



Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Directions for submitting a request for approval of undergraduate degrees/degree programs

University System of Ohio (USO) institutions requesting approval from the Chancellor of the Ohio Board of Regents to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, assistant director for program development and approval, at (614) 728-3095 or mexline@regents.state.oh.us. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is preferred. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a CD or "flash drive" and then mail the CD or flash drive to our office.

**REQUEST FOR APPROVAL
SUBMITTED BY:**

Wright State University

Bachelor of Science and Bachelor of Art in Public Health

February 24, 2017

REQUEST

Date of submission: February 24, 2017

Name of institution: Wright State University

Degree/degree program title: Bachelor of Science and Bachelor of Art in Public Health

Primary institutional contact for the request

Name: Courtney Smith

Title: Academic Advisor

Phone number: 937-775-5083

E-mail: courtney.smith@wright.edu

Delivery sites:

(List all sites where the proposed program will be delivered)

Wright State University Dayton Campus: 3640 Colonel Glenn Hwy Dayton, OH 45435

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors):

Proposed start date: August 28th, 2017

Institution's programs: associate, bachelor, master, doctorate

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure **No**

Endorsement **No**

SECTION 1: INTRODUCTION

1.1 *Provide a brief summary of the request that will serve as an introduction for the reviewers.*

Wright State University is applying for acceptance of a new major in *Public Health* that will be housed in the Department of Biological Sciences. As public health is a broad multifaceted field we will offer a bachelor's of science degree and bachelor's of art degree. Individuals obtaining their BS in Public Health will be well prepared for rigorous science careers including but not limited to epidemiology, medicine, or biostatistics. The BA degree tends to attract individuals more focused on the socio-cultural, socio-economical, and health policy aspects of public health as well as careers in community health. Both degrees will train and educate scientists to work in public health. The Public Health undergraduate program was developed entirely from existing courses at WSU and intentionally crafted with student success, retention, and career goals as its focus. Currently Wright State University has a Master's of Public Health (MPH) within the Boonshoft School of Medicine and offering an undergraduate degree in Public Health will provide WSU students with the ability to enter a wide variety of fields including MPH programs, science and non-science based graduate programs, and the workforce in a diverse range of careers.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- *Original date of accreditation: 07/26/1968*
- *Date of last review: 06/28/2016*
- *Date of next review: 2025-2026*

2.2 Results of the last accreditation review

- *Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.*

On July 1, 2016, Wright State received a letter from the Institutional Actions Council of the Higher Learning Commission continuing our accreditation. In that letter the Commission requested a report due in June 2017 on our operations, specifically asking for evidence of a more extensive compliance program. All academic-related aspects were found satisfactory. The action letter is attached in Appendix 1.

2.3 Notification of appropriate agencies

- *Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. **Provide documentation of the notification as an appendix item.***

The Ohio Department of Higher Education has been informed of our intent to develop a new undergraduate Public Health program (BA & BS) via an Initial Inquiry Form (Appendix 2). Jane Fullerton was assigned as our institutional mentor; both she and Matt Exline have been consulted at

various points regarding the approval process.

To our knowledge, there are no required regional accreditors for undergraduate public health programs.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

- *Insert/describe the institution's mission statement.*

We transform the lives of our students and the communities we serve.

We will:

1. Build a solid foundation for student success at all levels through high quality, innovative programs
2. Conduct scholarly research and creative endeavors that impact quality of life
3. Engage in meaningful community service
4. Drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually and personally

3.2 Organizational structure

- *Provide a copy of the institution's organizational chart as an appendix item.*

See Appendix 3.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

- *Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.*

The undergraduate Public Health Program (BS & BA) will be offered through the Department of Biological Sciences, which resides within the College of Science and Mathematics. The Office of the Provost oversees all colleges.

The Department of Biological Sciences is overseen by the Chair and the Associate Chair, who meet on a regular basis to discuss departmental needs and expectations pertaining to personnel, research, teaching, service, and all other relevant student, faculty, and staff matters.

Day-to-day operations of the Public Health Program will primarily be the responsibility of the Program Director (see below). The Program Director will report directly to the department Associate Chair, and will discuss issues and questions with the department during faculty meetings. Furthermore, the Program Director will meet with the departmental undergraduate curriculum committee and department and College of Science and Mathematics advising team to discuss programmatic issues and recommendations. Finally, the Program Director will report annual assessment findings to various College and University level entities (see Section 7). The Program Director will also present a summary of the program activities (statistics, progress, and shortfalls) to the entire department faculty during the Annual Faculty Retreat, which is held in summer. Any recommendations for changes in the program will be discussed with the Departmental Undergraduate Curriculum Committee and then the full department faculty, either at the annual retreat or at a regularly scheduled faculty meeting during the academic year (as needed).

- *Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.*

Courtney Smith, M.A., will serve as the *Program Director in the Department of Biological Sciences for the degree program in Public Health*. Her duties will include: (1) design or aid in the development of new courses; (2) teach sophomore seminar, senior capstone, and internship courses in the program; (3) serve as the academic advisor for undergraduate majors through the program; (4) serve in community outreach and recruitment efforts; (5) collect and evaluate data to assess student success during and after completion of the program; (6) work with faculty and outside organizations to optimize student internship opportunities; (7) develop and implement strategies for enhancing student retention. Courtney Smith's CV is attached (see Appendix 4)

- *Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.*

A Steering Committee for the Public Health degree program will be comprised of the participating faculty and the Program Director (Courtney Smith, M.A.) with oversight from the Department Chair,

Associate Chair, Dean of the College of Science and Mathematics (CoSM), Assistant Dean for Student Affairs in CoSM, and pertinent advisory staff within CoSM. This committee will meet to review assessment methods, student performance, student evaluations, and review the program's ability to meet industry needs of future Public Health professionals. The Steering Committee will make recommendations for changes or improvements to the Department Undergraduate Curriculum Committee, which will be discussed at a regularly scheduled faculty meeting during the academic year or at the Department of Biological Sciences Annual Faculty Retreat. If necessary, the Steering Committee will meet more frequently to review any changes planned for implementation.

