practice
- AS 280.345 Public Health Biostatistics
- AS 280.350 Fundamentals of Epidemiology

Required MSPH Academic Coursework

- Students must complete 64 credits associated with academic coursework for this degree in the following categories:
 - International Health
 - Epidemiology and Biostatistics
 - Management and Leadership
 - Social and Behavioral Interventions Program Series
 - Public Health Policy
 - Social and Behavioral Sciences Electives
 - Evaluation-related Research Electives
 - Public Health Biology
 - Environmental Health

Comprehensive Exam

- All students complete a written comprehensive exam at the end of the first year of the MSPH program

Practicum

- Students must complete a Practicum during the second year of the MSPH.
- A minimum of 4 months of full-time Practicum is required to satisfy this requirement, although students may choose to complete up to 9 months of full-time Practicum (32 credits)

Capstone Project

- The Capstone Project fulfills the MSPH Essay requirement – students typically complete this requirement during their final semester of the MSPH program

YALE

Program Summary:

Name: 5-Year BA-BS/MPH Program

Housed in: School of Public Health

Requirements: 36 Yale College credits + 18 MPH credits (6 credits may overlap)

- 32 Yale College undergraduate credits (2 of these credits may apply towards MPH elective credits)
- 4 credits taken at the School of Public Health that may apply towards both the Yale College undergraduate degree and MPH degree
- 12 credits taken towards the MPH degree
- Public Health Internship
- Master's Thesis

Website link: https://publichealth.yale.edu/admissions/programs/mph/select/program_design/

Description:

The BA-BS/MPH Program in Public Health offers Yale College students interested in the field of public health the opportunity to earn a Bachelor's degree from Yale College and an MPH degree from the Yale School of Public Health in a five-year joint program. The program provides students the opportunity to translate classroom knowledge into real-world contexts, including:

- the formulation and implementation of health and social policies;
- the design of experiments testing the efficacy of health promoting interventions;
- the administration of programs, organizations, and interventions that alter health-related behaviors or the delivery of health care services;
- the development of new institutional arrangements for tackling global health concerns;
- the collection and analysis of data to improve the health of communities; and
- the application of laboratory techniques to reduce the threats of various infectious diseases.

The program builds on an established portfolio of interdisciplinary scholarship at the School of Public Health. The School brings together students with a wide variety of past experiences, prior education, and substantive interests. Accordingly, the program encourages applicants from the sciences, social sciences and the humanities. The five-year program permits considerable flexibility in combining an undergraduate major with a complementary MPH concentration.

The public health curriculum at Yale is analytically focused and conceptually grounded. It is designed to impart in students a broad understanding of the factors that shape the health of populations and to equip them with evaluative tools for determining how health shortfalls might be effectively addressed. As such, the program usefully complements an interest in related professions such as medicine, law or management and offers socially meaningful applications for theoretical training in the physical and social sciences.

Requirements:

A total of 18 course units is required for the MPH degree. Students in the B.A.-B.S./M.P.H. Program affiliate with one of seven departments or programs at the School of Public Health. Their primary advisor comes from this department/program and their specific requirements within the five-year program are defined by this affiliation. Several course requirements can be taken while a senior at Yale College, with the remaining requirements satisfied during the one-year enrollment at the School of Public Health.

While a senior at Yale College:

- In their four years of Yale College enrollment, students complete a standard Yale College major, which consists of at least 36 course credits; 32 of which must be Yale College undergraduate approved courses credits. Two of those Yale College courses may be counted as electives towards the MPH degree requirements. These electives must be on the list of approved courses.
- The remaining 4 course credits of the required 36 for a Yale College degree are typically taken at YSPH in order to fulfill the MPH degree requirements. Students may take additional YSPH courses while at Yale College, as long as they complete the required 32 undergraduate courses.

Students accepted into the BA-BS/MPH program typically take the following YSPH courses during their senior year:

- EPH 505a - Biostatistics in Public Health
- EPH 507a - Social Justice and Health Equity
- EPH 513b - Social, Environmental, and Biological Determinants of Major Health Threats
- EPH 508a - Foundations of Epidemiology and Public health
- EPH 515a - Ethics and Public Health: An Introduction
- EPH 510a - Health Policy and Health Care Systems

While at YSPH in their fifth year:

- Students complete a public health internship during the summer between the fourth and fifth years of the BA-BS/MPH Program. Students are in full-time residence at the School of Public Health during their fifth year in the program, during which time they complete their remaining required courses and the master's thesis. In order to complete the program and fulfill YSPH's residency requirements, students must take at least 10 course units during their fifth year in the program. Information on each department's degree requirements can be found at:

<https://publichealth.yale.edu/admissions/programs/mph/index.aspx#page3>

TUFTS

Program Summary:

