PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost's Office [mailto: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

College/School/Institute:	College of Health Solutions
Department/Division/School:	School for the Science of Health Care Delivery
Proposing Faculty Group (*if applicable*):	
Are two or more academic units collaborating on this program?	No, this is not a joint degree program

If "Yes" List all the additional college(s)/school(s)/institute(s) that will be involved in the development and resources for the degree program by offering courses, faculty or facilities. Please note: This question does not refer to official joint degree programs. Official joint degree programs are ones in which the degree is jointly conferred by two colleges. If the program is jointly conferred, please complete the Proposal to Establish a New Joint Undergraduate Degree Program.

Degree type:	Other
If other; provide degree type title and proposed abbreviation:	Bachelor of International Public Health
Name of degree program (major):	International Public Health
Are any concentrations to be established under this degree program?	No, concentrations will not be established.
Is a program fee required?	Yes, a program fee is required.
What is the first catalog year available for students to select on the undergraduate application for this this program?	2017-18
Delivery method:	ASU Online only

Note: Once students elect a campus or online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

Campus/Locations: indicate all locations where this program will be offered.

☐ Downtown Phoenix   ☐ Polytechnic   ☐ Tempe   ☐ Thunderbird   ☐ West   Other: <u>Online</u>

Proposal Contact

Name:	Alison C. Essary	**Title:**	Director/Clinical Associate Professor
Phone number:	6-0843	**Email:**	Alison.Essary@asu.edu

DEAN APPROVAL(S)
This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.
College/School/Division Dean name: Victor Trastek, MD
Signature _Victor F. Trastek MD_____ **Date:** <u>01/27/2017</u>
College/School/Division Dean name: *(if more than one college involved)*
Signature _____ **Date:** ___/ /20_____
Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

1. Purpose and Nature of Program

Designed to build and strengthen the international public health workforce, this accelerated, innovative degree was developed jointly by PLuS Alliance universities, and includes coursework from both ASU and the University of New South Wales. Aligned with U.S. accreditation standards, coursework prepares students for new approaches to emerging global and public health issues, including prevention and communicable disease, environmental health, public health surveillance, and global health management. Students will complete a digitized portfolio throughout their degree program, with a capstone experience in their area of interest. Students also have the opportunity to study abroad through optional Global Intensive Experiences paired with certain courses, as well as faculty led programs, and possible international internships

- Provide an international public health offering that is essentially non-existent in the North American market;
- Offer an international collaborative degree program in a sector that aligns with building global awareness and cultural competence
- Provide accessible, world-class, carousel-based online academic offerings, at scale
- Engage with leading multinationals/development agencies to create global immersion opportunities in the form of capstone projects and recruitment pathways
- Provide access to global academic networks and industry partners
- Provide global coursework that is jointly developed by the PLuS Alliance universities

This is truly a unique, transdisciplinary undergraduate degree program. The curriculum includes 21 courses delivered by multiple units at ASU (College of Health Solutions, School of Human Evolution and Social Change; College of Liberal Arts and Sciences); 11 courses delivered by UNSW; a minimum of one six-credit hour required capstone experience with one of the PLuS Alliance universities; and two jointly developed courses (Indigenous Health and Comparative Health Systems).

2. Student Learning Outcomes and Assessment Methods

A. Knowledge, competencies, and skills

The Bachelor of International Public Health advances the core principles of the PLuS Alliance by developing solutions to global challenges and generating social impact in health and health care. This degree is designed to build and strengthen the international public health workforce and includes coursework from three leading universities: ASU, University of New South Wales, and King's College. Aligned with US accreditation standards in public health, the coursework teaches new approaches to emerging public health issues including health promotion, communicable disease prevention, environmental health, public health surveillance and global health management. Students will complete a capstone experience in their area of interest which will prepare them for careers in global health policy, data and informatics, systems thinking, and community-based care.

Outcome 1: Graduates of the BIPH will be able to communicate evidence-based public health information through a variety of media and to diverse audiences.

Outcome 2: Graduates of the BIPH will be able to locate, evaluate and synthesize public health information.

Outcome 3: Graduates of the BIPH will develop an intrinsic appreciation of the value of diverse perspectives throughout health and health care.