The Program Director in consultation with the Steering Committee will generate data for assessment in the form of graduation exit surveys as well as more in-depth focus group data. The Program Director will work with WSU's Institutional Research division to gather National Clearinghouse data for graduates of the program. This data will track students after graduation to generate a database of information about student's progress in their further educational pursuits and successes. This information will be used to modify and make improvements to the program in accordance with student views.

4.2 Program development

- *Describe how the proposed program aligns with the institution's mission.*

The mission of Wright State University is: To transform the lives of our students and the community we serve by: *(1) building a solid foundation for student success at all levels through high quality, innovative programs; (2) conducting scholarly research and endeavors that impact quality of life; (3) engaging in meaningful community service; and (4) driving the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.*

The Public Health undergraduate program aligns with all the mission points stated above. With regard to point 1, our program was developed specifically with student success in mind such that foundational science courses were included in the curriculum to provide students with the skills to succeed as they advance in their academic careers. The curriculum was carefully crafted to provide our future public health professionals with the relevant industry coursework that will transform them from academic students to professional leaders in the field. The program focuses on measurable student learning outcomes, using assessments and activities that align with those outcomes. The Public Health program is based on providing a unique and innovative approach that will train scientists to develop skills in leadership and communication and apply them in the field with experiential learning. The program's home department (Department of Biological Sciences) is actively engaged in scientific research, which directly addresses point 2. Students in the Public Health program will have the opportunity to work in one of many research laboratories within the Department of Biological Sciences, College of Science and Mathematics, or other laboratories on or off campus. Most of this research is clinically relevant, which has potential health benefits and impacts quality of life. In regards to point 3, our program requires a minimum 300-hour internship in the field of Public Health and the goals and outcomes for this course include a significant component of community service. Students will be engaged in meaningful opportunities of transforming themselves and the local and global communities they serve, as these types of experiences are required in several courses in the Public Health program. WSU also offers many other service opportunities to students throughout the year and that combined with service built into the program will be transformative for our students individually and the public health community as a whole. Regarding point 4, our students will receive guidance for their professional career development throughout their time in the program. The introductory course in their

freshman year (BIO 1080) will provide insight into the goals, history, and future of public health and includes a service learning project so that our students start to develop professionally, intellectually, and personally the ability to engage in public and community health. Their sophomore year includes an Orientation/Career Seminar (BIO 2100), which provides students with an opportunity to explore the vast potential of jobs in our region, state, country, and beyond. The development and growth of our students continues into their junior and senior years with a required Public Health internship and capstone course. These experiences will empower our Public Health students to be leaders, experts, and advocates in Public Health in our local and global communities.

- *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*

The Department of Biological Sciences did not employ a formal contract company to perform a needs assessment. Labor statistics indicate a national employment projection that favors growth in employment opportunities within the field of Public Health and students with Public Health degrees, and Ohio's labor market mirrors the national projections. The availability for an undergraduate degree in public health at Wright State University will fill a void in the area, as one does not exist within a 50-mile radius.

- *Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

The Department of Biological Sciences consulted with several local and state of Ohio Public Health professionals and educational experts in the field during the development of the program. WSU's Director of the Master's of Public Health was consulted as well as Public Health Education experts in WSU's College of Education and Human Services. The individuals provided insight and knowledge about public health as a career and as a graduate level pursuit, and also reviewed and provided feedback and critique of the proposed undergraduate degree program.

- *Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.*

Our undergraduate program was developed to align with the standards set forth by the Council on Education for Public Health (CEPH) as this group offers accreditation to standalone baccalaureate programs after two graduating classes. These standards focus on the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease; the foundations of social and behavioral sciences; basic statistics; and the humanities/fine arts. Although we do not intend to pursue accreditation at this time we have constructed our program on these principles, and as such the pursuit of accreditation can be made in the future if desired.

4.3 Collaboration with other Ohio institutions

- *Indicate whether any USO institutions within a thirty-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.*
- *Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.*

Not Applicable

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

- *Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.*

Students Directly Admitted from High School (Direct Admits). Requirements for direct admission into the Public Health degree program are in alignment with the Wright State University College of Science and Mathematics criteria, which can be found at:

<https://science-mathc.wright.edu/advising/admissions>.

These criteria include:

- Have a high school grade point average ≥ 3.00
- ACT Math score ≥ 22 or SAT Math score ≥ 520

Students Not Directly Admitted from High School (Non-Direct Admits). Students who intend to enter into the Public Health degree program but do not meet the criteria to be directly admitted will begin in University College. Once the student has satisfied the following criteria, they can be admitted into the Public Health degree program:

- Earned a grade of “C” or higher in one of the following courses: BIO 1050, BIO 1070, BIO 1080, BIO 1120, BIO 1150, CHM 1010, CHM 1020, or CHM 1210.
- Completion of at least 15 semester hours with a minimum cumulative GPA of 2.25.

Current students at Wright State University who are interested in adding or changing their major can also be admitted into the Public Health degree program by meeting the above criteria.

Transfer Students. Students interested in pursuing the Public Health degree program can be admitted into the program by meeting the same criteria as non-direct admit students:

- Earned a grade of “C” or higher in one of the following courses: BIO 1050, BIO 1070, BIO 1080, BIO 1120, BIO 1150, CHM 1010, CHM 1020, or CHM 1210.
- Completion of at least 15 semester hours with a minimum cumulative GPA of 2.25.

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*
 - *according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and*
 - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

The evaluation of transfer credit from public Ohio universities follows the policies of Ohio Department of Higher Education and are posted to the WSU Undergraduate Policies website: <http://www.wright.edu/academic-affairs/policies/ohio-articulation-and-transferpolicy>. These policies include accepting courses that have been approved as meeting the Ohio Transfer Module (OTM), Transfer Assurance Guides (TAG), Career Technical Assurance Guides (CTAGs), and Military Transfer Assurance Guides (MTAGs). When possible these same policies are applied towards private and non-Ohio universities. WSU has also established course equivalencies, articulation agreements, and partnerships with several Ohio community colleges, which facilitates the transfer of credit from those institutions.