Name: Bachelor of Arts in Community Health

Housed in: School of Arts and Sciences

Requirements: 12 courses

- Core Courses (7 courses)
- Elective Courses (5 courses)
- Internship

Website link: <http://ase.tufts.edu/commhealth/>

Curriculum sheet: <http://ase.tufts.edu/commhealth/documents/majorRequirementsPrimary.pdf>

Description:

The Department of Community Health at Tufts is one of the oldest multidisciplinary programs at the university. Since 1975, CH has provided students with a diverse, integrative experience in learning. The department's relatively small size encourages a sense of community among fellow students, faculty, and staff. As a multidisciplinary program, CH touches on diverse aspects of health and society, and encourages the exploration of health issues from a variety of perspectives.

CH is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine. Students gain an understanding of factors that shape health policy and the institutions that plan, regulate, and deliver health care services. Through classes and fieldwork, the Program exposes students to: (1) analyses of the major health issues of today and of the institutions that plan and deliver services; (2) the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as (3) the ways people maintain health and cope with illness. The program is multidisciplinary in nature, drawing students from all academic majors, and includes courses in economics, public health, epidemiology, medical ethics, history, and sociology as they relate to health and health care.

CH courses span many disciplines, including anthropology, nutrition, medicine, classics, sociology, biology, psychology, history, economics, engineering, philosophy, political science, and public health. Through courses and an internship, CH students analyze the following: 1) the factors that determine health and illness, 2) how communities define and try to resolve health-related problems, 3) the formation of health care policy in the United States with a comparative look at other countries, and 4) the institutions that plan, regulate, and deliver health care services.

Requirements

Core Courses (7 courses)

- CH 1: Introduction to Community Health

- CH 2: Health Care in America
- CH 30: CH Research Methods
- CH 31: Intro. Statistics for Health Apps.
- CH 54 or CEE 154: Fundamentals of Epidemiology/Principles of Epidemiology
- CH 56: Intro to Global Health
- CH 180: Internship

Elective Courses (5 courses)

- CH majors are required to select and complete five electives as follows:
 - One mid-level or upper-level CH elective
 - One upper-level CH elective
 - Two CH or approved electives in another department or program
 - One upper-level approved elective with a research component

Internship

- Students can complete the required internship during one of four semesters: spring of junior year, or summer, fall or spring of the senior year
- Students arrange their own placements in the local Boston area

UNIVERSITY OF SOUTHERN CALIFORNIA

Program Summary:

Name: Bachelor of Science in Health Promotion & Disease Prevention

Housed in: Keck School of Medicine

Requirements: 17 courses

- Non Health Promotion & Disease Prevention Core Courses (5 courses)
- Health Promotion & Disease Prevention Core Courses (6 courses)
- Upper Division and Health Profession Preparatory Elective Courses (6 courses)

Website link: <https://hpdp.usc.edu/education.php?sub=HPDP>

Description:

The undergraduate program in Health Promotion and Disease Prevention Studies (HP) provides a well-rounded, professionally-focused education leading to the Bachelor of Science degree. The program is concerned with the socio-cultural, behavioral, psychological, and biological factors contributing to wellness and disease. It is an ideal major for students interested in medicine, pharmacy, dentistry, public health, epidemiology, health psychology, and health behavior research. Areas of study include: cultural diversity in medicine; substance abuse prevention and program planning; nutrition and fitness; health promotion of minority and underserved populations; and general public health issues (e.g., HIV/AIDS, violence, health promotion in the workplace and behavioral medicine).

Requirements:

Non Health Promotion & Disease Prevention Core Courses (5 courses)

- General Biology: Organismal Biology and Evolution, or Advanced General Biology: Organismal Biology and Evolution
- General Biology: Cell Biology and Physiology, or Advanced General Biology: Cell Biology and Physiology
- General Chemistry, or Advanced General Chemistry
- Contemporary Precalculus, or Calculus I
- Introduction to Psychology

Health Promotion & Disease Prevention Core Courses (6 courses)

- Introduction to Health Promotion and Disease Prevention
- Theoretical Principles of Health Behavior
- Biological and Behavioral Basis of Disease
- Health Behavior Statistical Methods
- Health Behavior Research Methods
- Directed Research

Upper Division and Health Profession Preparatory Elective Courses (6 courses)

- Students must take a minimum of 12 electives of pre-approved Health Promotion & Disease Prevention elective courses

- Students may select additional electives from a list of pre-approved courses outside of Health Promotion & Disease Prevention

UNIVERSITY OF MICHIGAN

Program Summary:

Name: Bachelor of Arts in Community and Global Public Health

Housed in: School of Public Health

Requirements: 17-19 courses

- Integrated Core Courses (4 courses)
- Required Major Courses (2 courses)
- Demonstrated 4th term proficiency in a foreign language
- Public Health Electives (5-6 courses)
- Other Elective Courses (4-5 courses)
- Culminating Experience (2 courses)

Website link: <https://sph.umich.edu/undergrad/degrees/degree-requirements.html>

Description:

The BA in Community and Global Public Health is for:

- Students who have an interest in the complex interplay of cultural, ethical, social, economic, political, and social justice forces that shape human health globally and locally.
- Students who are interested in working in public health or other health-related related fields.
- Students who would like to pursue careers in health education and promotion, public health policy and administration, or non-profit/governmental work.

