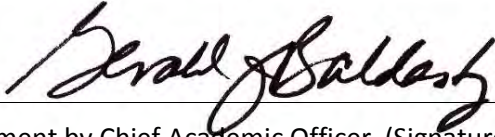


Form 11 Moderate Degree Change Proposal Questionnaire

PART A Fundamental Information Required for all Moderate Degree Change Proposals

1 **Institution Name:** University of Washington

2 **Institutional Endorsement of Moderate Degree Change Proposal by Chief Academic Officer**



January 27, 2012

Endorsement by Chief Academic Officer (Signature)

Date

Print Name and Title Gerald Baldasty, Dean and Vice Provost, The Graduate School

3 **Contact Information (Academic Department Representative):**

Name: Frederick A Connell

Title: Associate Dean, Academic Affairs

Address: Box 357230

E-mail: fredc@u.washington.edu

Telephone: 206-543-8887

Fax: 206-543-3813

4 **Degree Title Change:**

Current title (pre-change): BA/BS Individualized Studies (Public Health Track)

Proposed title (post-change): BA/BS Public Health

Start date(s) for new degree(s): Winter 2012

End date(s) for old degree(s): June 30, 2012

Note: the degree title consists of three elements: level, type, and major. For example, a BA in Psychology is a bachelor (level) of arts (type) degree in Psychology (major).

5 **Type of Change Requested (Check One):**

- Conversion of eligible options, specializations, or concentrations into degrees
- Consolidation of two or more eligible degrees into a single new degree
- Change in level of an eligible program's degree designation
- Other (describe): _____

Note: "Other" changes need to be accompanied by a formal written exception request.

6 Rationale for Treatment of Change as a Moderate Degree Change

Why should the proposed degree change be categorized as a moderate degree change rather than a change requiring a full proposal for a new degree program?

Although this is a request for converting 'concentration' into its own degree, this is essentially only a change in administrative home for the Public Health degree from the Individualized Studies Program (Art & Sciences) to the School of Public Health. We are not proposing any change in curriculum, student admission policies, or degree level.

7 Accreditation

7a What kind(s) of program-specific accreditation are available?

7b What program-specific accreditation has been obtained or will be obtained, and when?

(If program-specific accreditation is available but will not be obtained, explain.)

7c How will the proposed program change affect program-specific accreditation?

(For example, will the program's accreditation change? Will the program change allow the program to retain its existing accreditation?)

a. Currently, there is no specific accreditation for the BA/BS Individualized Studies (Public Health Track). b. If this requested change is approved, the BA/BS in Public Health would come under the purview of the accrediting organization our School of Public Health, the Council on Education for Public Health (CEPH). The 2011 version CEPH criteria for accrediting Schools of Public Health (by which we will be evaluated in 2013) includes specific language (Criterion 2.9) related to undergraduate public health programs. c. We believe that, because of this, moving the Public Health major to the School of Public Health will enhance the external scrutiny of this undergraduate degree program.

8 Other Basic Information

8a Will the degree-granting unit change?

 Yes No

If yes, what are the old and new degree-granting unit names?

Old: Individualize Studies Program, College of Arts and Sciences (Public Health Option).

New: School of Public Health

If no, what is the ongoing name?

8b Will the CIP code change?

 Yes NoIf yes, identify old and new CIP codes: Previous: 24.0102; New: 51.2201 (Public Health)

If no, identify ongoing CIP code: _____

8c Concentrations, options, or specializations

 Will not change
 Will change as follows: _____

8d Location(s) and mode(s) of delivery (check one):

 Will not change
 Will change as follows: _____**NOTE: Changes in location or addition of distance delivery must be accompanied by a Location Notification of Intent (LNOI).**

8e Scheduling (day, evening, weekend) and attendance options (full-time, part-time):

 Will not change
 Will change as follows: _____

8f Have any of the programs involved in the change been involved in previous MDCPs?

 Yes No If yes, which programs, which MDCPs, and when?

9 Short Form Questions for Externally Mandated Changes

- 9a Yes No The institution certifies that the proposed change is mandated by an external accrediting, licensing, or other regulatory authority and that the proposed change will not affect the program's degree level, curriculum, or faculty, and will not have an adverse impact on any student's learning experience.

If yes, describe the mandate and state its effective date:

Important instruction:

If the answer to question #9a is yes, answer question 9a and skip the rest of the questionnaire, including #9b and all of Part B.

The intent here is to capture, as simply as possible, externally mandated changes requiring a stand-alone degree or new title, but not a change in degree level.

- 9b Yes No (For changes in degree level only.) Is the change in degree level externally mandated?

Important instruction:

If the answer to question #9b is yes, then Part B question #10 is optional.

If the answer to question #9b is no, then Part B question #10 is required.

Part B questions #11-16 are required in both cases.

PART B Additional Information Required for Certain Proposals**Important instruction:**

For the sake of flexibility, the HECB will allow institutions the option of responding to Part B questions either by filling out the questionnaire completely, or by addressing the “yes or no” components of the Part B questions within the questionnaire form itself and addressing the other informational requirements by attaching a unified narrative response. If the institution chooses the unified narrative response approach, it must still submit Part B of the questionnaire, with answers to all “yes or no” questions clearly indicated.

*For questions requiring more than just a “yes or no” answer, the institution may elaborate in an attached unified narrative response, rather than in the body of Part B of the questionnaire. All such **narrative elaboration must be cross-referenced to specific questions in the questionnaire.***

For example, an institution electing to use the unified narrative response approach would fill out question #14c by checking “yes” and making a cross-reference statement such as “See narrative, page 5, paragraphs one and two.”

10 Rationale for Change

Provide a rationale for making the proposed change at the proposed time, including:

- An overview describing the proposed change (including what is changing and why).
- A history of relevant, existing, pre-change programs and a description of how they have evolved over time.
- A description of how the change will benefit students and employers in the changing workplace.
- A description of the community need for the proposed moderate degree change.
- A description of how the proposed change will align with or help implement the Statewide Strategic Master Plan for Higher Education.

The rationale for this requested change include:

1. Faculty of the School of Public Health is currently responsible for the large majority of the planning, expertise, teaching and management of the current Public Health Major.

2. Students in the program have expressed their desire to have stronger ties with the School of Public Health faculty and graduate students during their studies.

3. Students have requested that the major be run out of the School of Public Health so that their degree/major is better documented on their transcripts

4. As mentioned above, the School of Public Health accrediting organization for education in Public which accredits the School of Public Health and its graduate programs now includes undergraduate programs in its review. Consolidating graduate and undergraduate education in public health into a single school will improve the impact and efficiency of the accreditation process.