It is WSU undergraduate policy to only accept courses from institutions that are regionally accredited, such as by the Higher Learning Commission. Exceptions to this policy are the acceptance of the American Council on Education's (ACE) recommendations for military occupations and training. WSU policy is to accept all ACE recommendations for the military (<http://www.wright.edu/academic-affairs/policies/transfer-credit-for-military-trainingexperience-and-coursework>). Students who took courses from non-regionally accredited institutions which were not part of the military may follow the university Prior Learning Assessment (PLA) policy. There is a \$150 fee to have material related to the learning outcomes of a specific WSU course assessed by exam or portfolio assessment. See <http://www.wright.edu/academic-affairs/policies/prior-learning-assessment-policy-and-form>.

International students must provide evidence that the course was taken at an institution approved by the country's ministry of education. International students must also meet the university's English language requirements. See <http://www.wright.edu/internationaleducation/international-students>.

Transfer credits are evaluated in the following manner:

- If the course is a TAG, CTAG, MTAG, OTM, or a course equivalency has already been created, the course is automatically accepted as the WSU course equivalent.
- If the course is accepted but has not been previously equated as a WSU, specific course, the Registrar will post the credit as UNK (Unknown) and give students the credit hours from the transferring institution.

The Biological Sciences Department can request evaluation of those courses listed as UNK by sending the Transfer Evaluation Form and the student's syllabus to the department that houses the transferrable course at WSU. The possible outcomes of this assessment are: A course equivalency is approved; The course remains UNK; There is no WSU course equivalency but the course is approved as meeting the OTM.

The Department of Biological Sciences has established a departmental Transfer Review Committee, consisting of the Undergraduate Program Director and an additional team member (faculty or advising staff appointed by the chair of the department), in order to review transfer student's courses, and determine which courses are eligible to be transferred. This will be done on a case-by-case basis. In the event that a course requested for transfer is deemed ineligible for transference to an existing course, then that course may be eligible to be applied as a public health elective course.

The WSU coordinator for transfer credit is Dr. Carl Brun, Assistant Vice President for University Curricular Programs, 280A University Hall, 937-775-2155, carl.brun@wright.edu. He is consulted when there are any student or faculty questions about implementing the transfer policy. Students may appeal the course equivalency decisions. See <http://www.wright.edu/academic-affairs/policies/prior-learning-assessment-policy-and-form>.

A list of courses available for TAG or OTM credit is included below.

OTM – First Writing Course

OTM – Second Writing Course

OTM – Arts and Humanities

BIO 1050, BIO 1070, BIO 1120, BIO 1150

CHM 1020, CHM 1210, CHM 1210L, CHM 2110, CHM 2110L, CHM 2120, CHM 2120L

PHY 1110, PHY 1110L, PHY 1120, PHY 1120L

MTH 1280, MTH 2300, STT 2640

PSY 1010

SOC 2000

5.2 Student administrative services

- *Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

Wright State University has excellent administrative services for students that are housed within RaiderConnect: <https://www.wright.edu/raider-connect>. RaiderConnect serves as students' primary point of contact for enrollment, records, financial aid, and payment. The RaiderConnect website is frequently updated and expanded to continually improve information and services to students.

5.3 Student academic services

- *Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

Wright State University also has exemplary student academic services including:

Academic Success Centers provide opportunities to enhance and sustain academic success across multiple disciplines, including mathematics and writing:

<https://www.wright.edu/universitycollege/academic-help>.

The Career Center provides many resources for students to explore majors and associated careers, build experience, and develop professional skills. These include assistance in writing resumes, practicing job interviews, networking opportunities, job fairs, and on-campus interviews with employers:
<https://www.wright.edu/career-center>.

The Office of Counseling and Wellness provides a wide range of therapeutic services ranging from mental health support to health promotion, and many others: <http://www.wright.edu/counseling-and-wellness>.

The Office of Disability Services is ranked as a national leader in accommodating students with disabilities, and assisting them as they transition into the professional world:
<https://www.wright.edu/disability-services>.

SECTION 6: CURRICULUM

6.1 Introduction

- *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

The Department of Biological Sciences will offer a program leading to a Bachelor of Science (BS) and a Bachelor of Art (BA) degree in public health. The curriculum offers students a broad, integrated, and intentional education in science while also incorporating a well-rounded approach to develop knowledge, skills and abilities beyond a traditional life science experience. This curriculum fosters critical thinking and scientific reasoning while expanding learning to develop other skills crucial for today's public health expert. Such skills will include scientific and technical writing, effective communication, leadership skills, community engagement, and a focus on community health. This program uniquely emphasizes scholastic coursework relevant to the scientist preparing to work in the diverse and dynamic field of public health.

The program's coursework focuses on foundational life science topics pertinent to public health including health and disease, food and nutrition, cells and genes, organisms and ecosystems, ecology and evolution, anatomy and physiology, and epidemiology and community health. It is supplemented with education in chemistry, statistics, psychology, and advanced coursework as well as professional development with the opportunity to work in the field of public health in a required on-site internship. This program will ensure that students are competitively prepared for careers in a variety of fields, including, but not limited to: public health, scientific research, medicine, education, public policy, nonprofit community organizations, city, county, state or other governmental departments or agencies, scientific writing, and law.

6.2 Program goals and objectives

- *Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.*

The objectives of the Public Health degree center around programmatic learning goals and core skills that not only provide an in-depth science education but aid students in developing skills necessary for future careers.

