REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. Name of Institution: University of Illinois at Springfield

2. Title of Proposed Program: Public Health Minor

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4. Level of Proposed Unit: Minor

5. Requested CIP Code 51.2299 Public Health Other

6. Proposed Date for Enrollment of First Class: Fall 2010

7. Location Offered:\: Blended on-campus and online

MISSION, OBJECTIVES AND PRIORITIES

8. Mission

8.1. Describe specific objectives and measurable contributions the program will make to the university’s mission, paying particular attention to the program’s consistency with the university’s focus statement and priorities. Such objectives and contributions may include:
- serving a distinct student population;
- occupational and student demand for the program;
- collaborating with and/or supporting other programs at the institution;
- meeting the needs of business, employers, and/or society; and
- increasing the number of graduates in a high demand or emerging field of study.

In keeping with the UIS mission to provide its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors, the Public Health Department proposes an undergraduate minor to develop introductory awareness and preparation for dealing with critical local, state, national and global issues important to improving population health. The minor in public health

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1 Institutions may request approval to offer a program, simultaneously, on- and off-campus, including statewide. However, assessments of program objectives and outcomes should be developed that address all of the locations and modes of delivery for which the institution is seeking approval. Note that “on-campus” approval extends to the entire region in which the main campus is located. New off-campus programs to be offered outside the institution’s region require approval.
directly addresses Strategic Goal #3 Making a Difference in the World, through introducing the three core functions of public health, assessment, policy development and assurance.

Assessment
- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services

Policy Development
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety.
- Research for new insights and innovative solutions to health problems

Assurance
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable
- Assure a competent public health and personal health care workforce
- Inform, educate, and empower people about health issues
- Mobilize community partnerships to identify and solve health problems

Undergraduate students will be introduced to the above and expected to develop a basic understanding of the three core functions of public health delineated above. Mastery of the skills required will require continued education in a graduate-level public health program.

The proposed undergraduate minor in public health will add to the current opportunities for students currently majoring in the social and natural sciences, in alignment with university Strategic Goal #5 Thrust #1 Improving Opportunity. The PH minor will create additional growth opportunity for the students through integrating these disciplines with integrated curriculum for applying their majors to the betterment of environmental and public health. The American Public Health Association, Centers for Disease Control and Prevention, and other public health agencies and organization have called for an increased preparation and numbers of practitioners of public health by developing undergraduate curriculum in public health, both for entry level positions and as a feeder for graduate degrees in public health. Curriculum in public health is only recently gaining growth at the undergraduate level, almost exclusively as a minor. Growth in UG curriculum is driven as a direct response to need for increasing the number and preparation of individuals going into the public health workforce and work force preparation and to increase student recruitment into the graduate-level programs.

Because public health practice requires a foundation in the social and natural sciences, a minor in public health pairs well with a number of the undergraduate majors at UIS (e.g., biology, chemistry, sociology, psychology, global studies, and liberal studies). A minor in public health will help students in these majors understand the application of their major in betterment of environmental and public health. In addition it will help extend the marketability of these students into introductory-level public health careers using the baseline knowledge of social and natural science (e.g., Illinois requires 30 semester hours of basic sciences to sit for the Licensed Environmental Health Practitioner exam. Local health departments look for eligibility to sit for the LEHP exam and a basic understanding of the field of public health.). Students will gain the basic knowledge important for policy development and practice essential to improving population health on both a local and global basis. This basic knowledge in principles of public health are particularly relevant to the students’ pathways toward medical careers. Therefore, the
Department met with programs at UIS advising students in pre-medicine for feedback on the minor in public health and adapted the curriculum accordingly.

PH is by nature interdisciplinary, consistent with COPLAC initiatives by the university. The minor will use a foundation of policy, administration, environmental health and epidemiology for comparing and contrasting local and global crises in public health and prepare the student for advanced study in program development and intervention.

8.2. Explain how the program will meet regional and state needs and priorities, making specific reference to The Illinois Commitment.

THE ILLINOIS COMMITMENT has been called the “Citizens’ Agenda” with the premise that higher education provides the foundation for Illinois’ future by focusing on the needs of the employers and students of the state and thereby enhancing the social, economic, and civic well-being of the state and its residents.