5. Combining responsibility for undergraduate and graduate education in public health will enhance the curricula for all degree and other public health-related educational programs by promoting better strategic planning and utilization of resources.

11 Projected Enrollment:

Year 1 (enter year here 100) FTE: 100
 Full Enrollment (year 100) FTE: 100

12 Cost of the Change:

Start-up \$ 0 Explain: _____
 Source: \$ State FTE
\$ Self Support
\$ Other - Explain: _____

Ongoing \$ 0 Explain: The only financial impact will be to move the responsibility for student advising from Arts and Sciences to the School of Public Health; no net change for the university.
 Source: \$ State FTE
\$ Self Support
\$ Other - Explain: _____

NOTE: Report only those start-up and ongoing costs attributable to the change.

13 Evidence for Student and Employer Need

(Enrollment/graduation data for existing program(s) and other data, if appropriate)

13a Name of Pre-Change Program BA/BS Individualize Studies - Public Health
 (one table for each program involved; submit additional tables as attachments, as needed)

Table 13.1 Enrollment and Graduation Statistical History

	Year	# of Qualified Applicants (If available)	# of Admission Offers (If available)	Total Enrollment (FTE)	# of Graduates (Headcount)	Job Placement Rate (If available)
Current Year	2011	na	na	na	na	na
1 Year Ago	2010	283	na	93	86	na
2 Years Ago	2009	247	na	71	47	na
3 Years Ago	2008	172	na	54	43	na
4 Years Ago	2007	107	na	46	41	na
5 Years Ago		51	na	33	43	na

- 13b What percentage of program graduates, on average, pursues higher degrees after graduation (if available)? na
- 13c What percentage of program graduates, on average, obtains employment appropriate to their training (if available)? na
- 13d Provide other evidence of student and employer need, if appropriate (for example, if the data requested in 13a-13c may not be a good indicator of future need).

Nationally and internationally , there is a recognition of the growing need for well-trained public health workers. In addition, many professional degree programs, including, e.g., public health, medicine and nursing, but also law, journalism, and environmental science, consider undergraduate public health preparation to be a desirable foundation for advanced professional training. (see Riegelman, RK, Alberine S. Undergraduate public health at 4-year institutions: it's here to stay. Am J Prev Med. 2011 Feb;40(2):226-31; Riegelman RK. Undergraduate public health education: past, present, and future. Am J Prev Med. 2008 Sep;35(3):258-63.) Finally, there is a recognition among educators that public health is a appropriate emphasis for a liberal arts education (e.g., Fraser DW. Epidemiology as a liberal art. N Engl J Med. 1987 Feb 5;316(6):309-14.)

- 13e If the proposed change involves a degree level change that is not externally mandated, provide additional evidence for student and employer need for degrees at the post-change degree level. The additional evidence must be similar to that which would be provided in a full proposal for a new degree.

na

13.1 The data in item 13 is intended to serve as a proxy for the student and employer need data required in a full proposal for a new degree.

13.2 The year column in table 13.1 is for academic years.

14 Pre- to Post-Change Comparisons

14a Will the target student audience change?

Yes No

If yes, compare and contrast the pre- and post-change target audience of students, noting any changes.

National trends, as well as our own, suggest that the demand for undergraduate public health degrees will increase (see references above)

14b Will the admission requirements change?

Yes No

If yes, compare and contrast the pre- and post-change admission requirements, noting any changes. Also, if pre-requisite courses are changing, list and describe the changes.

14c Will the learning objectives change?

Yes No

If yes, compare and contrast the pre- and post-change learning objectives for students, noting any changes.

14d Will the normal time to graduate change?

Yes No

If yes, summarize changes.

14e Will the faculty change?

Yes No

If yes, provide a paragraph or two summarizing faculty changes. Include a summary of significant anticipated changes in faculty personnel. Include a summary of significant anticipated changes in faculty qualifications. For example, if a degree program is changing level from a baccalaureate to a master’s program, will the proposed new master’s program feature a higher level of full-time tenure-track faculty holding doctoral degrees than the baccalaureate program that it is replacing?

14f If the answer to 14e is yes, fill out the following program faculty table:

Table 14.1 Faculty FTE Changes

Number of FTE Provided for Program(s) by:	Pre-Change # of FTE	Post-Change # of FTE
Full-Time Tenure-Track Faculty with Highest Degree at: Doctoral Level Master’s Level Other (describe other degrees or qualifications)		
Full-Time Non-Tenure-Track Faculty with Highest Degree at: Doctoral Level Master’s Level Other (describe other degrees or qualifications)		
Part-Time Faculty with Highest Degree at: Doctoral Level		

Master's Level
Other (describe other degrees or qualifications)
Total FTE for program(s)

Description of other degrees or qualifications, if applicable:

Full-time tenure-track faculty _____

Full-time non-tenure-track faculty _____

Part-time faculty _____

14g Will the facilities change?

Yes No If yes, summarize changes.

No change in the immediate future but plans to develop a student services space are under development.

14h Will the curriculum change?

Yes No

If yes, provide a paragraph or two summarizing curriculum changes. Include total number of credits pre- and post-change, and specify how many credits pre- and post-change are required and elective.

Attach a table such as example table 14.2, in which a Developmental Psychology option within a BA Psychology degree is being converted to a BA in Developmental Psychology.

na

Table 14.2 Curriculum Changes - EXAMPLE

Required Courses for Post-Change Program		
Course Number		Credits
DPSY 300 (formerly PSYCH 300)	Intro to Developmental Psychology	5
*DPSY 305 (formerly PSYCH 305)	Early Development (formerly Early Childhood Psych)	5
*DPSY 307 (new course)	Psychology of Adolescence	4
Etc.		Etc.
Total Required Credits		45
Elective Courses for Post-Change Program		
*SOC 310 (new elective)	Sociology of Families with Young Children	3
Etc.		Etc.
Total Elective Credits		45
Total Credits in Program		90

Important instructions for Table 14.2

- Please attach a similarly formatted table that includes all of the elements in table 14.2.
- For each course, note changes in parentheses.
- Put an asterisk (*) in front of new courses and courses with curricula that will change significantly.
- Add notes to describe changes not easily captured in a tabular format.

15 Internal Analysis

Briefly describe the internal analysis upon which the MDCP is based. Include:

- Dates of most recent program review and program-specific accreditation review.
- Indication of whether the analysis is based on a program review and/or program-specific accreditation review.
- Description of institutional personnel, committees, or other groups that have been involved with the change, and their roles.

Note: The analysis does not have to be based on program review or program-specific accreditation review, but if it is not, indicate what other information the analysis is based on.