B. Assessment

The Bachelor of International Public Health (BIPH) curriculum is aligned with the Council on Education for Public Health undergraduate accreditation standards. Therefore, we'd like to propose using the CEPH Public Health Bachelor's Degree Foundational Competencies as a framework for assessment:

Measure 1.1	All students will successfully prepare a digital portfolio, an accumulation of academic projects reflective of the undergraduate experience in HCD 483 - Capstone.
Performance Criterion 1.1	80% or more of students will receive a grade of C of better on the digital portfolio using a faculty-developed rubric in HCD 494 - Capstone
Measure 1.2	HCD 400 – Interpreting Scientific Literature: sampled projects (e.g. collaborative fields reports, case studies, and/or reports).
Performance Criterion 1.2	80% or more of sampled projects will receive a grade of C or better using a faculty-developed rubric in HCD 400 – Interpreting the Scientific Literature.
Measure 1.3	ASU exit surveys ask whether students are employed, and how closely related their job is to their undergraduate program at ASU.
Performance Criterion 1.3	80% or more of BIPH graduates report that they are employed in a field related or closely related to their degree program.
Measure 2.1	Development of project proposal in HCD 483 – Capstone.
Performance Criterion 2.1	90% or more of student proposals will be evaluated at Satisfactory or higher, using a faculty-developed rubric in HCD 494 - Capstone.
Measure 2.2	Completion of evidence-based, written projects in PBH 435.
Performance Criterion 2.2	80% or more of sampled papers will receive a grade of C or better using a faculty-developed template and rubric in PBH 435 – Environmental and Occupational Health
Measure 3.1	MED 300: critical reflection paper
Performance Criterion 3.1	80% or more of sample critical reflection papers will receive a grade of C or better, using a faculty-developed rubric in MED 300: Historical and Contemporary Issues in Health
Measure 3.2	MED 300: final paper – critical analysis
Performance Criterion 3.2	80% or more of sample final papers will receive a grade of C or better, using a faculty-developed rubric in MED 300: Historical and Contemporary Issues in Health
Measure 3.3	Examine the influence of culture on health, health care professionals and health disparities in the U.S.
Performance Criterion 3.3	75% or more of students will earn a grade of C or better using a faculty-developed rubric on the final project.

3. Academic and Curriculum Requirements

A. Major Map.
Attach a copy of the "proposed" major map for this degree program. Instructions on how to create a "proposed major map" in BAMM can be found in the Build a Major Map Training Guide.

B. Summary of credit hours required for this program
Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
First Year Composition	6
ASU 101 (or Equivalent)	1
General Studies	9
Core/required courses	54
Program specific electives	0
Additional requirements Electives	23
Other; please explain UNSW courses	27
Total	**120**

C. Core/Required Courses.

 i. Total required and/or core course credit hours: 51 credit hours

 ii. List the prefix, number, name and credit hours for each required/core course for this program
  ASB 100 Introduction to Global Health (SB & G) (3)
  ASB 301 Global History of Health (SB & G & H) (3)
  BIO 181 General Biology I (SQ) (4)
  BIO 201 Human Anatomy and Physiology I (SG) (4)
  CHS 308 Comparative Health Systems (3)
  HCD 201 Economics for Health Majors (3)
  HCD 210 Cultural Aspects of Health (C) (3)
  HCD 300 Biostatistics (CS) (3)
  HCD 302 Health Care Management (3)
  HCD 332 Health Care Legislation (3)
  HCD 400 Interpreting the Scientific Literature (3)
  HCD 482 Capstone I (1)
  HCD 483 Capstone II (3)
  IBC 410 Behavioral and Mental Disorders (3)
  MAT 117 College Algebra (MA) (3)
  MED 300 Historical and Contemporary Issues in Health (L) (3)
  MED 445 Science of Helping in Health (3)
  PBH 435 Environmental and Occupational Health (3)

D. Program Specific Electives.

 i. Total required program elective credit hours: n/a
 ii. List the prefix, number, name and credit hours for any program specific electives for this program: n/a

E. Additional Program Requirements, if any:
List and describe any capstone experiences, milestone, and/or additional requirements.
 General Studies (9 credit hours):
 Humanities, Arts and Design (HU) (3)
 Humanities, Arts and Design (HU) OR Social/Behavioral Science (SB) (3)
 Literacy and Critical Inquiry (L) (3)

 Additional Requirements (23 credit hours):
 Electives (23)

 Other requirements -- coursework developed and delivered by UNSW (27 credit hours):
 CHS 201 (PHCM 1001) International Indigenous Health (3)
 CHS 301 (PHCM 2001) Epidemiology for International Public Health (3)
 CHS 303 (PHCM 2003) Health Promotion (3)
 CHS 304 (PHCM 2004) Communicable Disease (3)
 CHS 305 (PHCM 2005) Principles of Prevention & Public Health Surveillance (3)
 CHS 306 (PHCM 2006) Public Health Policy and Programs (3)
 CHS 307 (PHCM 2007) Health Leadership (3)
 CHS 309 (PHCM 2009) Global Health and Lifestyle Disease (3)
 CHS 401 (PHCM 3001) Ethics in Public Health (3) (propose to use as HU)