BA students will:

- Gain an understanding of key determinants of health from a socio-ecological perspective, and explore socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Investigate approaches to addressing major public health concerns with cultural humility within the constraints of limited resources and health infrastructure.
- Examine and explore the range of public health interventions that are focused on improving the health and well-being of communities both globally and locally.
- Examine and explore the types of infrastructure that are needed to ensure that global, federal, state, tribal, territorial, and local health-related agencies and organizations have the capacity to provide essential public health services.

Requirements:

Integrated Core Courses (4 courses)

- Students must complete all of the following courses in the terms indicated:
 - PUBHLTH 381 – Public Health Systems: Achievements & Challenges (Fall)
 - PUBHLTH 382 – Population Health Determinants and Disparities (Winter)
 - PUBHLTH 383 – Data Driven Solutions in Public Health (Winter)

- PUBHLTH 384 – Public Health in Action: Creating Change (Fall)

Required Major Courses (2 courses)

- PUBHLTH 350 – Global Public Health: Challenges & Transformations (Fall)
- PUBHLTH 360 – Community, Culture and Social Justice in Public Health (Fall)

Demonstrated 4th term proficiency in a foreign language

- Students must fulfil the College of Literature, Science, and the Arts' language requirement
- More information about the language requirement can be found here:
<https://lsa.umich.edu/lsa/academics/lsa-requirements/language-requirement.html>

Public Health Electives (5-6 courses)

- Any public health course in the School of Public Health (300-level and above), outside the specific requirements can count towards the public health elective credits

Other Elective Courses (4-5 courses)

- Students may take any elective course from other major or graduate courses

Culminating Experience (2 courses)

- Students must take the following two culminating experience courses:
 - PUBHLTH 481 - Public Health Practice and Professionalism (Fall)
 - PUBHLTH 482 - Writing in Public Health (Winter)

Appendix: Slides for January 6th Faculty Retreat

Undergraduate Benchmarking: Global Health & Community Health Programs

Department of Health Behavior Faculty Retreat
January 6, 2020



1

National and State Trends

2

Undergraduate Public Health Education is Rapidly Growing

Table. Number of undergraduate public health degrees conferred and number of institutions, by year, United States, 2003-2016¹

Year	No. of Institutions Awarding Degrees	Total No. of Degrees Awarded by All Institutions	Mean No. of Degrees Awarded per Institution	Median No. of Degrees Awarded per Institution	Maximum No. of Degrees Awarded by One Institution
2003	83	1372	17	11	120
2004	93	1502	16	10	105
2005	101	1831	18	10	106
2006	111	2219	20	11	130
2007	125	2839	23	11	166
2008	135	3365	25	13	188
2009	135	3835	28	16	178
2010	143	4514	32	19	226
2011	162	5381	33	18	247
2012	179	6483	36	18	341
2013	198	8141	41	21	341
2014	224	9661	43	18	435
2015	245	10,988	45	20	538
2016	271	12,895	48	22	536

*Data source: National Center for Education Statistics, Integrated Postsecondary Education Data System.¹²

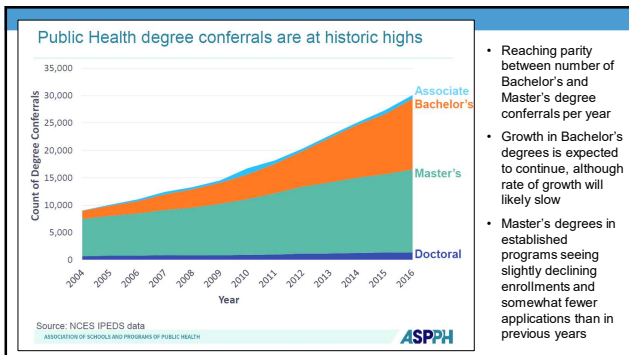
Source: Resnick, Leider & Riegelman. 2018. The landscape of U.S. undergraduate public health education. *Public Health Reports*.