Although the courses available for the Public Health Minor may be taken both on-ground and online, thereby reaching non-Illinois students, the proposed PH minor will meet several goals of the Illinois Commitment as described below:

GOAL ONE: ECONOMIC GROWTH
Prospective employers in public health arena have historically relied on graduates from majors outside of the discipline of public health for the workforce. Therefore, extensive on the job training was necessary before independent productivity might be expected from the employee. Increasingly, employers are pushing for academic preparation in public health, even for entry level jobs. Currently, graduate-level MPH alumni and undergraduate-level Environmental Health and Community Health Educations majors are the students available. However, there is a role for the social and natural science majors in public health practice with additional interdisciplinary preparation in the foundational competencies of public health. A minor in public health will provide the “big picture” necessary for more quickly assimilating into public health practice. This will give students the interdisciplinary background to communicate and work effectively in public health.

GOAL THREE: AFFORDABILITY
Not every baccalaureate student is academically or financially capable of going on to graduate school in order to obtain the basics of public health practice. However, these students still have the commitment and capabilities of making a productive and effective entry-level public health workforce. The minor in Public Health combined with a major in one of the social or natural sciences available at UIS will increase their opportunities for securing these positions.

GOAL FOUR: ACCESS AND DIVERSITY
The minor in Public Health has no prerequisites and will be made available to students regardless of undergraduate major. The program intends to market the minor campus-wide. The nature of public health practice is to provide for equal access to a health environment and population. Therefore, the curricula will emphasize the role of access and diversity in enhancing the quality of public health.

GOAL FIVE: HIGH QUALITY
The graduate MPH in Environmental Health is accredited through the National Association of Environmental Health Science and Protection Accreditation Council and the entire MPH curriculum has
applied for accreditation through the Council for Education in Public Health (submitted September 9, 2009 – part of a two year process). Collectively, the faculty have over 20 years of practice in public health and the adjuncts have key position in state agencies. Real world examples and cutting edge policies are regularly discussed and evaluated in the courses. These same qualities will be infused throughout the UG minor.

8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on these programs.

The Northern Illinois University is currently the only university in Illinois that offers a minor in public health. The University of Illinois at Chicago is considering a minor in public health but has not yet gone down this road. Therefore, with the approval for this minor, UIS will become the second university in Illinois to offer a minor in public health.

Nationwide, there are only a handful of universities offering a minor in public health (see table). The number of hours required ranges from 15-22 credit hours. The proposed UIS minor in public health is for a minimum of 15 hours (5 courses at 3 hours each) and will be in alignment with curriculum offered by the other universities. The UIS minor in PH is consistent with the number of hours of other minors on campus (15 – 24).

8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.

The Association of Schools of Public Health taskforce estimated 250,000 more public health professionals will be needed by 2020. Although the current Illinois budget is proposing a 50% cut in funding to public health programs; an aging workforce in conjunction with emerging diseases, continued challenges to women’s and infants’ health, environmental stressors, growth in rural health problems, and increased growth in senior population for the state will continue to require a well trained public health workforce directly in state and local health departments as well as in the myriad of social and public health agencies relying on a continued influx of public health professionals. Many of the needed positions will be at the entry level. The existing academic infrastructure in Illinois cannot provide the needed workforce. Students with social and natural sciences degrees with an UG minor in public health will help fill the workforce need.

9. Program Description

9.1. Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program’s stated objectives. Provide a complete catalog description for the proposed program, including:

- program admission and graduation requirements; and
Description:

All undergraduate UIS students, regardless of major, can take public health courses as electives, ECCE, or towards completion of a Public Health minor (15 hours). The successful student completing a Public Health minor will develop introductory awareness and preparation for dealing with critical local, state, national and global issues important to the improvement of population health both locally and internationally. The UIS Public Health minor program focuses on the diseases, environmental conditions, population stressors, infrastructure and issues and policies that affect the health of people.

Learning Objectives: Students completing the minor in Public Health will be able to:
- Understand the basic principles of public health; assessment, policy development, and assurance
- Understand the role of population, poverty, and pollution on the well-being of populations
- Understand methods for studying disease occurrence and patterns in populations

Two core courses are required and include:

**MPH 222: Global Public Health – Population, Poverty, and Pollution (3 credit hours)**
This course reviews the historical advancement of public health as the science of improving the well-being of populations. The course takes a global perspective and investigates in detail the interdependency of the world population and the need to address public health issues from an international perspective.

**MPH 224: Epidemiology: Science of Disease Discovery (3 credit hours)**
This course focuses on epidemiologic concepts and methods critical to the understanding of how often diseases occur in different groups of people and why. Students will be introduced to: (1) epidemiologic technical terms, (2) elements of descriptive epidemiology, (3) disease outbreak investigation, and (4) sources of public health data. The role of epidemiology in improving local and international public health and through investigation and policy impact will be studied through use of critical case studies.