F. Concentrations

 I. Are any concentrations to be established under this degree program? No, concentrations will not be established.

 II. If yes, are concentrations required? No, concentrations will not be required.

 III. List courses & additional requirements for the proposed concentration (s):

Concentrat Name	Total credit hours	Core/Required for Concentration (Prefix, # & Title)	Tota Core cred hour	Program Specific Electives (include course and prefix)	Total Electi credit hours	Additional Requirement (i.e. capstones)

4. New Course Development

A. Will a new course prefix (es) be required for this degree program? No If yes, list prefix name(s) (i.e. ENG- English)

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: New prefix request form.

B. New Courses Required for Proposed Degree Program.
List all new courses required for this program, including course prefix, number and course description.

HCD 482 Capstone I (1)
- First course in capstone sequence for PLuS Alliance Bachelor of International Public Health majors wherein a student identifies a project to complete in Capstone II and conducts background research. Projects are related to broad topics explored during prior coursework in the program.

HCD 483: Capstone II (3)
- Capstone II projects are identified in conjunction with and overseen by capstone coordinator, industry partners, and often a health care organization or health agency. These projects are an extension of the background research done in Capstone I. Projects are related to broad topics explored during the prior coursework in the program.

CHS 308 Comparative Health Systems (3)
- Principles and practice of health system analysis, the sources and utilization of information relating to health services, and frameworks for assessing health systems performance. Examine the constitutional, legal, economic, social, and political environments within which health care systems operate. Compare different models of health system funding and operation. Review of different health services organization and management, health service financing arrangements and, the health workforce.

These new courses will be created using the PLuS Alliance New Course Form. Curriculum will be developed and delivered by UNSW:

CHS 201 (PHCM 1001) International Indigenous Health (3)
- Covers contextual and historical foundations of Indigenous peoples? health. Provides greater understanding of the health disparities between Indigenous and non-Indigenous peoples. Highlights the importance of a rights-based approach and self-determination to Indigenous health. Discusses government policies that impact upon the health outcomes of Indigenous populations, and assesses programs and strategies designed to address and promote health and wellbeing.

CHS 301 (PHCM 2001) Epidemiology (3)
- Epidemiology and its use in public health research and practice. This course introduces students to epidemiological principles and methods. It aims to enable students to apply an epidemiological approach to the study of disease and illness, to interpret and assess the quality of evidence of a range of study designs and report on epidemiological research.

CHS 303 (PHCM 2003) Health Promotion (3)

- Introduces core theories, principles and concepts in health promotion. Examines the social determinants of health, health literacy and health education, and the foundations of health promotion. Explores health promotion approaches to address global health issues through contemporary perspectives. Develops student's understanding of multiple varied definitions of health, the Ottawa Charter action areas, and models of health behavior change.

CHS 304 (PHCM 2004) Communicable Disease (3)

- This course will introduce students to the burden of infectious or communicable disease worldwide. The course will cover the theory of transmission modes, surveillance, outbreak investigation, current disease control and management strategies, and emerging and re-emerging infections. Challenges in communicable disease control will be highlighted.

CHS 305 (PHCM 2005) Principles of Prevention & Public Health Surveillance (3)

- This course introduces the basic concepts of disease prevention in public health. Emphasis is placed on the tools, approaches and methodologies to control and prevent disease, particularly through public health surveillance. Different types of surveillance systems and scope of preventive medicine are described. Current issues in disease prevention are discussed. Students develop the skills to evaluate disease surveillance and preventive interventions in practice.

CHS 306 (PHCM 2006) Public Health Policy and Programs (3)

- The overall aim of this course is to enable students to develop their understanding of both public health policy and programs as a part of public health practice. Knowledge of the concept and role of policy is provided and the key concepts, models and approaches to designing and evaluating public health programs.

CHS 307 (PHCM 2007) Health Leadership (3)

- Public health leadership and management. Key concepts, theories and evidence informed approaches to leading and driving improvement in health service delivery and population health outcomes. Uses range of self-evaluation tools, case studies and individual and group activities to promote critical thinking, effective teamwork and reflective practice in health leadership.