3

2016 Bachelor's Degree Conferrals in Public Health (CIP Code 51.22)

1	University of California-Irvine	536	21	University of Utah	171
2	Portland State University	326	22	George Mason University-Provo	171
3	University of South Florida-Main Campus	319	23	Brigham Young University-Provo	165
4	Rutgers University-New Brunswick	315	24	University of California-San Diego	159
5	Monroe College	303	25	University of Maryland-College Park	150
6	University of California-Berkeley	253	26	University of Central Oklahoma	142
7	University of South Carolina-Columbia	240	27	Johns Hopkins University	141
8	Brigham Young University-Idaho	239	28	College of Charleston	123
9	University of Massachusetts-Amherst	238	29	University of Georgia	109
10	California State University-Northridge	226	30	Liberty University	108
11	University of Washington-Seattle Campus	221	31	The University of Texas at San Antonio	105
12	University of Illinois at Urbana-Champaign	219	32	Slippery Rock University of Pennsylvania	101
13	East Carolina University	214	33	University of Florida	99
14	Oregon State University	208	34	University of Southern California	97
15	University of Arizona	194	35	American Public University System	95
16	Indiana University-Bloomington	191	36	Southern Connecticut State University	95
17	The University of Texas at Austin	185	37	Utah Valley University	94
18	Northern Arizona University	183	38	Temple University	92
19	California State University-Los Angeles	179	39	Appalachian State University	88
20	Kent State University at Kent	171	40	Keiser University-Ft Lauderdale	86

4



5

Undergraduate Public Health Degree Programs

Degree Types. Bachelor of science degree most common, i.e. BS, BSH, BSPH

Academic Homes. Bachelor's programs found in Schools of Public Health, Colleges of Arts & Sciences, Schools of Health Professions/Health Sciences, Schools of Education and others

Key Sources:
Resnick et al. 2018. The landscape of US undergraduate public health education. *Public Health Reports*.
Resnick et al. 2017. An examination of the growing US undergraduate public health movement. *Public Health Reviews*.
Leider et al. 2015. Characterizing the growth of the undergraduate public health major: U.S., 1992-2012. *Public Health Reports*.

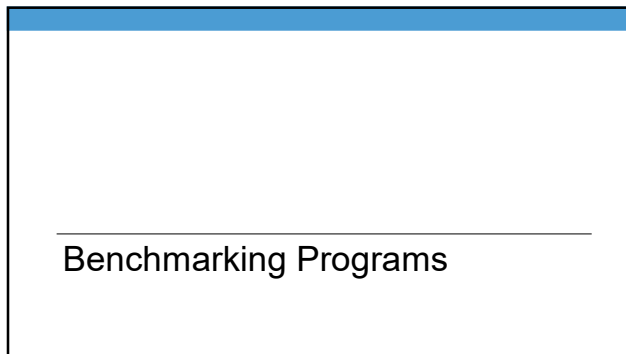
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14 Other Institutions in North Carolina Offer UGPH Degree

Institution Name	UGPH Degree(s) Offered	2010	2011	2012	2013	2014	2015	2016	% Increase 2010 - 2016
Appalachian State University	BS, Public Health*	47	46	59	56	70	59	68	87%
Barton College	BS, Health Promotion					4	8	11	
Duke University	Bachelor's, Global Health (co-major)					7	19	57	
East Carolina University	BS, Public Health Studies* BS, Environmental Health	73	109	108	123	117	164	214	193%
Elon University	AB, Public Health Studies								
Meredith College	BS, Public Health						1	5	
North Carolina A & T State University	BS, Environmental Health & Safety	4	4	10	12	11	17	9	125%
North Carolina Central University	BS, Public Health Education	15	28	21	33	48	46	43	187%
Saint Augustine's University	BS, Public Health				4	6	4	8	
University of North Carolina at Asheville	BS, Public Health Education	41	35	52	40	45	46	46	12%
University of North Carolina at Charlotte	BSPH, Public Health*	30	31	43	32	40	46	39	30%
University of North Carolina at Greensboro	BSPH, Community Health Education BSPH, Online Health Studies	73	121	140	235	138	69	70	-4%
University of North Carolina Wilmington	BS, Environmental Health	18	18	36	43	38	39	32	78%
Western Carolina University	BS, Environmental Health	19	16	14	16	22	12	20	5%
Total		320	408	483	594	546	530	642	101%

* CPHI accredited public health bachelor's program
Data Source: NCES IPEDS

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GH & HB/CH Program Overview

Of the top 30 universities in the U.S. News & World Report 2019 rankings:

- 8 offer a global health degree (BA or BS)
- 5 offer a BA-BS/MPH program (aka +1 program)
- 4 offer a health behavior or community health degree (BA or BS)
- 1 offers a combined global & community health degree (BA)