Undergraduate Public Health Program Learning Goals and Skills

- Students will be able to differentiate and define of structures and objectives of public health, including the history and philosophy of public health, key achievements, and explain the organization of the U.S. public health system and across the globe.
- Students will demonstrate comprehension of a foundational science education including epidemiology, health and disease, social and behavioral sciences, biological and life sciences, anatomy and physiology, chemistry, statistics, and scientific writing.
- Students will demonstrate comprehension of community health, humanities, ethics, leadership, and effective health communication.
- Students will apply leadership, communication skills, and community and public health knowledge through experiential learning activities including internships, service-learning projects, capstone senior seminars, research papers, honors theses, or other scholarly, cumulative, and integrative applied experiences to support academic and career goals.
- Students will design an academic plan for graduation and identify, write, and describe a plan for professional success in their career path.
- Students will demonstrate effective oral and written communication skills and relate public health information to diverse audiences.
- Students will apply critical thinking through independent learning and collaborations with colleagues, peers, and community members and identify, evaluate, and synthesize public health information.

6.3 Course offerings/descriptions

- *Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.*

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
Element 1: Communication	6s		X		X	Existing
Element 2: Mathematics STT 2640:	4s		X		X	Existing

Elementary Statistics or STT 1600: Statistical Concepts						
Element 3: Global Traditions (PPH 2000: Global Health Req)	6s		X		X	Existing
Element 4: Arts/Humanities	3s		X		X	Existing
Element 5: Social Sciences PSY 1010: Intro to Psychology (with lab) and another course	7s		X		X	Existing
Element 6: Natural Science BIO 1120: Cells and Genes (with lab) and BIO 1150: Organisms and Ecosystems (with lab)	8s		X		X	Existing
CHM 1210: General Chemistry 1 (with lab)	5s		X		X	Existing
CHM 1220: General Chemistry 2 (with lab)	5s		X		X	Existing
BIO 1050: Biology of Food (with lab) (BA)	4s	X			X	Existing
BIO 1070: Health and Disease (with lab) (BA)	4s	X			X	Existing
BIO 1080: Intro to Public Health	3s	X				Existing
BIO 2100: Orientation Seminar	1s	X				Existing
BIO 2110: Molecular and Classical Genetics (BS)	3s	X				Existing
BIO 2120: Cell Biology (BS)	3s	X				Existing
BIO 2310: Evolution and Ecology (with lab) (BA)	4s	X				Existing

BIO 4000: Senior Capstone*	1s	X				Existing
BIO 4900: Internship	5s	X				Existing
CHM 1010: Intro to Chemistry (BA)	3s	X				Existing
CHM 1020: Elementary Organic Chemistry (BA)	4s	X				Existing
CHM 2110: Organic Chemistry 1 (with lab) (BS)	5s	X			X	Existing
CHM 2120: Organic Chemistry 2 (with lab) (BS)	5s	X			X	Existing
PHY 1110: Principles of Physics 1 (with lab) (BS)	5s	X			X	Existing
PHY 1120: Principles of Physics 2 (with lab) (BS)	5s	X			X	Existing
ANT 3100: Human Structure and Function I (with lab) (BA)	4s	X				Existing
ANT 3120: Human Structure and Function II (with lab) (BA)	4s	X				Existing
MTH 1280: College Algebra (BA) MTH 2240: Applied Calculus (BS)	4s	X			X	Existing
EES 4720: Epidemiology and Community Health	3s	X				Existing
COM 3250: Health Communication	3s	X				Existing
PSY 3410: Lifespan Development (BA)	3s	X				Existing
Public Health Electives (BA)	26s	X				Existing
Public Health Electives (BS)	29s	X				Existing
General Elective (BS)	1s	X				Existing

* Three course options exist for the Public Health Senior Capstone: BIO 4000, BIO 4020, or BIO 4920. These courses are: Independent Study Capstone (4000), Current Literature (4020), and Senior Seminar (4920).

*Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items (Appendix 5).***

NOTE: The WSU Student Handbook can be found at: <https://www.wright.edu/student-supportservices/student-handbook>

ANT 3100 Human Structure and Function I: Anatomical terminology and the characteristics, maintenance and basis of life. Structure of cells emphasizing function. Body systems including integumentary system, skeletal system and articulations, nervous system, special senses and muscular system. Laboratory exercises use human donors.

ANT 3120 Human Structure and Function II: Endocrine system, cardiovascular system, lymphatic system, respiratory system, and urinary system. Acid-base balance, fluid balance, reproductive system and digestive system. Laboratory exercises use human donors.

BIO 1050 Biology of Food: Biological principles applied to the nature of food, its production, and use in the human body. Topics include molecular biology, photosynthesis, respiration, macro- and micronutrients, anatomy and function of digestion, nutrition, food labeling, food safety, and issues of feeding a rapidly growing human population. Three hours lecture, two hours lab.

BIO 1070 Health and Disease: Introduction to how the human body functions and the social, political, and cultural aspects of public health. Students will gain a deeper appreciation about health promotion and disease prevention, and acquire information that may help them to make health care decisions for themselves and their families. Three hours lecture, two hours lab.

BIO 1080 Introduction to Public Health: Concepts and practices in public health. Students will explore the history, purposes, structures, policies, and programs that contribute to the effort to create an environment that promotes healthful living, with application to domestic and international circumstances.

BIO 1120 Cells and Genes: Introduction to basic concepts of biology. Topics include genetics and the molecular and cellular basis for the unity of life. Three hours lecture, two hours lab.

BIO 1150 Organisms and Ecosystems: Introduction to basic concepts of biology. Topics include evolution, ecology, and the diversity of life. Three hours lecture, two hours lab.

BIO 2100 Orientation Sophomore Seminar: Overview of programs, career options, department activities, and research opportunities in the biological sciences.

BIO 2110 Principles of Molecular and Classical Genetics: Transmission, molecular and population genetics. Gene structure, allelic segregation, genic interactions, the regulation of gene expression and the genetic structure of populations.

BIO 2120 Cell Biology: Eukaryotic cell structure and function, including energetics and involvement of various organelles.