CHS 401 (PHCM 3001) Ethics in Public Health (3) (propose to use as HU)

- Examines ethical theories and principles, and key legal concepts, and their application to healthcare and public health contexts. The aim of this course is to consider ethical issues pertinent to public health and healthcare. The course examines the ethical challenges of balancing the interests of individuals and communities within a healthcare context which is costly, complex and increasingly globalised. While the focus is on public health ethics which includes health policy and promotion, clinical and research ethics will also be examined as integral components of contemporary, cutting-edge healthcare service and delivery.

CHS 309 (PHCM2009) Global Health and Lifestyle Disease (3)

- Examines perspectives of the epidemiological transition in terms of the global burden of disease from communicable disease to non-communicable diseases and injuries. Addresses lifestyle diseases, including cardiovascular disease, type II diabetes, certain cancers, chronic lung disease, obesity and their associated risk factors (unhealthy diet, physical inactivity, tobacco use and alcohol use), with a focus on the challenges faced by developing countries and rapidly-growing economies. Provides students with an increased understanding of the effects of lifestyle behaviours on health and ideas and tools for positive change on the personal, population and global health level.

Note: New course requests must be submitted electronically via Curriculum ChangeMaker and undergo all internal university review and approval steps including those at the unit, college, and university levels.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

In September 2016, the U.N. High-Level Commission on Health Employment and Economic Growth called for an investment in the global health workforce to help offset a projected shortfall of 18 million health workers. The demand is expected to grow to 40 million by 2030 due to aging populations, the worldwide rise of chronic non-communicable diseases, and the commitment by all UN member states to achieve universal health coverage by 2030. While at least 400 million people globally lack access to critical health care services, the U.N. and W.H.O. are committed to policies, practices, information access, and the workforce required for populations to receive care.

The most recent Report of the High-Level Commission on Health Employment and Economic Growth described the importance of a global "fit-for-purpose" workforce that will support the creation of 40 million new jobs, particularly in low- and middle-income countries by 2030. Critical needs include global health policy, data and informatics, systems thinking, ethics, economics, and community-based care.

This presents a unique opportunity for the PLuS Alliance to offer a multi-university degree that addresses market need, offers an innovative program model, and leverages the professional networks and academic expertise of faculty from the PLuS Alliance universities.

6. Impact on Other Programs

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

- School of Nutrition and Health Promotion - BS in Public Health. The degree program is currently offered as immersion only, with no plans to build and develop online. The curriculum is structured for students seeking post-graduate degrees and programs. The Bachelor of International Public Health integrates applied and systems-level coursework (management, chronic disease, mental health) to facilitate entry-level workforce development. We anticipate minimal competition. Letter of support from Steve Hooker, PhD, Interim Director and Associate Dean is included.
- School of Human Evolution and Social Change - BA in Global Health. The degree program is offered online with healthy enrollment. The curriculum is centered on social sciences and structured for students seeking post-graduate degrees and programs. We anticipate some impact on student enrollment, but this may be offset by our inclusion of an extensive list of SHESC elective coursework for students in this proposed major. Students in the Bachelor of International Public Health are required to take 2 six-credit courses from SHESC and may select from approx. 8 upper-division SHESC electives. Letter of support from Kaye Reed, Director and President's Professor is included.
- School for the Science of Health Care Delivery - Eight (8) courses in the Bachelor of International Public Health originate from the SHCD. At least two will need to be built for online delivery. Faculty may see online enrollment growth, which may necessitate additional resources (academic associates).
- College of Nursing and Health Innovation - BS in Community Health. The curricula and markets are significantly different (local communities vs. global). We include a letter of support with this proposal and will also include CONHI coursework as suggested electives..

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT

	1st Ye	2nd Year (Yr 1 + new	3rd Year (Yr 1 & 2 continuing new	4th Year (Yrs 1, 2, 3 continuing + entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	40	75	100	150	200

8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

The curriculum is aligned with the accreditation criteria for stand-alone baccalaureate programs by the Council on Education for Public Health (CEPH). Should we seek accreditation in the future, requirements include the following:
- Full-time doctoral-prepared faculty lead with expertise in international public health at each university

to build infrastructure and coordinate networks.
- Additional faculty with expertise in international public health (doctoral-prepared preferred) with the level of resources to be specified at each university depending on existing staff capacity and whether undergraduate program is already available (more support required where undergraduate program is not available.)
- Evidence of student advising and resources (ADA resources, writing center, distance education support, career coaching). It is strongly recommended to have 1.0 FTE staff support at each university to oversee program logistics, capstone coordination, agency partnership, data collection for possible accreditation, retention and recruitment.