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Global Health Programs

School	Degree	Housed In	# Courses	Program Summary	Culminating Experience	Field Experience
Duke	AB in Global Health	Duke Global Health Institute	12	3 core courses, 3 foundation courses, 3 electives, 1 experiential learning activity, 1 senior seminar, 1 statistics course	GH capstone senior seminar	8 week full-time OR 320-hour activity
Cornell	BA in Global & Public Health Sciences	Undergraduate College of Human Ecology or College of Agriculture & Life Sciences	22	4 core courses, 12 introductory courses (BIOL, CHEM, PHYS, STA/MATH + Humanities), 4 advanced courses, 1 experiential learning course, 1 capstone	Explorations in GH capstone	Experiential Learning (summer)
UPenn	BA in Health & Societies, Global Health Concentration	Undergraduate School of Arts & Sciences	14	4 core courses, 6 GH concentration courses, 3 electives, 1 research seminar	Capstone research seminar (20+ page paper)	N/A
USC	BS in Global Health	Keck School of Medicine + Dornier Undergraduate College of Letters, Arts & Sciences	17-20	8 core courses, 3 core research courses, 2-3 HPDP electives, 2-3 IR electives, 2-3 additional electives	Independent research project	N/A

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BA-BS/MPH Programs

School	Degree	Housed In	# Credits	Program Summary	Culminating Experience	Field Experience
Yale	BA or BS/MPH	Yale SPH	36 Yale College credits + 18 MPH credits (6 may overlap)	32 Yale College undergraduate credits (2 may apply to MPH credits), 4 SPH credits that apply to both undergraduate and MPH degree, 12 MPH credits, internship, master's thesis	Master's Thesis	Internship (between year 4 & 5)
Johns Hopkins	BA/MSPH in International Health	Krieger Undergraduate School of Arts & Bloomberg SPH	96 credits (16 undergraduate credits may apply towards MSPH)	3 undergraduate prerequisite courses (must major in Public Health Sciences), 64 MSPH credits, comprehensive exam, 4-6 months of full-time practicum, capstone project	Capstone Project	4-6 months of full-time practicum

Note: Neither of these programs have stand-alone Global Health undergraduate degrees

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HB/Community Health Programs

School	Degree	Housed In	# Courses	Program Summary	Culminating Experience	Field Experience
USC	BS in Health Promotion & Disease Prevention	Keck School of Medicine	17	5 core courses (BIOL, CHEM, MATH, PSYCH), 6 HPDP core courses (2 introductory courses, HB theory, HB stats, HB research methods, independent research), 6 elective courses	Independent research	N/A
Tufts	BA in Community Health	Undergraduate School of Arts & Sciences	12	7 core courses (intro to CH, CH research methods, statistics, health care, exp. intro to GH), 5 elective courses, 1 internship	N/A	1-semester internship in Boston

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Common Courses Across Programs

Foundational/Core Courses:

- Intro to Global Health OR Foundations of Global Health
- Ethical Considerations in Global Health
- Intro to Epidemiology
- Biostatistics OR Statistical Methods OR Quantitative Methods
- Global Health Policy & Systems
- Health, Societies, and Culture
- Environmental Health
- Research Methods OR Independent Research
- Global Health Senior Seminar OR Capstone OR Colloquium

Health-related electives from the following perspectives/departments:

- Biological (BIOS, CHEM, PHYS) & environmental sciences
- Policy/systems/service delivery
- Social & behavioral sciences (ANTH, ECON, HIST, PSYCH, SOC)

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Michigan's BA in Community & Global Public Health

Housed in: University of Michigan School of Public Health
Requirements: 17-19 courses

4 Integrated Core Courses:

- PUBHLTH 381 – Public Health Systems: Achievements & Challenges (Fall)
- PUBHLTH 382 – Population Health Determinants and Disparities (Spring)
- PUBHLTH 383 – Data Driven Solutions in Public Health (Spring)
- PUBHLTH 384 – Public Health in Action: Creating Change (Fall)

2 Major Courses:

- PUBHLTH 350 – Global Public Health: Challenges & Transformations (Fall)
- PUBHLTH 360 – Community, Culture and Social Justice in Public Health (Fall)

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Michigan's BA in Community & Global Public Health cont.

5-6 Public Health Elective Courses:

- Any 300+ level SPH course

4-5 Other Elective Courses:

- Any undergraduate- or graduate-level course

Demonstrated 4th-term proficiency in a foreign language

2 Culminating Experience Courses:

- PUBHLTH 481 - Public Health Practice and Professionalism (Fall)
- PUBHLTH 482 - Writing in Public Health (Spring)

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UNC BSPH Programs

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UNC BSPH Application and Enrollment Trends