The Public Health Track of the Individualized Studies program was implemented as a way to 'test the waters' with regard to the feasibility and demand for this major. Over time, program faculty and leadership in both Arts and Sciences and the School of Public Health have had extensive discussions concerning the proper locus of the Public Health Undergraduate Degree at the University of Washington. As the demand for, and size of, the current program has increased, it has become clear

that the degree program has outgrown the current arrangement. The reasons for the proposed change (listed in section 10) are accepted as persuasive by 1. program faculty, 2. Dean of Arts and Sciences, and 3. Dean of School of Public Health and 4. currently admitted students.

16 External Expert

- 16a Attach a statement or report from an external expert from a peer institution or a program-specific accrediting body indicating whether the proposed changes:
- Would result in a program that:
 - Has an appropriate degree title and degree level.
 - Demonstrates a coherent design, with depth, breadth, and curriculum appropriate for the degree title and level.
 - (For conversions only) Makes sense as a separate major.
 - Are consistent with trends in the field.
 - Are responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements.
- 16b Attach a brief description of the external expert's qualifications. The external expert must be selected in accordance with the same guidelines used in selecting external experts to review full proposals for a new degree program.

Appendix A: Supporting Materials for BA/BS in Public Health Proposal

- 1) Proposed Catalog Copy
- 2) Learning Outcomes
- 3) Graph of applicants and admissions
- 4) Handouts for existing Individualized Studies Option
- 5) Course Descriptions

Undergraduate Program – Proposed General Catalog Text

Adviser
TBD

The School of Public Health offers the following programs of Study:

Bachelor of Arts degree with a major in public health
Bachelor of Science degree with a major in public health

The BA or BS in Public Health introduces undergraduates to public health issues, such as health disparities, emerging infectious diseases, chronic diseases, access to health care and modes of health care delivery, the geography of health, and the effects of behaviors, health care, nutrition, society, genetics, and the environment on health and disease. Students also learn about the tools public health professionals use to analyze and understand causes/risk factors of disease, the modes of disease spread, evaluation of prevention and health care programs, and social determinants of health.

How to Apply

Public Health is a competitive admission major. **Beginning in Spring 2011, applications are accepted annually on the third Friday of spring quarter ONLY; we no longer accept applications in Autumn and Winter quarters.** To be eligible to apply, you must:

- be a current UW student with at least 45 credits earned,
- have a minimum 2.5 UW GPA, and
- have completed at least ONE of the following: a *core Public Health course*, a *related Public Health course*, *HSERV 100*, or *GH 101*.
- **Beginning in Spring 2013, students with 135 or more credits will not be eligible to apply to the Public Health major.**

To apply:

1. Fill out the *application*, writing in the courses you have taken or intend to take.
2. Attach a statement of learning objectives (see the *application* for details).
3. Drop off your application in <td> by 5:00 pm on the 3rd Friday of the quarter.
4. Admission decisions will be made by the 6th Friday of the quarter.

Degree Requirements

In addition to the major requirements (below), students must also complete the *General Education Requirements* for the College of Arts and Sciences, including foreign language through 103 or equivalent. Total credits for the Public Health major: 72-94.

The degree information below is also available as a *handout*. You can also download the degree requirements that were in effect if you declared the major:

- *between Spring 2008 and Summer 2010*

- *between Autumn 2007 and Winter 2008*
- *prior to Autumn 2007*

A. Public Health Core Courses (19 credits)

All of the following:

- ENV H 311 (3): Introduction to Environmental Health [AUT, SPR]
- EPI 420 (3): Introduction to Epidemiology [SPR]
- G H 201 (2) (formerly PABIO 201): Newly Emerging Diseases in Public Health [AUT]
- GEOG 280 (5): Introduction to the Geography of Health and Health Care [WIN]
- HSERV 480 (3): Issues in Public Health [AUT]
- HSERV 481 (3): Issues in Public Health [WIN]

B. Statistics Course (3-5 credits)

Choose one of the following:

- EDPSY 490 (3): Basic Educational Statistics
- PSYCH 315 (5): Understanding Statistics in Psychology
- PSYCH 317 (5): Introduction to Probability and Statistics for Psychology
- PSYCH 318 (5): Statistical Inference in Psychological Research
- Q SCI 381 (5): Introduction to Probability and Statistics
- QMETH 201 (4): Introduction to Statistical Methods
- SOC/CS&SS/STAT 221 (5): Statistical Concepts & Methods for the Social Sciences
- STAT 220 (5): Basic Statistics
- STAT 311 (5): Elements of Statistical Methods

C. Social Science Courses (20 credits)

One 5-credit course from each department, 200-level and above recommended:

- Anthropology
- Political Science
- Psychology
- Sociology

D. Related Courses (15 credits)

Choose from an approved list. Any course not on the list must be approved by Public Health faculty; use the *Public Health Course Substitution Approval Form*.

E. Degree Option (10-30 credits)

Choose one of the following:

- **Bachelor of Arts:** (10 cr.) 5 credits of chemistry (CHEM 120, 142, or 145 or equivalent) AND 5 credits of biology (BIOL 118, 161, 162, 180, 200, 220, or MICROM 301/302 or equivalent).

- **Bachelor of Science:** 30 credits from related natural sciences (e.g., CHEM, BIOL, PHYS, MICROM, B STR, NUTR, NBIO, BIOC) including at least one CHEM and one BIOL/MICROM course.

F. HSERV 493 or EPI 493: *Senior Study* (5 credits):

A final independent study project/paper on a topic of interest to you within the field of public health. This represents the culmination of your studies in public health. You must earn a minimum 2.7 grade in order for it to count toward your major. Also, this course will count as 5 credits toward your "Additional Writing" requirement.

Courses Approved for Section D: "Public Health Related Courses"