9. Faculty & Staff

A. **Current faculty**
List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculties who will teach in the program.

Ellen Green, PhD, Assistant Professor, Economics, HCD 201, 10%
Bettie Coplan, PA-C, Clinical Assistant Professor, Primary Care and Prevention, MED 445, 10%
Alison Essary, DHSc, Clinical Associate Professor, Family Medicine, MED 300, 10%
Katie Pine, PhD, Assistant Professor, Patient Experience / Service / Management, HCD 302, 10%
Swapna Reddy, JD, Clinical Assistant Professor, Law and Health Policy, HCD 332, 10%
Mac McCullough, PhD, Assistant Professor, Health Services Research, HCD 400, 10%

B. **New Faculty:**
Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

Leadership anticipates hiring two (2) new doctoral-prepared faculty (T/TT preferred). Faculty will support the new course offerings (course development, program development, course delivery), and provide mentorship for new and continuing students. These faculty hires may require investment from the Office of the Provost.

Additionally, the program will likely require staff investment, including one Capstone Coordinator and one Academic Success Specialist.

Additional faculty will be hired using enrollment growth funds as the program expands.

C. **Administration of the program.**
Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The degree will initially be administered through the School for the Science of Health Care Delivery in the College of Health Solutions. It is anticipated that the College of Health Solutions' Office of Student Services, with the addition of an advisor and coordinator, will be able to adequately support this degree program. The College of Health Solutions Office of Student Services will work closely with enrollment coaches at ASU Online / Ed Plus to ensure messaging and service are consistent.

10. Resources (necessary to launch and sustain the program)

A. **Required resources:**
Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

As noted above, additional faculty and staff will likely be needed to ensure course development, delivery and program coordination and development occurs.

B. **Resource acquisition:**
Explain how the resources to support this program will be obtained.

Faculty and staff hires may require investment from the Office of the Provost.

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
(This information is used to populate the Degree Search/catalog website.)

1. **Program Name (Major):** Bachelor of International Public Health

2. **Marketing Description** (50 words maximum)
    The PLuS Alliance BIPH is an innovative, 21st century public health degree program that provides students with the knowledge and skillsets they need to succeed in today's fast-paced public health landscape, including global practical experiences, and a digital and innovative mindset needed to tackle the complexities of health issues affecting local and global populations.

3. **Program Description** (150 words maximum)

    The Bachelor of International Public Health advances the core principles of the PLuS Alliance by developing solutions to global challenges and generating social impact in health and health care. This degree program is designed to build and strengthen the international public health workforce and includes coursework from three leading universities: ASU, the University of New South Wales and King's College. Aligned with U.S. accreditation standards in public health, the coursework teaches new approaches to emerging public health issues including health promotion, communicable disease prevention, environmental health, public health surveillance and global health management.

    Students also have the opportunity to study abroad through optional faculty-led Global Intensive Experiences as well as semester, summer and spring break programs.

    In their final year, students will complete a capstone experience either locally or abroad in their area of interest, which will prepare them for careers in global health policy, data and informatics, systems thinking, and community-based care.

4. **Contact and Support Information**

    Building code and room number: *(Search ASU map)* HLTHS 444AA

    Program office telephone number: (*i.e. 480-965-2100*) 602-496-3300

    Program Email Address: chs@asu.edu

    Program Website Address: https://chs.asu.edu/programs/schools/school-science-health-care-delivery/programs

5. **Delivery/Campus Information Delivery:**   ASU Online only

    Note: Once students elect a campus or Online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request

6. **Campus/Locations:** *indicate **all** locations where this program will be offered.*

☐ Downtown Phoenix   ☐ Polytechnic   ☐ Tempe   ☐ Thunderbird   ☐ West   Other: Online only

7. Additional Program Description Information

A. Additional program fee required for this program?   Yes

B. Does this program have a second language
requirement?   No

8. Career Opportunities

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

The most recent report of the United Nations High-Level Commission on Health Employment and Economic Growth described the importance of a global workforce that will support the creation of 40 million new jobs, particularly in low- and middle-income countries by 2030. Critical needs include global health policy, data and informatics, systems thinking, ethics, economics and community-based care.

Specific career titles include:
- education coordinator
- health coach
- program coordinator
- program manager
- program officer
- project analyst
- research associate
- research manager

Commonly cited hiring organizations include the Peace Corps, the United States Agency for International Development, the Centers for Disease Control and Prevention, the World Health Organization, the United Nations Children's Fund, and other nongovernmental organizations. Other opportunities include postgraduate fellowships with the CDC and UNICEF, among others.