BIO 2310 Evolution and Ecology: Overview of the concepts of evolution and ecology. Examines the major reasons that populations of organisms change genetically over time, the basis of speciation and influences on organisms, and what determines the direction of those changes including interactions with the physical environment and other organisms. Community and ecosystem processes will be discussed. Labs will explore approaches including modeling and analysis of data. Integrated Writing course.

BIO 4000 Senior Capstone: Students research and evaluate scientific literature and techniques to create and give oral presentations. Integrated Writing course.

BIO 4760 Human Parasitology and Mycology: Surveys parasites of humans worldwide with emphasis on those that occur in North and Central America and Europe. Develops a working knowledge of the anatomy, life cycle and epidemiology of each parasite covered. Compares pathogenic and opportunistic fungal infections. The epidemiology, transmission, symptoms of human mycoses and identification of pathogenic fungal infections and the available treatments.

BIO 4900 Internship: Off-campus experience in cooperating scientific agency or industrial organization. Reports and specific assignments determine in consultation with faculty advisor and supervising professionals. Application required.

COM 3250 Health Communication: Basic themes and issues that have developed in health communication research including physician-patient and nurse-patient communications, organizational communication in health care organizations, and relationships among care providers.

COM 3450 Public Relations- Principles and Practice: Simulation focusing on the processes of a public-relations campaign: fact-finding, action planning, implementation of communication channels, and program evaluation.

EES 3620 General Environmental Health: Relationship of physical/chemical/biotic environments to design and operation of systems and procedures employed to maintain and promote healthful human environments. Emphasizes food sanitation, solid waste, institutional/ housing/recreational sanitation, and vector control.

EES 4620 Environmental Toxicology: Effects of environmental contaminants on aquatic and terrestrial organisms. Effects on the biochemical and physiological levels are related to impacts on individuals, populations, and ecosystems. Current approaches for assessing environmental toxicity.

EES 4720 Epidemiology and Community Health: Communicable and occupational diseases of contemporary importance. Epidemiological investigation, environmental considerations, and control procedures.

ENG 3610 Technical Writing: Concepts and skills used in scientific and technical writing.

M&I 2200 Microbiology of the Human Environment: Biology of viruses, bacteria, fungi, protozoans, and helminths as related to their natural environments and host-parasite interaction. Introductory course for students in environmental health, nursing, and patient-oriented paramedical health professions. Three hours lecture and two hours lab.

M&I 4310 Virology: Intrinsic properties of viruses that cause human disease and their interaction with cells, multiplication, genetics, and tumor induction.

M&I 4750 Pathogenic Mechanisms: Human-microbial pathogen interactions, emphasizing the molecular basis of the pathogenic mechanisms. Complexities of interactions between microbes and their human hosts.

OL 2010 Self as Leader: Introduction to leadership skills: an understanding of the personal, professional, and communication skills and dispositions necessary for effective leadership in any organizational setting.

OL 3020 Leading Others: Introduction to leadership theories and styles. Skills and abilities needed for working with others in an organizational setting, and a framework for building and leading teams.

PPH Global Health: This course will investigate the commonalities and differences of global health issues around the world and how these are diverse, but interconnected. Integrated Writing course.

PSY 2830 Chemical Dependency: Use, misuse, and dependency of psychoactive chemicals/drugs. Review of history and theory regarding the study of dependency, particularly as it relates to current practices in treatment, the nature of the addiction process, recovery, and prevention. Screening, diagnosing, assessment, and the referral process.

PSY 2910 Drugs and Behavior: Introduces the major classes of psychoactive drugs, their behavioral effects and mechanisms of action. The societal impact of some popular drugs is examined in terms of their effects on the brain, body and behavior.

PSY 3090 Psychology of Health Behavior: Survey of the psychology of health care. The focus is both theoretical and practical, emphasizing the integration of physiological and psychological knowledge.

PSY 3410 Lifespan Development Psychology: Survey of theory, research, and methodological issues in the study of development across the lifespan.

SOC 3810 Medical Sociology: Introduction to the social dimensions of health and illness; consideration of patterns of disease, along with the organization, provision, and delivery of medical services.

STT 2640 Elementary Statistics: Numerical and graphical methods for finding and summarizing important features of data. Principles of designing experiments for collecting data. Introduction to probability. Confidence intervals and hypothesis testing introduction. Applications to means, proportions, two-sample comparisons, contingency tables, linear regression, and analysis of variance. Use of statistical computing package to apply methods and illustrate concepts.

STT 4300 Biostatistics: The statistical methods suitable for analysis of data arising in biological and related studies. Estimation and hypothesis testing are reviewed. Methods include one and two sample tests, simple and multiple regression, and analysis of variance.

URS 3300 Ethics in Public Service: Study of what constitutes ethical behavior in public service, and the ethical role of public service professionals. Integrated Writing course.

URS 4430 Administrative Law: Constitutional foundations of administrative law and the legal context of federal, state and local administrative rule making and adjudication.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