ANTH 308 (5): Anthropology of Women's Health and Reproduction
ANTH 375 (3): Comparative Systems of Healing
ANTH 473 (5): Anthropology of Science and Technology
ANTH 474 (5): Social Difference and Medical Knowledge
ANTH/HSERV 475 (5): Perspectives in Medical Anthropology
ANTH 476 (5): Culture, Medicine, and the Body
ANTH 477 (3): Medicine in America: Conflicts and Contradictions
ANTH 487 (5): Cultures and Politics of Environmental Justice
ANTH 322 (5): Comparative Study of Death
ANTH 361 (5): Anthropology of Food
ANTH 374 (5): Narrative, Literature, and Medical Anthropology
ANTH 415 (5): Anthropology and International Health
ANTH 472 (5): Case Studies in Medical Anthropology and Global Health
ANTH 479 (3-5): Advanced Topics in Medical Anthropology
ANTH 483 (5): Africa Living with HIV/AIDS
B H 401 (3): History of Modern Medicine
B H 411 (3): Introduction to Bioethics
B H 417 (3): Disease in History
B H 440 (5): Philosophy of Medicine
B H 474 (5): Justice in Health Care
B H 481 (3): The Pursuit of Health in American Society
BIO A 450 (5): Biodemography Seminar
BIO A 482 (5): Human Population Genetics
BIO A 387 (5): Ecological Perspectives on Environmental Stress, Adaptation, and Health
BIO A 465 (3): Nutritional Anthropology
BIO A 476 (3): Sociocultural Ecology and Health
BIO A 483 (5): Human Genetics, Disease, and Culture
CHID 332 (5): Disability and Society: Introduction to Disability Studies
ECON 301 (5): Intermediate Macroeconomics
ENV H 451 (3): Ecology of Environmentally Transmitted Microbiological Hazards
ENV H 472 (3): Environmental Risk and Society
ENVIR 379 (5): Environmental Sociology
GEOG 335 (5): Geography of the Developing World
GEOG 370 (5): Problems in Resource Management
GEOG 371 (5): World Hunger and Resource Development
GEOG 380 (4): Geographical Patterns of Health and Disease
GEOG 430 (5): Contemporary Development Issues in Latin America
GEOG 480 (5): Environmental Geography, Climate, and Health
GEOG 331 (5): Global Poverty and Care
GEOG 342 (5): Geography of Inequality
G H 401 (1): Introduction to Global Health
G H 402 (1): Multidisciplinary Perspectives in Global Health
G H 415 (4): Global Health Challenges
G H 511 (1-4): Problems in International Health
G H 514 (3): Global Population Health
HIST 311 (5): Science in Civilization: Antiquity to 1600
HSERV 482 (2): The Health of Populations
HSERV 490 (1-6, max. 12): Undergraduate Special Topics
HSERV 499 (1-12, max. 12): Independent Study in Health Services
HSERV 531 (4): Problems in International Health
HSERV 536 (3-, max. 3): Emerging Infections of International Public Health Importance
LSJ/SOC 376 (5): Drugs and Society
LSJ/CHID 433 (5): Disability Law, Policy, and the Community
LSJ/CHID 434 (5): Civil and Human Rights Law for Disabled People
NURS 407 (3): Culture, Diversity, and Nursing Practice
NUTR 300 (3): Nutrition for Today
NUTR 405 (3): Phys Activity in Health and Disease
NUTR 302 (3): Food Studies: Harvest to Health
NUTR 441 (3): Molecular Gastronomy: The Science of Food
PHARM 301 (2): Self-Care Products and Practices
PHIL 338 (5): Philosophy of Human Rights
PHIL/MHE 459 (5): Philosophy of Medicine
PSYCH 303 (5): Personality
PSYCH 322 (3): Introduction to Drugs and Behavior
PSYCH 345 (5): Social Psychology
PSYCH 380 (4): Cross-Cultural Competence
PSYCH 451 (5): Health Psychology
SIS 470 (5): Human Rights in Latin America
SOC 316 (5): Introduction to Sociological Theory
SOC 330 (5): Human Ecology
SOC 331 (5): Population and Society
SOC 356 (5): Society and Politics
SOC 360 (5): Introduction to Social Stratification
SOC 364 (5): Women in the Social Structure
SOC 379 (5): Environmental Sociology
SOC 352 (5): The Family
UCONJ 440 (3): Biological Aspects of Aging
UCONJ 490 (3): Social Sensitivity in Health Care
UCONJ 497 (3): Health Care in a Rural Community

Public Health Major Learning Objectives

Learning goals for your major(s), if you have them: By learning goals we mean explicit statements of what you want students to know and what you want them to be able to do when they graduate with a degree from your department. (If these are on your departmental website, just give us your URL.)

This program gives undergraduates at the University of Washington an opportunity to be introduced to major public health issues which confront the world, the United States, and local communities. These issues are of major societal concern, and include topics as diverse as emerging infectious diseases, chronic diseases, access to health care and different modes of health care delivery, the geography of health in an increasingly interdependent world, the effects of environment on health and disease, and the tools which medical researchers use to understand the biological mechanism of disease and the modes of disease spread, prevention and cure.

Upon completion of the program, students should be able to:

- Describe and discuss the core functions and essential services of public health;
- List and describe the major current public health issues in the USA and world;
- List and define common methods of measuring health status of populations;
- Describe and discuss variation in health status among various populations in the world;
- Describe and discuss concepts of health, health care, disease, and illness from a geographical perspective and how geography as a discipline contributes to understanding health and health care;
- Describe and discuss the ways in which statistics are used to define public health issues;
- Describe, and document by case example, ways in which environmental factors in community, occupational and residential settings impact health;
- List the major agencies and organizations involved in environmental health protection and explain their basic responsibilities, programs and problems;
- List and describe new and emerging bacterial and viral diseases in the U.S. and world;
- Describe the impact of infectious and other diseases on Western society from antiquity to the present;
- Describe and discuss the influences of both medical science and broader cultural forces (religion, philosophy, politics) on the formation of the science and practice of disease prevention;
- Define and discuss rates, descriptive epidemiology and patterns of disease;
- Define and discuss analytic epidemiology and experimental studies; and
- Describe and discuss examples of how the following disciplines can be useful in understanding the complex nature of public health: Anthropology, Sociology, Psychology, Chemistry, Biology, Ecology and Botany.



Public Health

The Public Health major introduces undergraduates to public health issues such as emerging infectious diseases, chronic diseases, access to health care and modes of health care delivery, the geography of health, and the effects of environment on health and disease. Students also learn about the tools medical researchers use to understand the biological mechanism of disease and the modes of disease spread, prevention, and cure.

Public Health is a competitive admission major, accepting applications in autumn, winter, and spring quarters.

Applications and more information can be obtained in 171 Mary Gates Hall or online (depts.washington.edu/istudies/publichealth). Applications are due the 3rd Friday of the quarter. Admission decisions will be made by the 6th Friday of the quarter.