Students are required to take at least three elective courses (at least two upper division) within the Department of Public Health and may choose from any of the following:

<table>
<thead>
<tr>
<th>MPH Electives</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 221: ECCE Environmental Facts and Fictions (3 credit hours)*</td>
<td>Mystery fiction’s role in shaping popular beliefs about environmental issues and science will be examined across cultures and around the globe.</td>
</tr>
<tr>
<td>MPH 301: Global Environmental Health (3 credit hours)</td>
<td>Compares major environmental health issues between developed and developing countries, such as water sanitation; waste management; lead poisoning; pesticides; tobacco use; violence, etc. This course uses case studies to relate environmental health issues to disease causation and prevention strategies.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>MPH 401</td>
<td>Introduction to US Healthcare System (4 credit hours)</td>
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<tr>
<td>MPH 402</td>
<td>Food and Health (4 credit hours)</td>
</tr>
<tr>
<td>MPH 408</td>
<td>ECCE Addictions (4 credit hours)</td>
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<tr>
<td>MPH 438</td>
<td>ECCE Monsters, Medicine &amp; Myths (4 credit hours)*</td>
</tr>
<tr>
<td>MPH 441</td>
<td>Human Well-Being (3 credit hours UG/4 credit hours Grad)</td>
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<tr>
<td>MPH 450</td>
<td>ECCE Chemicals &amp; Citizen (4 credit hours)</td>
</tr>
<tr>
<td>MPH 471</td>
<td>ECCE Emerging Diseases (3 credit hours UG/4 credit hours Grad)</td>
</tr>
</tbody>
</table>
MPH 478: ECCE Crisis in Environmental Health (4 credit hours)  
Provides awareness and preparation on environmental health issues in crisis management using multidisciplinary approach to response strategies to natural disasters; industrial accidents; terrorism in food safety, waste management, environmental health risk assessment, crisis communication; cultural competence; local and state level legal and policy issues; and environmental justice.

MPH 484: Air Policy (4 credit hours)  
Analysis of public and environmental health concerns of ambient and indoor air quality and local state, national and global administrative procedures, policies, and regulations attempting to control ambient and indoor air quality.

MPH 486 Solid & Hazardous Waste Policy (4 credit hours)  
Examines the nature of solid and hazardous wastes. Technologies, regulations, and enforcement techniques are studies and present and potential solutions are analyzed.

*Students may count either MPH 221 or MPH 438 to the minor in Public Health but not both.

(All of the above courses already exist. Other courses will be added as needed. Specifically, courses may be added or substituted for existing courses to adapt available curriculum to emerging issues in public health. Additional courses will be dependent on funding available for adjunct faculty.)

**Entrance requirements:** The Public Health minor is available to all UIS majors.

**Course transfer:** Students may petition the Public Health Department to have undergraduate public health courses that were completed at a comparable institution count towards a UIS Public Health minor. No more than two courses may transfer towards the UIS Public Health minor. The department curriculum committee will make the determination if the courses are equivalent to UIS coursework. Please contact the department for details.

**Implementation:** Students wishing to minor in Public Health must complete a “Change of Curriculum” form via the Records and Registration office, declaring the UIS Public Health minor.

**Grading Policy:** A minimum average GPA of 2.00 (on a 4.00 scale) in public health minor coursework is required to achieve a Public Health minor.

**RESOURCES**

10. Complete Table I to show student enrollment projections for the program.

<table>
<thead>
<tr>
<th>STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM</th>
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<tbody>
<tr>
<td><strong>Number of Program Minors (Spring headcount)</strong></td>
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<tr>
<td>Annual Full-Time-Equivalent Majors</td>
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<tr>
<td>Annual Credit Hours in EXISTING Courses*</td>
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<tr>
<td>Annual Credit Hours in NEW Courses</td>
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<tr>
<td>Annual Number of Minors Awarded</td>
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</tbody>
</table>

*Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

*Lower and upper division courses in Public Health are currently taught by the department. The department’s two year rotation of courses will offer approximately the same number of seats in UG-level
coursework each semester; however, each course listed for use toward a Public Health minor will be offered with different relative frequencies. All courses will be offered on a minimum schedule of every other year. Several will be offered with multiple sections each semester. The credit hours generated each semester will vary depending on whether the course is offered on campus or online.

The core courses are taught every year (see table 2). Due to popularity, some of the electives are offered every semester, including summer semester when possible. The remaining courses in the UG minor will be offered every other year to allow for diversity in the courses available. Delivery of courses during the summer semester is dependent on available funding. Number posted is the “rough average” of seats occupied in a given year for these courses, which will vary depending on the number of courses and sections offered each year.