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
BIOS	Applications	28	22	29	42	27
	Acceptances	19	15	23	33	19
	New Enrollments	20	18	21	24	26
ESE	Applications	29	31	36	23	25
	Acceptances	27	29	33	22	25
	New Enrollments	24	28	30	20	21
HPM	Applications	62	99	91	77	108 ★
	Acceptances	41	46	39	42	44
	New Enrollments	39	45	40	42	44
NUTR	Applications	44	30	41	32	44
	Acceptances	25	28	31	25	38
	New Enrollments	25	27	32	25	36
Total BSPH	Applications	163	182	197	174	204
	Acceptances	112	118	126	122	126
	New Enrollments	108	118	123	111	127

Applications to our BSPH programs have increased 25% between 2014 and 2018, largely driven by HPM

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Department	Degree Level	Degree	2018 New Enrollment
1 SPGH	Masters	MPHI	66
2 PHIP	Masters	MPHPUBH	53
3 HPM	Bachelors	BSPHPM	44
4 EPID	Doctoral	PHDEPID	43
5 HPM	Masters	MHAHPM	39
6T NUTR	Bachelors	BSPHNUTR	36
6T HB	Masters	MPHHBEH	36
6T HPM	Masters	MHAHPMX	36
9 MCH	Masters	MPHMHCH	35
10 BIOS	Doctoral	PHDBIOS	30
11 NUTR	Masters	MPHNUTR	28
12T BIOS	Bachelors	BSPHBIOS	26
12T BIOS	Masters	MSBIOS	26
14 ESE	Bachelors	BSPHENHS	21
15 HPM	Doctoral	DRPHHX	14
16T ESE	Masters	MSENVN	12
16T HPM	Masters	MSPHPM	12
16T SPGH	Masters	MPHSHV	12
19 EPID	Masters	MSCRCLR	11
20 HPM	Doctoral	PHDHPM	10

New Enrollment

- Based on new enrollment, our BSPH programs are currently some of the larger degree programs at Gillings
- BSPH students represented ~20% of newly admitted degree-seeking students to Gillings in 2018 (127/650)

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UNC Gillings BSPH Programs

Department	# Credit Hours	# New Students Enrolled Each Year	Faculty Mentorship Structure
BIOS	64	20-30	Director of UG Studies (Monaco) <u>mentors and advises</u> all students.
HPM	42	40-45	Some faculty members <u>mentor</u> a lot of BSPH students, some mentor only a few. An Academic Coordinator provides <u>academic advising</u> , not faculty.
NUTR	73	32-35 (expected to double with new BSPH track)	Lead Academic Advisor (Earnst) advises all students; faculty mentors are assigned to each student (primarily responsible for overseeing student research).
ENVR	68-71	20-25	Lead Academic Coordinator advises all students; students are matched with a faculty mentor based on common research interests and faculty input

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UNC Gillings BSPH Programs cont.

Core courses for all BSPH programs:

- SPHG 351 - Foundations of Public Health
- SPHG 352 - Public Health Systems and Solutions
- EPID 600 - Principles of Epidemiology for Public Health
- BIOS 600 - Principles of Statistical Inference (all except BIOS)

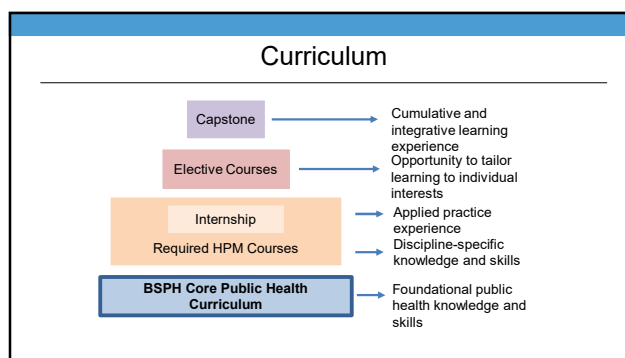
Culminating Experience & Field Experience requirements:

- BIOS: Field observations course
- ENVR: Senior capstone OR practicum OR independent research OR honors thesis
- HPM: Field training course & BSPH capstone
- NUTR: Research experience

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HPM & Global Studies Curriculum

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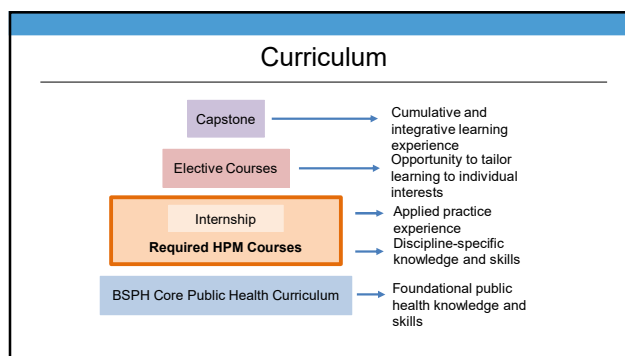
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BSPH Core Public Health Curriculum

Introduces students to the field of public health and develops the knowledge and skills to identify, describe and address public health challenges.