Eligibility Requirements

- 2.50 UW gpa
- Minimum 45 credits earned
- Completed one core or related Public Health course
- Currently attending the UW

Faculty Advisers

Sara Mackenzie

- Physician III, Hall Health Primary Care Center
 - Clinical Instructor, Family Medicine
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Degree Requirements

Note: Students must also complete the General Education Requirements for the College of Arts and Sciences, including foreign language through 103 or equivalent. **Total credits: 72-94.**

A. Public Health Core Courses—ALL of the following (19 credits)

- HSERV 480 (3): Issues in Public Health [AUT]
- HSERV 481 (3): Issues in Public Health [WIN]
- GEOG 280 (5): Introduction to the Geography of Health and Health Care [WIN]
- ENV H 311 (3): Introduction to Environmental Health [AUT, SPR]
- EPI 420 (3): Introduction to Epidemiology [SPR]
- G H 201 (2) (formerly PABIO 201): Newly Emerging Diseases in Public Health [AUT]

B. Statistics Course—ONE of the following (3-5 credits)

- EDPSY 490 (3): Basic Educational Statistics
- PSYCH 315 (5): Understanding Statistics in Psychology
- PSYCH 317 (5): Introduction to Probability and Statistics for Psychology
- PSYCH 318 (5): Statistical Inference in Psychological Research
- Q SCI 381 (5): Introduction to Probability and Statistics
- Q METH 201 (4): Introduction to Statistical Methods
- SOC/CS&SS/STAT 221 (5): Statistical Concepts & Methods for the Social Sciences
- STAT 220 (5): Basic Statistics
- STAT 311 (5): Elements of Statistical Methods

C. Social Science Courses—one 5-credit course from each of the following departments (200-level and above recommended): PSYCH, SOC, POL S, and ANTH (20 credits)

D. Public Health Related Courses (15 credits)

See approved list on back of page. Any course not on the list must be approved by Public Health faculty with a "Public Health Course Substitution Approval Form" (depts.washington.edu/istudies/downloads/publichealthsub.pdf).

E. Degree Option—ONE of the following (10-30 credits)

Bachelor of Arts—(10 cr.) 5 credits of chemistry (CHEM 120, 142, or 145 or equivalent) AND 5 credits of biology (BIOL 118, 161, 162, 180, 200, 220, or MICROM 301/302 or equivalent)

Bachelor of Science—30 credits from related natural sciences (e.g., CHEM, BIOL, PHYS, MICROM, B STR, NUTR, NBIO, BIOC) including at least one CHEM and one BIOL/MICROM course

F. INDIV 493: Senior Study (5 credits)

A final independent study project/paper on a topic of interest to you within the field of public health. This represents the culmination of your studies in public health. (This course will also count as 5 credits toward your "Additional Writing" requirement.)

Individualized Studies Undergraduate Public Health Major University of Washington

Frequently Asked Questions For Students Applying to the Major

List of Questions

- What is public health?
- How many students are in the Public Health Major?
- How can I apply for admission into the Public Health Major? How many students are admitted?
- Who can apply to the Public Health Major?
- How do I apply to the Public Health Major?
- What applicants are more likely to be admitted into the Public Health Major?
- How long will it take to complete the Public Health Major?
- Can I obtain an honors degree in Public Health?
- Do study abroad credits count toward the Public Health Major?
- What is the INDIV 493 Senior Study?
- What are some of the job opportunities after I graduate from the Public Health Major?

What is public health?

This question can be answered in many different ways. You will be asked to think about this question throughout your public health courses. In general, it is a discipline that focuses on the health of communities -- it is the science and art of preventing disease, prolonging life and promoting health by creating conditions that enable people to lead healthy lives.

The Association of Schools of Public Health has created the Web site below to address this question through a Flash Presentation and other information. Information on careers in public health is also presented on this website.

<http://www.whatispublichealth.org/>

More detailed information can be found in journal articles, public health web sites, and new textbooks, such as those listed below.

Bernard Turnock. Public Health: What it is and how it works. Jones and Bartlett Publishers, 2009.

Bernard Turnock. Public Health: Career choices that make a difference. Jones and Bartlett Publishers, 2006.

How many students are in the Public Health Major?

The Public Health Major is capped at 100 active students.

When can I apply for admission into the Public Health Major? How many students are admitted?

You may apply for admission into the Public Health (PH) Major in Fall, Winter or Spring quarters. Applications are due on the 3rd Friday of the respective quarter. No students are admitted in Summer quarter.

The number of students admitted each quarter is based on the number of openings from students graduating in that quarter. Typically, about 20-30 students are admitted in Fall quarter, less than 20 students are admitted in Winter quarter, and over 40 students are admitted in Spring quarter. Each quarter there are far more students who

apply than the number of openings, which means admissions is very competitive. If you are a senior without a major, you should definitely have another major option in mind as a “back-up” in the event you are not admitted into the Public Health Major.

Who can apply to the Public Health Major?

You may apply to the Public Health (PH) Major if you are a part-time or full-time undergraduate student at the University of Washington with at least 45 credits earned and a minimum 2.5 UW GPA.

Students who already have an official major may apply for admission into the Public Health Major.

To be considered for admission, you must attend a PH Major Information Session. Please contact Alice Gronski (agronski@uw.edu) after the first week in the quarter for the times, dates, and location of the information sessions. She will sign you up to attend.

In addition, you must complete at least one of the core Public Health courses or one of the PH elective courses before applying for admission.

The core PH courses and the approved PH electives are listed at the following Web site:

http://depts.washington.edu/istudies/faculty_designed/public_health/degree reqs.php

You are encouraged to re-apply if not admitted into the PH Major.

How do I apply to the Public Health Major?

The Individualized Studies Public Health Major accepts applications on the 3rd Friday of Fall, Winter and Spring quarters. Please see the Individualized Studies Public Health Major website below to download the application form, and to read the instructions for completing and submitting your application.

http://depts.washington.edu/istudies/faculty_designed/public_health/

What factors affect my Chances of being Admitted into the Public Health Major?

Public Health Major Faculty will evaluate the submitted applications and make admission decisions based on:

- Cumulative GPA for all courses
- GPA for any courses fulfilling Public Health major requirements
- Class standing (class standing is taken into account because seniors have less time until graduation to complete course requirements)
- Statement of learning objectives in the application form

How long will it take to complete the Public Health Major?

If you are admitted, you should plan on a minimum of 3 quarters and in most cases 4-5 quarters to complete all the requirements for the major.

It is very difficult to complete all the required courses in one year unless you have completed some of the required core courses, social science courses and or public health related courses prior to acceptance.

The schedule for the core public health courses is presented below. Many of the courses are only offered once a year. Some courses require that you are admitted to the Major prior to enrollment. For instance, if you were accepted in Spring Quarter of 2011, you could not graduate prior to the end of Winter Quarter 2010, because you could not take HSERV 481 until that quarter. **You need to carefully assess your ability to complete all the requirements by your planned graduation date.**

We do encourage you to apply to the Public Health Major and do not intend to discourage you. However, we want you to make a realistic assessment of the requirements and your timeline for graduation.