<table>
<thead>
<tr>
<th>Core (every year)</th>
<th>Electives (every semester)</th>
<th>Electives (every other year)</th>
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<tbody>
<tr>
<td>MPH 222</td>
<td>MPH 408</td>
<td>MPH 221</td>
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<td>MPH 224</td>
<td>MPH 438</td>
<td>MPH 222</td>
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<td>MPH 450</td>
<td>MPH 401</td>
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<td>MPH 471</td>
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<td>Mph 478</td>
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<td>MPH 496</td>
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Most of these courses are ECCE approved and/or cross-listed as undergraduate/graduate courses. Most of these courses are currently carrying a full load and could easily handle additional sections. The department is not projecting to increase sections at this time due to limited availability of salary dollars for adjunct and new faculty. Instead the department desires to create the minor in order to provide increased opportunity for students in the post-graduate career market. In addition, students with social and natural science backgrounds with an undergraduate minor in public health are more likely to consider graduate degrees in public health. The department is hoping the undergraduate minor will increase recruiting of UIS alumni into the MPH degree options offered.

There may be students who will graduate in Spring 2011 who will have all of the requirements for a minor due to the popularity of the public health ECCE courses. While we understand that the minor may not be implemented until the Fall of 2011, it would be a good faith gesture to find a way to award those students the Public Health Minor retroactively, if at all possible.

11. Complete Table II (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:

- Projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and instructional materials, library requirements, and contractual services for internships, practica, or clinical placements.
- Explanation of required new state resources (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be reallocated in subsequent years.

Table II
### TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Resources Available</th>
<th>Budget Resources Available</th>
<th>2\textsuperscript{nd} Year Resources Available</th>
<th>3\textsuperscript{rd} Year Resources Available</th>
<th>4\textsuperscript{th} Year Resources Available</th>
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</thead>
<tbody>
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<td>FY'10</td>
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<td>FY'11</td>
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<td>FY'12</td>
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<td>FY'13</td>
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</table>

**NOTE:** The department already offers these courses. Therefore, the delivery of the minor will require no additional funds or resources. No resources will be assigned directly to the program.

### 12. Describe the institutional resources available to develop and maintain a quality program.

Include the following elements in your discussion:

- Faculty qualifications, evaluation, and reward structure;
- Adequacy of library and related resources;
- Adequacy of student support services, support staff, equipment, and other resources; and,
- Demonstration of teaching/scholarship effectiveness and course evaluation;

**UIS Public Health Department** currently has five full-time faculty (3 tenured, 2 tenure-track) to deliver coursework. All current faculty members hold terminal degrees (Ph.D.) in public health related disciplines (community health, economics, public health policy, epidemiology, and toxicology). Most of the current faculty have practitioner-level experience in public health and regularly present at and/or provide service to local, state, and national organizations in public health. In addition, the department has been awarded a non-tenure Clinical Lecturer position for search fall 2010 and appointment fall 2011 as part of our commitment to obtaining accreditation by the Council on Education in Public Health for the Master in Public Health degree. The minimum criteria for the Clinical Lecturer position will include significant experience in public health practice and continued work toward a doctoral level degree.

The department has two emeriti faculty who regularly provide two of the courses to be used by the minor (MPH 450 and MPH 471). In addition, three adjuncts with significant experience in public health practice regularly teach courses in proposed minor curriculum for the department (MPH 478).
All courses in the proposed minor are currently being taught on campus and/or online as part of the department’s participation in the ECCE initiatives and/or electives for the graduate MPH students. The department needs no additional space, library resources, or equipment and faculty to implement the minor in Public Health. Existing services with the CTL and COLRS are sufficient and will continue to be used at the same level due to the ECCE delivery of the courses.

QUALITY ASSURANCE

13. Program/Student Learning Outcomes Assessment

13.1. Describe the program’s assessment plan, which should include the following elements:

- Statement of program objectives and intended learning outcomes;
- End- or near-end-of-program assessment of student learning, in addition to course-by-course assessment such as: (1) evaluation of capstone experiences (senior projects, recitals, exhibits, portfolios, etc.); (2) pre- and post-testing (value-added assessment);
- Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification examinations;
- Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.); and
- Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.

Faculty in each course offered by the Public Health Department, regardless of level, collect end of semester course evaluations. In addition, some faculty use supplemental evaluation forms for evaluation throughout delivery of the courses. The department also uses a survey tool for graduate students to allow for self-assessment of competencies in public health. The department meets once each year to assess quality of courses across the graduate curriculum. Although an assessment tool specifically for the minor is not yet developed, the department’s curriculum committee will be developing a post-completion of certificate tool for assessing learning across the courses in the minor. Although it is desired that students declare the minor prior to starting coursework, it is not reasonable to assume that most students interested in earning the minor will declare prior to the graduation contract. Therefore, it is not feasible to assess knowledge in public health at the beginning of the certificate. The department will follow any advice for assessing minors developed by the Committee on Assessment of Student Learning.