Example for the BA-Public Health

Time period	Curriculum component	Time period	Curriculum component
Year 1 Fall Semester	BIO 1050: Biology of Food (lab included)	Year 1 Spring Semester	BIO 1070: Health and Disease (lab included)
Year 1 Fall Semester	MTH 1280: College Algebra	Year 1 Spring Semester	BIO 1080: Intro to Public Health
Year 1 Fall Semester	PPH 2000: Global Health	Year 1 Spring Semester	STT 1600/2640: Statistical Concepts/Elementary Stats
Year 1 Fall Semester	ENG 1100: Academic Writing and Reading	Year 1 Spring Semester	PSY 1010: Intro to Psychology (lab included)
Time period	Curriculum component	Time period	Curriculum component
Year 2 Fall Semester	BIO 2100: Orientation Sophomore Seminar	Year 2 Spring Semester	BIO 1150: Organisms and Ecosystems (lab included)
Year 2 Fall Semester	BIO 1120: Cells and Genes (lab included)	Year 2 Spring Semester	CHM 1020: Elementary Organic Chemistry
Year 2 Fall Semester	CHM 1010: Intro to Chemistry (lab included)	Year 2 Spring Semester	PSY 3410: Lifespan Development Psychology
Year 2 Fall Semester	SOC 2000: Intro to Sociology	Year 2 Spring Semester	ENG 2100: Research Writing and Argumentation
Year 2 Fall Semester	Public Health Elec example: OL 2010: Self as Leader	Year 2 Spring Semester	
Year 2 Fall Semester	Public Health Elec example: PSY 2910: Drugs and Behavior	Year 2 Spring Semester	
Time period	Curriculum component	Time period	Curriculum component
Year 3 Fall Semester	BIO 2310: Evolution and Ecology (lab included)	Year 3 Spring Semester	EES 4720: Epidemiology and Community Health
Year 3 Fall Semester	COM 3250: Health Communication	Year 3 Spring Semester	CHM 1220/L: General Chemistry II (lab included)
Year 3 Fall Semester	CHM 1210/L: General Chemistry I (lab included)	Year 3 Spring Semester	Public Health Elec example: OL 3020: Leading Others
Year 3 Fall Semester	Public Health Elec example: COM 3450: Public Relations	Year 3 Spring Semester	Public Health Elec example: SOC 3810: Medical Sociology
Time period	Curriculum component	Time period	Curriculum component
Year 4 Fall Semester	ANT 3100: Human Structure and Function I (lab included)	Year 4 Spring Semester	ANT 3120: Human Structure and Function II (lab included)
Year 4 Fall Semester	BIO 4900: Internship	Year 4 Spring Semester	BIO 4000: Senior Capstone
Year 4	Public Health Elec example:	Year 4	Public Health Elec example:

Fall Semester	PSY: 3090 Health Behavior	Spring Semester	COM 1010: Public Address
Year 4 Fall Semester	WSU Core Course	Year 4 Spring Semester	Public Health Elec example: BIO 1010: Med Terminology
		Year 4 Spring Semester	PH Elec example: URS 3300: Ethics in Public Service
		Year 4 Spring Semester	WSU Core Course

Example for the BS- Public Health

Time period	Curriculum component	Time period	Curriculum component
Year 1 Fall Semester	BIO 1120: Cells and Genes (lab included)	Year 1 Spring Semester	BIO 1150: Organisms and Ecosystems (lab included)
Year 1 Fall Semester	CHM 1210/L: General Chemistry I (lab included)	Year 1 Spring Semester	CHM 1220/L: General Chemistry II (lab included)
Year 1 Fall Semester	ENG 1100: Academic Writing and Reading	Year 1 Spring Semester	MTH 2240: Applied Calculus
Year 1 Fall Semester	STT 1600/2640: Statistical Concepts/Elementary Stats	Year 1 Spring Semester	BIO 1080: Intro to Public Health
Time period	Curriculum component	Time period	Curriculum component
Year 2 Fall Semester	BIO 2100: Orientation Sophomore Seminar	Year 2 Spring Semester	BIO 2120: Cell Biology
Year 2 Fall Semester	BIO 2110: Molecular & Classical Genetics	Year 2 Spring Semester	ENG 2100: Research Writing and Argumentation
Year 2 Fall Semester	PPH 2000: Global Health	Year 2 Spring Semester	CHM 2120/L: Organic Chemistry II (lab included)
Year 2 Fall Semester	CHM 2110/L: Organic Chemistry I (lab included)	Year 2 Spring Semester	PSY 1010: Intro to Psychology
Year 2 Fall Semester	Public Health Elec example: BIO 4340: Biological Safety	Year 2 Spring Semester	
Time period	Curriculum component	Time period	Curriculum component
Year 3 Fall Semester	PHY 1110/L: Principles of Physics I (lab included)	Year 3 Spring Semester	PHY 1120/L: Principles of Physics II (lab included)
Year 3 Fall Semester	COM 3250: Health Communication	Year 3 Spring Semester	EES 4720: Epidemiology and Community Health
Year 3 Fall Semester	Public Health Elec example: BIO 4600: Population Genetics	Year 3 Spring Semester	Public Health Elec example: BIO 4760: Parasitology and Mycology
Year 3 Fall Semester	WSU Core Course	Year 3 Spring Semester	WSU Core Course
Time period	Curriculum component	Time period	Curriculum component
Year 4 Fall Semester	BIO 4900: Internship	Year 4 Spring Semester	BIO 4000: Senior Capstone
Year 4 Fall Semester	Public Health Elec example: M&I 4260: Immunology	Year 4 Spring Semester	Public Health Elec example: M&I 4750: Pathogenic Mechanisms
Year 4	Public Health Elec example:	Year 4	Public Health Elec example:

Fall Semester	BIO 3100/3110: Clinical Micro	Spring Semester	COM 4570: Intercultural Com
Year 4 Fall Semester	WSU Core Course	Year 4 Spring Semester	Public Health Elec example: URS 3300: Ethics in Public Service
		Year 4 Spring Semester	Public Health Elec example: URS 4300:Administrative Law

6.5 Alternative delivery options (please check all that apply):

- ☒ More than 50% of the program will be offered using a fully online delivery model
- ☒ More than 50% of the program will be offered using a hybrid/blended delivery model
- ☒ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.5 Off-site program components (please check all that apply):

- X Co-op/Internship/Externship
- ☒ Field Placement
- ☒ Student Teaching
- ☒ Clinical Practicum
- ☒ Other

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:
 - Name of the unit/position responsible for directing assessment efforts;
 - Description of any committees or groups that assist the unit;
 - Description of the measurements used;
 - Frequency of data collection;

- *Frequency of data sharing; and*
- *How the results are used to inform the institution and the program.*

Assessment Overview

The Program Director, Courtney Smith, will oversee assessment of student progress and success in the Public Health program. The data will be presented yearly at the Department of Biological Sciences Retreat, and the faculty in collaboration with the Department of Biological Sciences Undergraduate Curriculum Committee will make recommendations for continuous improvement and evolution of the program to ensure student success. Modified segments of the Student Assessment of Learning Gains (SALG) will be used to monitor students' sense of their own learning in each course. Rubrics based on the PULSE rubrics for Vision and Change will also be considered and implemented. Course level evaluations will be the responsibility of the course director or faculty member. The Program Director will meet each semester with the faculty member for the introductory Public Health course (BIO 1080) to discuss student success and other metrics including student-learning outcomes. Course completion in terms of student success will be assessed with the metric of the degree stipulation that all College of Science and Mathematics courses must be earned with a 'C' or better for degree completion.