Tentative Schedule 2010 – 2011 for Required Core Courses

Note: all dates and times are tentative. Time schedules should be checked to be sure if class is still offered and at what time			
Class	Autumn 2010	Winter 2011	Spring 2011
HSERV 480 (3) Issues in Public Health	MW 1:30 – 2:50		
HSERV 481 (3) Issues in Public Health		MW 10:00-11:20	
GEOG 280 (5) Intro to the Geography of Health & Health Care		MWF 11:30 - 12:20	
ENV H 311 (3) Intro to Environmental Health	MWF 8:30 - 9:20		MWF 9:30 - 10:20
EPI 420(3) Intro to Epidemiology			MW 3:30 - 5:20
GH 201 (2): Newly Emerging Diseases in Public Health	T & Th 8:30 – 9:20		

Can I obtain an honors degree in the Public Health program?

Yes, you can do an honors degree in the Individualized Studies Public Health major.

You must first complete a departmental honors invitation form, and then must fulfill the following three requirements:

- 1) Complete 10 credits of upper-division Public Health requirements as ad hoc honors courses
- 2) INDIV 493 must be taken as an ad hoc honors course
- 3) Have a UW cumulative GPA of at least 3.30

To enroll in a course for ad hoc honors, the student must meet with the faculty member teaching the course and obtain approval from them to do the course as an honors course. There is a form the student must download from the Honors Office, and the faculty member and student will fill out the form, specifying what additional work the student will do to make it an Honors course. They then have one of the INDIV STUDIES staff advisers sign the form. **This is done at the start of the quarter.** The student keeps the form, and has the faculty member sign it at the end of the quarter to certify that the

student has completed the course as an Honors course with the additional work. The form is then turned into the Honors Office.

Information about Departmental Honors can be found at:
http://depts.washington.edu/uwhonors/about/deg_types/

For general information about the Honors Program, see:
<http://depts.washington.edu/uwhonors/>

Do Study Abroad Credits Count toward the Public Health Major?

If you are admitted into the Public Health Major, up to 5 credits earned through a structured, public health-related study abroad program may count toward meeting the 15 credits required in Public Health electives. Examples of structured study abroad programs are CIMAS and the University of Washington's Exploration Seminars.

Some students who are admitted into the Public Health Major may organize their own study abroad experience with a faculty member at the University of Washington. Depending on the purpose and learning objectives of the study abroad experience, it may be possible to receive up to 5 credits for Public Health electives. You must receive formal, written approval from your Public Health Advisor prior to the start of the study abroad program. Individually-organized study abroad programs will not be approved retrospectively.

What is the INDIV 493 Senior Study?

INDIV 493 Senior Study (or senior thesis) is the culmination of the PH Major. As such, it should represent a significant effort resulting in a paper that is evidence of your research, analytical, and communication skills as well as a demonstration of your knowledge of public health.

Your thesis should be a challenging and satisfying learning experience. The Senior Study begins by submitting a thesis proposal to your PH Major faculty advisor by the end of the quarter preceding the quarter when you enroll for INDIV 493. Your proposal must be finalized and approved by your PH faculty advisor. Please note that you may have a faculty sponsor for your senior study who is not your PH Major advisor. Nonetheless, you must receive approval for your senior study project from your PH Major advisor. Most senior theses are about 35 and 40 pages long, excluding the cover sheet, abstract, table of contents and bibliography.

Your Proposal and the Individualized Studies 493 Proposal form must be finalized and approved to receive the add code in order to register. You may find the INDIV 493 Proposal form at the website below:
<http://depts.washington.edu/istudies/downloads/493app.pdf>

What Are Some of the Job Opportunities after I Graduate from the Public Health Major?

An undergraduate major in public health is an initial step on the path to a career in public health or on the path toward other health related careers. The opportunities are limitless and may include any of the following:

Work experience: Entry level jobs within public health agencies in the areas of health education, project management, and other positions may be possible. Job titles may include Administrative Assistant, Data Analyst, Program and Support Staff. You may want to visit the websites of public health agencies in Washington or other states to see what type of jobs are offered and the minimum requirements for application. In addition, applicants with dual degrees may have additional entry-level job opportunities depending on their other major.

Volunteer Opportunities: many graduates elect to obtain experience in public health or public service. Opportunities such as the Peace Corps or AmeriCorps VISTA are excellent next steps.

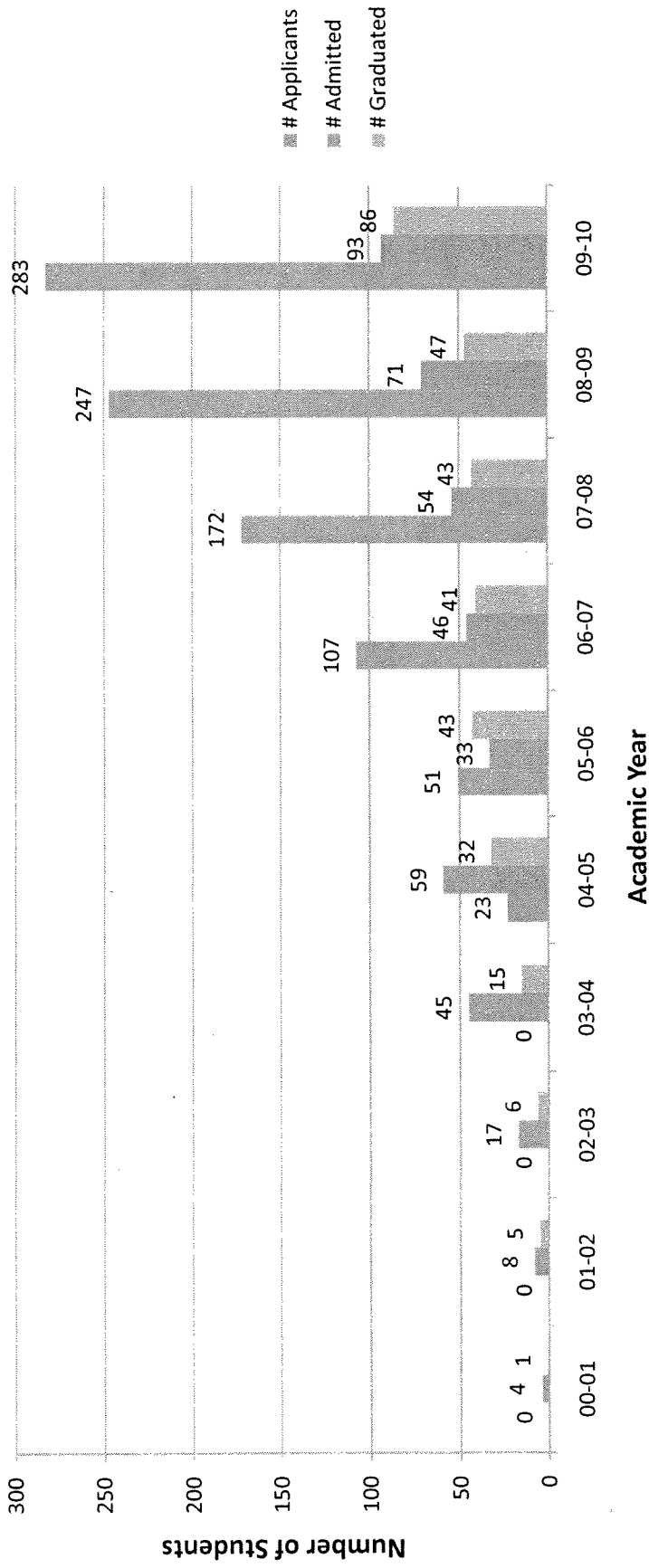
Graduate school: for a career in public health, you should plan eventually to attend graduate school. A successful public health career usually includes a Masters of Public Health (MPH). MPH programs can either be a traditional on-campus, two-year degree program, or an increasing number of opportunities exist for extended degree programs which can be completed part-time if you are working full-time.