<p>SPHG 351: Foundations of Public Health 3 credits</p> <ul style="list-style-type: none"> • Introduction to public health • Learn how to identify, describe and communicate public health problems 	<p>EPID 600: Principles of Epidemiology 3 credits</p> <ul style="list-style-type: none"> • Introduction to epidemiology, the basic science of public health • Learn how to use epidemiology to better understand, characterize, and promote health at a population level 	<p>SPHG 352: Public Health Systems & Solutions 4 credits</p> <ul style="list-style-type: none"> • Introduction to health systems in the U.S. and around the world • Learn how to develop, implement and evaluate solutions to public health problems 	<p>BIOS 600 or ECON 400: Statistics 3 credits</p> <ul style="list-style-type: none"> • Introduction to probability and statistical inference • Learn how to collect, summarize, analyze and present data
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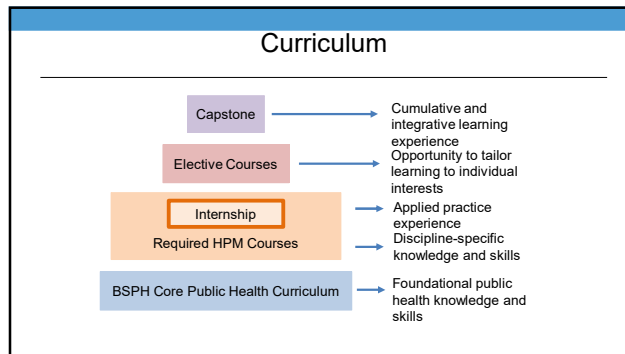
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Junior Fall
HPM 350 Introduction to Health Services Systems I (3 credits)
HPM 341 Information Systems, Technology & Tools in Health Services Administration (3 credits)
SPHG 351 Foundations of Public Health (3 credits)
Junior Spring
HPM 352 Introduction to Health Services Systems II (3 credits)
HPM 320 Introduction to Strategic Planning and Marketing (3 credits)
HPM 340 Foundations of Health Care Financial Management (3 credits)
SPHG 352 Public Health Systems and Solutions (4 credits)
Summer
HPM 393 Field Training Experience (2 credits)
<i>Students complete the internship during the summer, but register for HPM 393 during their Senior Fall.</i>
Senior Fall
HPM 310 Introduction to Law and Ethics in Health Administration (3 credits)
HPM 330 Introduction to Health Organization Leadership, Management & Behavior (3 credits)
<i>Optional Elective: HPM 691H Honors Research (3 credits)</i>
Senior Spring
HPM 351 Policy Issues in Health Services Delivery (3 credits)
HPM 697 BSPH Capstone (3 credits)
<i>Optional Elective: HPM 692H Independent Honors Research (3 credits)</i>
Other
EPID 600 Principles of Epidemiology (3 credits)
<i>Must be taken Junior Fall or Junior Spring.</i>
BIO5 600 Principles of Statistical Inference (3 credits) OR
ECON 400 Economic Statistics and Econometrics (3 credits)
<i>Can be taken any term.</i>

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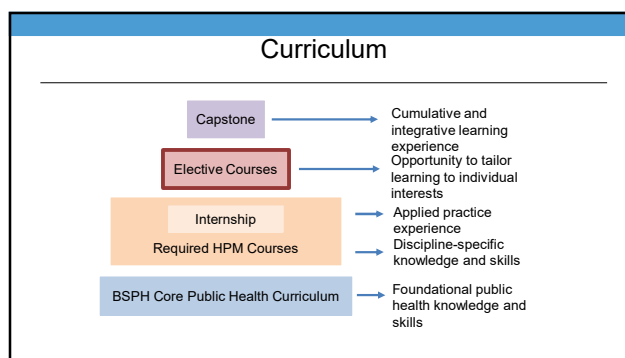


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Internship [HPM 393]

- 400 hour internship completed summer between junior and senior year
- Students complete internships in a range of settings
 - Hospitals, health systems and physician practices
 - Consulting firms
 - Policy organizations
 - Health insurance companies
 - Government agencies
 - Non-profits
 - Research centers
 - Global health organizations

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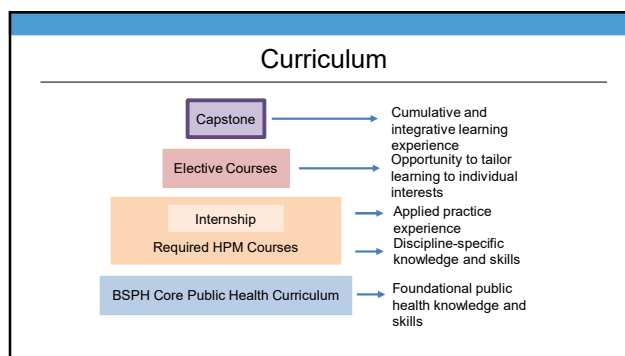