A summary of all data collected including course assessments and advising data along with the faculty recommendations will be submitted yearly to the University Office of Academic Affairs, which oversees assessment. The Program Director will also utilize the National Student Clearinghouse with the assistance of Institutional Research. Data will be collected for each graduating cohort at several data points the first being one year post-graduation and then further out to explore longitudinal data. The data will provide insight into what additional higher education programs are sought after completion of the Public Health program. All data collected will inform the Program Director and the Department of Biological Sciences as to the level of success of the students and the program overall to continuously meet the needs of our students and Public Health community.

7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*
 - *Name of the unit/position responsible for directing these efforts;*
 - *Description of any committees or groups that assist the unit;*
 - *Description of the measurements used;*
 - *Frequency of data collection;*
 - *Frequency of data sharing;*
 - *How the results are used to inform the student as they progress through the program; and*
 - *Initiatives used to track student success after program completion.*

The Program Director, Courtney Smith, will continuously gather data and measure student success. The program should be completed in four years or less and the structure of the program ensures monitoring of individual students via several courses including BIO 1080 Intro to Public Health freshman year, BIO 2100 Orientation Seminar sophomore year, BIO 4900 Internship junior or senior year, and BIO 4000 Capstone senior year.

BIO 1080 has a required service-learning component to ensure that students can apply classroom concepts to real-world public health settings. The BIO 2100 sophomore seminar will guarantee that each student has an academic plan in place to ensure timely graduation. The BIO 2100

course also requires research and planning of the student's future internship site and significant career advising. The BIO 4900 Internship will enrich the student experience, resume, and career prospects with 300 contact hours on site in a Public Health setting and progress in this course will be assessed by the Program Director and a Public Health professional on-site supervisor. The BIO 4000 Capstone course will allow for assessment of graduation progress and career prospects. This course is writing intensive and will assess student ability to write clearly, communicate effectively, and apply critical thinking skills.

Graduation and completion rates will also be tracked by the Program Director and shared with Dept. faculty and College of Science and Mathematics office of Student Affairs. Assessments will be made during each academic year in these key required courses (BIO 1080, BIO 2100, BIO 4900, and BIO 4000). This will include skills review, project evaluations, satisfaction with advising, and comprehensive testing of learning objectives. Alumni will be tracked to follow graduate success in both acceptance to and graduation from graduate programs via collaboration with Institutional Research.

The Department of Biological Sciences has already established a successful social media presence that connects with our alumni, current, and prospective students (Instagram and Facebook) and we expect to grow that presence with the addition of the Public Health program. This will allow us to engage and communicate with our students to learn more about their established careers and other data mining. Currently the Department of Biological Sciences Facebook account has over 550 followers.

The data from all of the above measures will be collected annually and presented to the Department of Biological Sciences Undergraduate Curriculum Committee and also to all Department of Biological Sciences faculty at the yearly Retreat. Recommendations from the Department of Biological Sciences Undergraduate Curriculum Committee and the Department of Biological Sciences faculty will make for continuous improvement to enrich the student experience.

SECTION 8: FACULTY

8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*

Faculty for the Public Health program reside across the university with the majority located in the College of Science and Mathematics (CoSM) and also within the College of Liberal Arts, the College of Education and Human Services, the Raj Soin College of Business, and the Boonshoft School of Medicine (BSoM). Faculty are comprised of tenure-eligible or tenured (TET), encompassing the ranks of assistant professor, associate professor, or professor. Faculty can also be non-tenure eligible (NTE), encompassing the ranks of instructor, lecturer, or senior lecturer. There are also faculty whom are continuing faculty.

Faculty with appointments in CoSM are TET or NTE, and are members of the American Association of University Professors (AAUP) and belong to the Collective Bargaining Unit (CBA). Faculty whose appointments are solely in the BSoM are not tenure eligible nor are they members of the AAUP. They are considered continuing faculty.

Faculty responsibilities fall within the academic realms of teaching, scholarship, and service. Most TET faculty and continuing faculty have independent research labs and are involved with mentoring students in their laboratories, as well as teaching in courses aligned with their expertise. NTE faculty do not maintain a research laboratory, however, their scholarship contributes to advancements in course design, pedagogy, and curricula development.

Differences between the TET and NTE designations can be found in the TET CBA (<http://www.wright.edu/administration/aaup/2014-2017-TET-CBA.pdf>) and the NTE CBA (<http://www.wright.edu/administration/aaup/2014-2017-NTE-CBA.pdf>), respectively.

- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*

All faculty for the Public Health degree program teaching in the undergraduate program will have a degree of M.S., M.A., MPH, or Ph.D. within their respective fields and relevant under the broad umbrella of Public Health.

- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

Teaching assignments for the Public Health degree program are dictated by each department chair and abide by the policies negotiated between the faculty union and the institutional administration (<http://www.wright.edu/administration/aaup/signed-nte-workload-mou.pdf>). For NTE faculty who teach solely or primarily 3 credit courses, the load will be 7 courses per year. Whereas NTE faculty who teach solely or primarily 4 credit courses, the load will be 6 courses per year. Faculty members who accept substantial service assignments (including administrative responsibilities) from the University may receive teaching load reductions, as agreed to by the faculty member and the University. Teaching obligations of TET faculty are typically less than those of NTE faculty and are based, in part, on TET rank as well as other faculty responsibilities.