You may ultimately aspire to a doctorate degree in public health or other fields. There are two types of doctorate degrees in public health. The Doctorate of Philosophy (PhD) degree is for individuals seeking advanced education for research-oriented careers. The Doctorate of Public Health (DrPH) is for individuals seeking advanced education in public health practice, although some individuals with DrPH degrees also pursue research careers at colleges and universities.

Information about accredited Schools of Public Health and the degrees they offer may be found at the website: <http://www.asph.org/document.cfm?page=200>

Other graduate programs: a public health undergraduate degree is a great foundation for many health related careers including nursing, medical school, pharmacy, dental school, or veterinary medicine.

Undergraduate Public Health Applicants, Admits & Graduates



Source: Individualized Studies Program, Jim Scott, November 2010.

http://depts.washington.edu/istudies/faculty_designed/public_health/

Individualized Studies Option in Public Health (BA or BS in Individualized Studies: Public Health)

Degree Requirements

In addition to the major requirements (below), students must also complete the General Education Requirements for the College of Arts and Sciences, including foreign language through 103 or equivalent. Total credits for the Public Health major: 72-94.

A. Public Health Core Courses (19 credits)

All of the following:

- ENV H 311 (3): Introduction to Environmental Health [AUT, SPR]
- EPI 420 (3): Introduction to Epidemiology [SPR]
- G H 201 (2) (formerly PABIO 201): Newly Emerging Diseases in Public Health [AUT]
- GEOG 280 (5): Introduction to the Geography of Health and Health Care [WIN]
- HSERV 480 (3): Issues in Public Health [AUT]
- HSERV 481 (3): Issues in Public Health [WIN]

B. Statistics Course (3-5 credits)

Choose one of the following:

- EDPSY 490 (3): Basic Educational Statistics
- PSYCH 315 (5): Understanding Statistics in Psychology
- PSYCH 317 (5): Introduction to Probability and Statistics for Psychology
- PSYCH 318 (5): Statistical Inference in Psychological Research
- Q SCI 381 (5): Introduction to Probability and Statistics
- Q METH 201 (4): Introduction to Statistical Methods
- SOC/CS&SS/STAT 221 (5): Statistical Concepts & Methods for the Social Sciences
- STAT 220 (5): Basic Statistics
- STAT 311 (5): Elements of Statistical Methods

C. Social Science Courses (20 credits)

One 5-credit course from each department, 200-level and above recommended:

- Anthropology

- Political Science
- Psychology
- Sociology

D. Related Courses (15 credits)

Choose from the approved list below. Any course not on the list must be approved by Public Health faculty; use the Public Health Course Substitution Approval Form.

For the list of courses being offered in the next quarter, visit Course Offerings.

- ANTH 308 (5): Anthropology of Women's Health and Reproduction
- ANTH 375 (3): Comparative Systems of Healing
- ANTH 473 (5): Anthropology of Science and Technology
- ANTH 474 (5): Social Difference and Medical Knowledge
- ANTH/HSERV 475 (5): Perspectives in Medical Anthropology
- ANTH 476 (5): Culture, Medicine, and the Body
- ANTH 477 (3): Medicine in America: Conflicts and Contradictions
- ANTH 487 (5): Cultures and Politics of Environmental Justice
- ANTH 322 (5): Comparative Study of Death
- ANTH 361 (5): Anthropology of Food
- ANTH 374 (5): Narrative, Literature, and Medical Anthropology
- ANTH 415 (5): Anthropology and International Health
- ANTH 472 (5): Case Studies in Medical Anthropology and Global Health
- ANTH 479 (3-5): Advanced Topics in Medical Anthropology
- ANTH 483 (5): Africa Living with HIV/AIDS
- B H 401 (3): History of Modern Medicine
- B H 411 (3): Introduction to Bioethics
- B H 417 (3): Disease in History
- B H 440 (5): Philosophy of Medicine
- B H 474 (5): Justice in Health Care
- B H 481 (3): The Pursuit of Health in American Society
- BIO A 450 (5): Biodemography Seminar
- BIO A 482 (5): Human Population Genetics
- BIO A 387 (5): Ecological Perspectives on Environmental Stress, Adaptation, and Health
- BIO A 465 (3): Nutritional Anthropology
- BIO A 476 (3): Sociocultural Ecology and Health
- BIO A 483 (5): Human Genetics, Disease, and Culture
- CHID 332 (5): Disability and Society: Introduction to Disability Studies

- ECON 301 (5): Intermediate Macroeconomics
- ENV H 451 (3): Ecology of Environmentally Transmitted Microbiological Hazards

- ENV H 472 (3): Environmental Risk and Society
- ENVIR 379 (5): Environmental Sociology
- GEOG 335 (5): Geography of the Developing World
- GEOG 370 (5): Problems in Resource Management
- GEOG 371 (5): World Hunger and Resource Development
- GEOG 380 (4): Geographical Patterns of Health and Disease
- GEOG 430 (5): Contemporary Development Issues in Latin America
- GEOG 480 (5): Environmental Geography, Climate, and Health
- GEOG 331 (5): Global Poverty and Care
- GEOG 342 (5): Geography of Inequality
- G H 401 (1): Introduction to Global Health
- G H 402 (1): Multidisciplinary Perspectives in Global Health
- G H 415 (4): Global Health Challenges
- G H 511 (1-4): Problems in International Health
- G H 514 (3): Global Population Health
- HIST 311 (5): Science in Civilization: Antiquity to 1600
- HSERV 482 (2): The Health of Populations
- HSERV 490 (1-6, max. 12): Undergraduate Special Topics
- HSERV 499 (1-12, max. 12): Independent Study in Health Services
- HSERV 531 (4): Problems in International Health
- HSERV 536 (3-, max. 3): Emerging Infections of International Public Health