9. Additional Admission Requirements

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

No additional admissions requirements. Students adhere to usual ASU new student and transfer admissions requirements.

10. Additional Change of Major Requirements

If applicable list any additional requirements for students who may change their major into this program. If there are no additional requirements, please add the following text: A current ASU student has no additional requirements for changing majors. Please see https://students.asu.edu/changingmajors for information about how to change the major to this program.)

A current ASU student has no additional requirements for changing majors. Students should see https://students.asu.edu/changingmajors for information about how to change the major to this program.

11. Keywords

List all keywords used to search for this program. Keywords should be specific to the proposed program. health, international health, global health, public health

12. Advising Committee Code

List the existing advising committee code to be associated with this degree.
UGNH04

Note: If a new advising committee needs to be created, please complete the following form: Proposal to create an undergraduate advising committee

13. First Required Math Course

List the first math course required in the major map. MAT 142

14. WUE Eligible:

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE? No
Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

15. **Math Intensity:**
    a. List the highest math course required on the major map. (This will not appear on Degree Search.) MAT 117

    b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: https://catalog.asu.edu/mathintensity General

16. **ONET codes**
    Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: http://www.onetonline.org/crosswalk/SOC/.

    Instructional (education) coordinator: 25-9031
    Health educator: 21-1091
    Logistics (program) manager: 11-3071.03
    Medical and health services (program) manager: 11-9111.00
    Clinical research coordinator: 11-9121.01
    Social and community service manager: 11-9151.00
    Operations research analyst: 15-2031.00
    Environmental science and protection technicians, including health: 19-4091.00
    Community health worker: 21-1094.00

17. **Area(s) of Interest**
    A. Select **one (1)** primary area of interest from the list below that applies to this program.

    ☐ **Architecture & Construction**   ☒ **Health & Wellness**
    ☐ **Arts**   ☐ **Humanities**
    ☐ **Business**   ☐ **Interdisciplinary Studies**
    ☐ **Communications & Media**   ☐ **Law, Justice, & Public Service**
    ☐ **Computing & Mathematics**   ☐ **STEM**
    ☐ **Education & Teaching**   ☐ **Science**
    ☐ **Engineering & Technology**   ☐ **Social and Behavioral Sciences**

    ☐ **Entrepreneurship**   ☐ **Sustainability**
    ☐ **Exploratory**

    B. Select **one (1)** secondary area of interest from the list below that applies to this program.

    ☐ **Architecture & Construction**   ☐ **Health & Wellness**
    ☐ **Arts**   ☐ **Humanities**
    ☐ **Business**   ☐ **Interdisciplinary Studies**
    ☐ **Communications & Media**   ☐ **Law, Justice, & Public Service**
    ☐ **Computing & Mathematics**   ☐ **STEM**
    ☐ **Education & Teaching**   ☒ **Science**
    ☐ **Engineering & Technology**   ☐ **Social and Behavioral Sciences**
    ☐ **Entrepreneurship**   ☐ **Sustainability**
    ☐ **Exploratory**

2018 - 2019 Major Map
International Public Health, (Proposed)

School/College:
TTVENIX

Term 1 - A 1 - 8 Credit Hours **Critical course signified by** ♦	Hours	Minimum Grade	Notes
ENG 101 or ENG 102: First-Year Composition OR ♦ ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	• An SAT, ACT, Accuplacer, IELTS or TOEFL score determines placement into first-year composition courses
ASU 101-UC: The ASU Experience	1		• ASU Math Placement Exam score determines placement in Mathematics course
BIO 181: General Biology I (SQ)	4	C	• ASU 101 or College specific equivalent First Year Seminar required of all freshman students
Term hours subtotal:	8		• Network in your career interest area.

Term 1 - B 9 - 14 Credit Hours **Critical course signified by** ♦	Hours	Minimum Grade	Notes
ENG 101 or ENG 102: First-Year Composition OR ♦ ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	• View ASU Online first-time freshmen registration information here.
MAT 117: College Algebra (MA)	3	C	
Term hours subtotal:	6		

Term 2 - A 15 - 21 Credit Hours	Hours	Minimum Grade	Notes
ASB 100: Introduction to Global Health (SB & G)	3	C	• Join a student club or professional organization.
BIO 201: Human Anatomy and Physiology I (SG)	4	C	
Term hours subtotal:	7		

Term 2 - B 22 - 30 Credit Hours **Critical course signified by** ♦	Hours	Minimum Grade	Notes
♦ HCD 210: Cultural Aspects of Health (C)	3	C	• Develop your skills.
CHS 201: International Indigenous Health	3	C	
Elective	3		
Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Term hours subtotal:	9		