Successful students in the Public Health minor will gain an understanding and appreciation of the impacts of population, environment, and pollution on public health. In addition, students will have a basic understanding of the role of assessment, policy development, and assurance in providing quality public health programs.

Learning Objectives of the Public Health Minor include:

- Understand the basic principles of public health; assessment, policy development, and assurance

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2 Quality assurance processes are those ongoing reviews that maintain program and instructional standards.
• Understand the role of population, poverty, and pollution on the well-being of populations
• Understand methods for studying disease occurrence and patterns in populations.

Degree Program Assessment

13.2. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success should include, but not be limited to, such specific outcomes as the following:

• Percent pass rate of graduates on end-of-program certification examinations;
• Enrollment of graduates in graduate and/or professional programs or other subsequent education;
• Percent of graduates employed in the field;
• Career advancement achieved by program graduates;
• Graduate/employer satisfaction with the program;
• Retention and graduation rates and time-to-degree completion;
• Percent of students involved in faculty research or other projects; and
• Percent of graduate students presenting or publishing papers.

UIS Public Health Department faculty will meet as needed to review, evaluate and update the minor curriculum. The faculty will regularly evaluate how the minor in public health complements the MPH degree options. In the coming years, a public health major might be pursued. When that occurs, the Public Health Minor curriculum will be assessed and adjusted, if needed, to complement the Public Health Major curriculum.
# APPENDIX A

## EXAMPLES of UG PUBLIC HEALTH MINORS

<table>
<thead>
<tr>
<th>University</th>
<th>Public Health Minor?</th>
<th># Credit Hours Required</th>
<th>Required Courses</th>
<th>Elective Hours</th>
</tr>
</thead>
</table>
| Northern Illinois University | Yes | 18 (3 credit hr. courses) | - Ecology of Health  
- Community Health Programs and Issues  
- Public Health Epidemiology  
- Principles of the Organization of Public Health and Health Care Programs | 6 hours 300 level or above |
| The Ohio State University | Yes | 20 (4 credit hr. courses) | - Introduction to Public Health  
- Introduction to Epidemiology  
- Two of the following:  
  - Current Issues in Environmental Health  
  - Role of Behavior in Public Health  
  - Health Care in America | Minimum 1 four hour elective  
Prerequisite of 100-level stats |
| University of Michigan - Flint | Yes | 21 (3 credit hr. courses) | HCR 305, 380; PHS 210, 302, 315, 420 | One from: HCR 361, HCR 362, HCR 376; PHS 331 |
| Wash U St. Louis (w/I anthropology program) | Yes | 14 (3 credit hr. courses) | - Introduction to Public Health  
- Public Health Research and Practice  
- Anthropology and Public Health | 6 credit hours |
| SUNY | Yes | 19 (3 credit hr. courses) | - PH Core (10 credit hours required)  
- Introduction to Public Health  
- Human Biology  
- Introduction to Biology  
- Principles of Biology I  
- Biostatistics or Research Methods  
- Seminar in Public Health (1 credit) | 9 credit hours |
| Ball State | Yes | 22-26 | - Principles of Community Health  
- Quantitative Methods & Epidemiology  
- Insects and Your Health  
- Public Administrations  
- Practical Experience or  
- Professional Experience  
- Environmental Health | 3-7 credit hours depending on major |
| Tulane | Yes | 18 (3 credit hr. courses) | - Introduction to Public Health  
- The Cell, The Individual, and The Community  
- Disease Ecology and Public Health Concepts | 9 hours |
<p>| Boston U | Yes | 20 | - Introduction to Public Health | &lt; 8 credits in public health |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Approved</th>
<th>Credits</th>
<th>Courses</th>
<th>Electives and Additional General Elective (2-4 Credits) from the Approved List</th>
</tr>
</thead>
</table>
| Indiana University | Yes      | 15 (3 credit hr. courses) | • Biostatistics  
• Epidemiology  
(10-12 credits)                                                                 | electives and additional general elective (2-4 credits) from the approved list |
| Morehouse     | Yes      | 15 (3 credit hr. course) | • Community Health  
• Principles of Public Health  
• Program Planning  
• Human Disease and Epidemiology                                                                 | 6 hours                                                                       |
| USC           | Yes      | 20 (4 credit hr. courses) | • Introduction to Health Promotion and Disease Prevention  
• Health Promotion in the Workplace  
• Introduction to Health Care Systems                                                                 | 8 credit hours                                                                |