Importance

- LSJ/SOC 376 (5): Drugs and Society
- LSJ/CHID 433 (5): Disability Law, Policy, and the Community
- LSJ/CHID 434 (5): Civil and Human Rights Law for Disabled People
- NURS 407 (3): Culture, Diversity, and Nursing Practice
- NUTR 300 (3): Nutrition for Today
- NUTR 405 (3): Phys Activity in Health and Disease
- NUTR 302 (3): Food Studies: Harvest to Health
- NUTR 441 (3): Molecular Gastronomy: The Science of Food
- PHARM 301 (2): Self-Care Products and Practices
- PHIL 338 (5): Philosophy of Human Rights
- PHIL/MHE 459 (5): Philosophy of Medicine
- PSYCH 303 (5): Personality
- PSYCH 322 (3): Introduction to Drugs and Behavior
- PSYCH 345 (5): Social Psychology
- PSYCH 380 (4): Cross-Cultural Competence

- PSYCH 451 (5): Health Psychology
- SIS 470 (5): Human Rights in Latin America
- SOC 316 (5): Introduction to Sociological Theory
- SOC 330 (5): Human Ecology
- SOC 331 (5): Population and Society
- SOC 356 (5): Society and Politics
- SOC 360 (5): Introduction to Social Stratification
- SOC 364 (5): Women in the Social Structure
- SOC 379 (5): Environmental Sociology
- SOC 352 (5): The Family
- UCONJ 440 (3): Biological Aspects of Aging
- UCONJ 490 (3): Social Sensitivity in Health Care
- UCONJ 497 (3): Health Care in a Rural Community

E. Degree Option (10-30 credits)

Choose one of the following:

- Bachelor of Arts: (10 cr.) 5 credits of chemistry (CHEM 120, 142, or 145 or equivalent) AND 5 credits of biology (BIOL 118, 161, 162, 180, 200, 220, or MICROM 301/302 or equivalent).
- Bachelor of Science: 30 credits from related natural sciences (e.g., CHEM, BIOL, PHYS, MICROM, B STR, NUTR, NBIO, BIOC) including at least one CHEM and one BIOL/MICROM course.

F. INDIV 493: Senior Study (5 credits):

A final independent study project/paper on a topic of interest to you within the field of public health. This represents the culmination of your studies in public health. You must earn a minimum 2.7 grade in order for it to count toward your major. Also, this course will count as 5 credits toward your "Additional Writing" requirement.

Core Course Descriptions for BA and BS in Public Health

ENV H 311 Introduction to Environmental Health (3) I&S/NW *Treser*

Relationship of people to their environment, how it affects their physical well-being and what they can do to influence the quality of the environment and to enhance the protection of their health. Emphasis on environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in our environment. Offered: ASp.

Instructor Course Description: [*Charles D Treser*](#)

EPI 420 Introduction to Epidemiology (3) NW *Goldberg*

For the undergraduate student wishing to devote only one quarter to a course in epidemiologic methods. Description of ways in which variation in disease occurrence is documented and how that variation is studied to understand causes of disease.

Offered: Sp.

Instructor Course Description: [*Jack Goldberg*](#)

G H 201 Newly Emerging Diseases in Public Health (2) NW *Coler*

Newly recognized and emerging disease pose a major problem for public health. AIDS, hantavirus infections, Ebola virus infections, and the role of bacterial infection in the causation of stomach ulcers are examples of problems to be studied. Other timely diseases are presented in this lecture discussion course. Offered: A. Instructor Course Description: [*Rhea N. Coler Theodore C White*](#)

GEOG 280 Introduction to the Geography of Health and Health Care (5) I&S *Mayer*

Concepts of health from a geographical viewpoint, including human-environment relations, development, geographical patterns of disease, and health systems in developed and developing countries.

HSERV 480 Issues in Public Health (1-3, max. 6)

Problems and issues in epidemiology, health services delivery and administration, environmental health, pathobiology, biostatistics, and related fields.

HSERV 481 Issues in Public Health (3)

Introduces public health by taking an in-depth look at local public health practice. Focuses on practical solutions for real life problems in local public health settings. Incorporates speakers from the local practice community.

Appendix B: External Review

External Review from Dr. Richard Riegelman

Richard K. Riegelman is Professor of Epidemiology and Biostatistics, and also holds appointments in Medicine and in Health Policy. He is the Founding Dean of The George Washington University School of Public Health and Health Services. Dr. Riegelman's faculty page at GW is listed [here](#).



January 16, 2012

Robert Corbett
Undergraduate Academic Affairs
University of Washington
B40D Gerberding Hall - Box 351237
Seattle, WA 98195

Dear Dr. Corbett,

As you requested, I have reviewed the proposal from the University of Washington School of Public Health to transfer the existing Independent Studies program and create BA and BS in Public Health majors within the School of Public Health.

In addition, to the administrative advantages discussed in the proposal, I conclude that the program has been an increasingly popular major that should be part of the School of Public Health. This is the most common national pattern and has advantages for faculty, students, and the institution as outlines in the proposal.

Let me respond to the specific questions that you have asked me to address:

Has an appropriate degree title and degree level?

The proposed titles BA and BS in Public Health are appropriate titles for majors in public health. They are consistent with the expectations of the accrediting agency the Council on Education for Public Health

Demonstrates a coherent design, with depth, breadth, and curriculum appropriate for the degree title and level?

The degree is comparable to those at many other colleges and universities. Specifically it includes a required core, a choice of related course work, and a culminating or synthesis experience. The inclusion of a course focused on local public health practice is also a desirable feature of the major.

Makes sense as a separate major?

Public Health majors are an increasingly common structure for undergraduate institutions especially those with a School of Public Health. BA as well as BS degrees are widely offered.

Is consistent with trends in the field?

Yes, undergraduate public health majors are a rapidly growing component of public health education. The Association of Schools of Public Health and the American Public Health Association are encouraging the development of public health majors.

Is responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements?

As indicated in the proposal, the 2011 version CEPH criteria for accrediting Schools of Public Health includes specific language (Criterion 2.9) related to undergraduate public health programs. .

In summary, I support the request to transfer the program to the School of Public Health and to continue the current program.

Please let me know if you need additional information.

Sincerely,



Richard Riegelman M.D., M.P.H., Ph.D.

Professor of Epidemiology-Biostatistics and Health Policy and Founding Dean
George Washington University School of Public Health and Health Services