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Elective courses


- Seniors honors thesis
- Students may take graduate-level courses as electives, such as:
 - International and Comparative Health Systems
 - Global Health Policy
 - Health and Human Rights
 - Implementing Health Informatics Initiatives
 - Quality of Care
 - Underserved Populations and Health Reform
 - Operations Research for Healthcare Systems
 - Healthcare Reimbursement

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BSPH Capstone [HPM 697]



- The capstone course serves as a culminating experience – an opportunity to integrate and apply knowledge and skills learned across the program
- Students work in teams to complete a major project with a community organization

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Postbaccalaureate Career Paths

Results from Fall 2018 survey of BSPH graduates from December 2012 to August 2017; 61% response rate (304/497)

- First Destination**
 - 67% employment; 33% additional education
- Additional Education**
 - 65% reported having already pursued one or more additional degree
 - Most common degrees: graduate degree in public health discipline and MD
- Employment**
 - 89% reported some form of employment experience since earning BSPH
 - Top employer types: (1) consulting firms, (2) health care organizations, (3) colleges and universities, (4) private research organizations, and (5) private non-profit organizations
 - Top occupations: (1) business and financial operations, (2) life, physical and social science (researchers), and (3) healthcare practitioners
 - 91% identified as public health professionals or considered work public health and/or health-related

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UNC BA in Global Studies

Concentration	# Credit Hours	# students enrolled	Faculty Mentorship Structure
Global Health and Environment	39-40 + 9-10 credit hours of foreign language	Fall 2019: 138 students Fall 2018: 162 students Fall 2017: 166 students Fall 2016: 189 students Fall 2015: 181 students	One faculty advisor for all students, and access to college advisors.

Curriculum at a glance:

- Core course: GBL 210 - Global Issues and Globalization
- 2 additional core courses from different departments (i.e. ANTH, GEOG, ECON, POLI, SOCI)
- 4 courses from the Global Health and Environment thematic area
- 3 courses from a world area (Africa, Asia, Latin America, Middle East, Western Europe/European Union, Russia/Eastern Europe)
- 6 foreign language courses

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Discussion

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Group Discussion

What are your greatest hopes and deepest fears with regard to initiating an undergraduate training program in Health Behavior?

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Small Group Discussion

- Please discuss the following in small groups:
 - What should be the scope of our undergraduate degree program?
 - Global? Global and community? Global and something else?
 - What strengths does our department offer for undergraduate training?
 - What would set us apart from existing undergraduate programs here at UNC and at other peer institutions?
 - What do we need to put in place to be able to successfully launch an undergraduate program?

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Small Groups	
Group 1 <ul style="list-style-type: none">• Brewer• Chen• Mills• Rosenberg• Polston• Muessig• Linnan	Group 3 <ul style="list-style-type: none">• Gottfredson• Hall• Landfried• Tate• Maman• Golin
Group 2 <ul style="list-style-type: none">• Fisher• Golden• Ribisi• McNaughton-Reyes• Go• Lightfoot	Group 4 <ul style="list-style-type: none">• Matthews• Morocco• Trangenstein• Gilkey• Barrington• Smith• Blanchard

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Draft Timeline	
Planning <ul style="list-style-type: none">• Jan-May 2020<ul style="list-style-type: none">• Convene working group: Suzanne, Kurt, Patsy + 1-2 volunteers• Submit 12-page application for program• June-May 2021<ul style="list-style-type: none">• Review of application & answer questions	Launch <ul style="list-style-type: none">• Spring & Fall 2021<ul style="list-style-type: none">• Offer 2-3 new courses• Hire UG Program Director• Fall 2022?<ul style="list-style-type: none">• Launch new BSPH

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April 10, 2020

Nick Siedentop, Curriculum Director
Office of Undergraduate Curricula

Dear Nick:

We are writing to confirm our support of the Letter of Intent for the Bachelor of Science in Public Health (BSPH) in Community and Global Public Health, which will be administered through the Department of Health Behavior at Gillings School of Global Public Health. The Letter of Intent communicates the student and societal demand for this new undergraduate major, and it clearly outlines the curriculum plans. We believe this new major will add value to our current undergraduate degree offerings at Gillings School and UNC-Chapel Hill. The Letter of Intent has been carefully reviewed and was approved by the Gillings School's Academic Program Committee on April 8, 2020.

Sincerely,

Kurt Ribisl, PhD
Department Chair
And Jo Anne Earp Distinguished Professor
Department of Health Behavior

Laura Linnan, ScD
Senior Associate Dean for Academic and Student Affairs
and Professor

Barbara K. Rimer, DrPH, MPH
Dean and Alumni Distinguished Professor