Term 3 - A 31 - 36 Credit Hours	Hours	Minimum Grade	Notes
CHS 301: Epidemiology for International Public Health	3	C	• Courses offered by University of New South Wales.
HCD 300: Biostatistics (CS)	3	C	
Term hours subtotal:	6		

Term 3 - B 37 - 39 Credit Hours **Critical course signified by** ♦	Hours	Minimum Grade	Notes
CHS 303: Health Promotion	3	C	• Courses offered by University of New South Wales.
♦ Complete First-Year Composition requirement.			
♦ Complete Mathematics (MA) requirement.			
Term hours subtotal:	3		

Summer 3 40 - 48 Credit Hours Critical course signified by ❗	Hours	Minimum Grade	Notes
❗ CHS 306: Public Health Policy & Programs	3	C	• Courses offered by University of New South Wales.
CHS 304: Communicable Disease	3	C	
CHS 307: Health Leadership	3	C	
Term hours subtotal:	9		

Term 4 - A 49 - 54 Credit Hours Critical course signified by ❗	Hours	Minimum Grade	Notes
❗ CHS 305: Principles of Prevention & Public Health Surveillance	3	C	• Courses offered by University of New South Wales.
CHS 309: Global Health and Lifestyle Disease	3	C	
Term hours subtotal:	6		

Term 4 - B 55 - 60 Credit Hours	Hours	Minimum Grade	Notes
Complete 2 courses: Elective	6		
Term hours subtotal:	6		

Term 5 - A 61 - 66 Credit Hours	Hours	Minimum Grade	Notes
IBC 410: Behavioral and Mental Disorders	3	C	
Upper Division Humanities, Arts and Design (HU) (CHS 401 recommended)	3	C	
Term hours subtotal:	6		

Term 5 - B 67 - 72 Credit Hours	Hours	Minimum Grade	Notes
PBH 435: Environmental and Occupational Health	3	C	• Develop your professional online presence.
Elective	3		
Term hours subtotal:	6		

Summer 5 73 - 81 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ HCD 332: Health Care Legislation	3	C	
CHS 308: Comparative Health Systems	3	C	
HCD 201: Economics for Health Majors	3	C	
Term hours subtotal:	9		

Term 6 - A 82 - 87 Credit Hours	Hours	Minimum Grade	Notes
ASB 301: Global History of Health (SB & G & H)	3	C	• Secure a part time job or volunteer experience.
HCD 400: Interpreting the Scientific Literature	3	C	
Term hours subtotal:	6		

Term 6 - B 88 - 96 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ MED 300: Historical and Contemporary Issues in Health (L)	3	C	
Humanities, Arts and Design (HU)	3		
Elective	3		
Term hours subtotal:	9		

		Minimum	

Term 7 - A 97 - 102 Credit Hours Necessary course signified by ⭐	Hours	Grade	Notes
⭐ HCD 482: Capstone I	1	C	
Complete 2 courses: Elective	5		
Term hours subtotal:	6		

Term 7 - B 103 - 108 Credit Hours	Hours	Minimum Grade	Notes
HCD 302: Health Care Management	3	C	• Research employment opportunities.
Elective	3		
Term hours subtotal:	6		

Term 8 - A 109 - 114 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ HCD 483: Capstone II	3	C	• Gather professional references.
Literacy and Critical Inquiry (L)	3		
Term hours subtotal:	6		

Term 8 - B 115 - 120 Credit Hours	Hours	Minimum Grade	Notes
MED 445: Science of Helping in Health	3	C	• Apply for full time career opportunities.
Humanities, Arts and Design (HU) OR Social-Behavioral Sciences (SB)	3		
Term hours subtotal:	6		

Hide Course List(s)/Track Group(s)

Total Hours: 120
Upper Division Hours: 45 minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00 minimum
Total hrs at ASU: 30 minimum
Hrs Resident Credit for
Academic Recognition: 56 minimum
Total Community College Hrs: 64 maximum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2018 - 2019 academic year.

January 10, 2017

Minutes: School for the Science of Health Care Delivery undergraduate curriculum committee

Topic: Proposal, Bachelor of International Public Health

Attendees: Cristi Coursen, Adrienne White, Swapna Reddy, Alison Essary (chair)

Summary: On January 10, 2017 the School for the Science of Health Care Delivery undergraduate curriculum committee unanimously approved the proposal for the undergraduate degree, Bachelor of International Public Health – in International Public Health.

The proposal will be sent forward for review by the College of Health Sciences curriculum committee, February 2017.

Respectfully submitted,

Alison C. Essary, DHSc, MHPE, PA-C
Director of Strategic Academic Initiatives, College of Health Solutions
Associate Director | Clinical Associate Professor, School for the Science of Health Care Delivery
Faculty, Barrett, the Honors College | Program Coordinator, Medical Studies

Alison C. Essary, DHSc, MHPE, PA-C
Director of Strategic Academic Initiatives, College of Health Solutions
Arizona State University
550 N. 3rd Street
Phoenix, AZ 85004

January 9, 2017

Dear Alison;

This letter will provide the School of Nutrition and Health Promotion's (SNHP) support for the International Public Health undergraduate degree proposed by the PLuS Alliance. We view this as an innovative and much desired degree to serve the growing need of public health workers throughout the world. As requested, we will offer the assistance of our faculty and/or courses within our two complimentary undergraduate degrees: Health Education and Health Promotion and Public Health. In addition to discipline specific content knowledge, our faculty have superb online course design and instructional skills.

We wish each of the PLuS Alliance partners the highest level of success in developing and delivering the proposed degree and stand ready to assist as opportunities arise.

Sincerely,

Steven P. Hooker, PhD, FACSM, FNAK
Interim Director, School of Nutrition and Health Promotion

January 4, 2017

Alison C. Essary, DHSc, MHPE, PA-C
Director of Strategic Academic Initiatives
College of Health Solutions
550 North 3rd Street
Phoenix, AZ 85004

Dear Dr. Essary,

I am very pleased to be able to write a letter of support for your proposed Bachelor's program in International Health. The degree seems very timely and, above all, unique. The interface of three universities across the globe, delivering the curriculum in succeeding years is a great use of talent.

Sincerely,

Kaye E. Reed
President's Professor
Director

School of Human Evolution and Social Change
an academic unit of the College of Liberal Arts and Sciences
PO Box 872402 Tempe, AZ 85287-2402
(480) 965-6215 Fax: (480) 965-7671
shesc.asu.edu

March 2, 2017

Alison C. Essary, DHSc, MHPE, PA-C
Director of Strategic Academic Initiatives, College of Health Solutions
Arizona State University
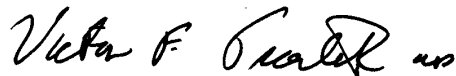550 N. 3rd Street
Phoenix, AZ 85004

RE: Letter of Support for International Public Health Online Degree

Dear Dr. Essary:

I am writing in full support of the Bachelor of International Public Health – in International Public Health online degree built along with our PLuS Alliance partners the University of New South Wales (Australia) and King's College (London). We are extremely excited to be able to reach out to students around the world with our partners to provide knowledge and help deal with problems of health and healthcare.

We will be ready to offer the degree in Spring 2018. Thank you for the opportunity to carry out our work to a larger audience.

Sincerely,

Victor F. Trastek, MD
Director, School for the Science of Health Care Delivery
College of Health Solutions
Arizona State University

Dear Alison – We have reviewed your proposed Bachelor Degree in International Health. Your proposal does not duplicate or compete with degrees currently offered by the College of Nursing and Health Innovation. We ask that you consider including some of the courses offered in our Baccalaureate Health Undergraduate degrees as electives or a required course in your major map. Specific courses for your consideration include:

 HCR 230 Culture and Health

 HCR 210 Clinical Health Care Ethics

HCR 336 Environmental Community Health

On behalf of the College of Nursing and Health Innovation we support your proposal.

Best,

Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN

Associate Dean of Academic Affairs

College of Nursing and Health Innovation

Arizona State University

(P) 602-496-1719

(F) 602-496-0545

 <mailto:Katherine.kenny@asu.edu> Katherine.kenny@asu.edu

To: Alison Essary
From: Casey Evans
Date: February 8, 2017
Subject: Bachelor of International Public Health in International Public Health

Dear Alison,

Congratulations!

The Bachelor of International Public Health in International Public Health program has received support from Dean Philip Regier to be offered through ASU Online. This program must complete university governance reviews for formal approval. Please include this support memo along with your proposal submission when it is submitted formally to the university (to curriculumplanning@asu.edu) by your dean or their designee.

Please note that in order to proceed with implementation you must receive final approval to launch an online program from the University Provost.

Once again, congratulations! We are excited to work with you on your new program.

Thank you!

Casey Evans

Associate Director, Program and Project Management
EdPlus at ASU
Arizona State University
Phone: (480) 884-1631
Casey.l.evans@asu.edu

CC: Katie Jensen