- *Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.*

The Department of Biological Sciences recently hired one instructor-level faculty (2017), who will be responsible for teaching courses within the Department and the Public Health undergraduate program. This was in response to anticipated retirements. The Department of Biological Sciences has approval to hire one adjunct and intends to seek approval to hire one tenure-track faculty (Assistant/Associate Professor) in 2018-2019 in response to expected retirements and growth of the Public Health program (see below).

8.2 Program faculty

- *Provide the number of existing faculty members available to teach in the proposed program.*

Full-time: 28

Less than full-time: 0

- *Provide an estimate of the number of faculty members to be added during the first two years of program operation.*

Full-time: 1

Less than full-time: 1

8.3 Expectations for professional development/scholarship

- *Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

The complete WSU Faculty Handbook can be found at <https://www.wright.edu/facultysenate/faculty-handbook>.

The Bylaws of the Department of Biological Sciences state the criteria that are required in order to achieve promotion and tenure for TET faculty. These bylaws can be found at <https://policy.wright.edu/sites/policy.wright.edu/files/uploads/2016/Department%20of%20Biological%20Sciences%20Bylaws.pdf>. TET faculty are expected to maintain an active grant-funded research laboratory and publish original research articles. Teaching assignments for tenure-track junior faculty are initially limited to provide sufficient time for them to establish their research laboratory and submit grant proposals. Typically, Assistant Professors will be given their first classroom teaching assignment during their second semester, with proportionally greater duties as they progress in their pre-tenure time.

NTE faculty also are governed by a CBA that defines expectations for teaching and service (with the possibility, but not requirement, of published or externally funded scholarship). Job duties are focused on teaching, but promotion to Senior Lecturer also requires leadership in service or other significant contributions, like directing an educational program. NTE faculty are expected to work on continuous improvement of their courses. The Department of Biological Sciences provides financial support for professional development of both NTE and TET faculty and to support the costs of laboratory-based instruction.

8.4 Faculty matrix

- *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member's CV must be included as an appendix item (Appendix 4).***

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
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Volker Bahn	Associate Professor	FT	Ph.D. in Wildlife Ecology, University of Maine, 2005	15		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4470 BIO 4920	4
Scott Baird	Professor	FT	Ph.D. in Molecular Biology, University of Connecticut Health Center, 1988	27		BIO 1050 BIO 1070 BIO 1120 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	4
Paula Bubulya	Associate Professor and Associate Chair	FT	Ph.D. in Biology, University of Toledo, 1998	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	2
Tom Bubulya	Lecturer	FT	Ph.D. in Biology, University of Toledo, 1998	24		BIO 1050 BIO 1070 BIO 1120 BIO 2110 BIO 2120 BIO 3140 BIO 4000 BIO 4020 BIO 4920	2
Don Cipollini	Professor	FT	Ph.D. in Ecology, Pennsylvania State University, 1997	27		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4470 BIO 4920	2
Katherine Excoffon	Associate Professor	FT	Ph.D. in Genetics, University of	17		BIO 1050 BIO 1070 BIO 1120	2

			British Columbia, 2000			BIO 1150 BIO 2110 BIO 2120 BIO 3200 BIO 4000 BIO 4020 BIO 4920	
David Goldstein	Professor and Chair	FT	Ph.D. in Biology, University of California Los Angeles, 1983	37		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	2
Lynn Hartzler	Associate Professor	FT	Ph.D. in Biological Sciences, University of California, Irvine, 2005	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4
Katie Hossler	Assistant Professor	FT	Ph.D. in Environmental Science, The Ohio State University, 2010	12		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4
Barbara Hull	Professor	FT	Ph.D. in Cell Biology, University of Colorado, 1976	42		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4080 BIO 4920	4
Shulin Ju	Assistant Professor	FT	Ph.D. in Molecular Biology, Wayne State University, 2004	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120	4

Lisa Kenyon	Associate Professor	FT	Ed.D. in Curriculum and Instruction: Science Education, University of Houston, 2003	23		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	4
Dan Krane	Professor	FT	Ph.D. in Biochemistry, The Pennsylvania State University, 1990	30		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	2
Mill Miller	Associate Professor	FT	Ph.D. in Biology, Tulane University, 1986	31		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	2
Jeff Peters	Associate Professor	FT	Ph.D. in Biological Sciences, University of Maryland Baltimore, 2006	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4
Meredith Rodgers	Lecturer	FT	M.S. in Microbiology and Immunology, Wright State University, 2003	15		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 3100 BIO 3110 M&I 2200	4
William Romine	Assistant Professor	FT	Ph.D. in Curriculum and Instruction: Science Education,	13		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 4000	4

			University of Missouri, 2011			BIO 4020 BIO 4920	
Tom Rooney	Professor	FT	Ph.D. in Botany, University of Wisconsin, 2000	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4
Labib Rouhana	Assistant Professor	FT	Ph.D. in Genetics, University of Wisconsin-Madison, 2008	15		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4340 BIO 4920	4
Laura Rouhana	Lecturer	FT	Ph.D. in Genetics, University of Wisconsin, Madison, 2010	5		BIO 1050 BIO 1070 BIO 1120 BIO 1150	4
Megan Rua	Assistant Professor	FT	Ph.D. in Curriculum for Environment and Ecology, University of North Carolina, Chapel Hill, 2012	10		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4
Beverly Schieltz	Senior Lecturer	FT	M.S. in Allied Medical Professions, The Ohio State University, 1981	36		BIO 1050 BIO 1070 BIO 1080 BIO 1120 BIO 1150 BIO 3700	4
John Stireman	Professor	FT	Ph.D. in Ecology and Evolutionary Biology, University of Arizona, 2001	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4

Yvonne Vadeboncoeur	Professor	FT	Ph.D. in Aquatic Ecology, University of Notre Dame, 1998	14		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2310 BIO 4000 BIO 4020 BIO 4920	4
Andrew Voss	Assistant Professor	FT	Ph.D. in Pharmacology and Toxicology, University of California, Davis, 2004	20		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	4
Amy Wissman	Lecturer	FT	M.S. in Biological Sciences, Wright State University, 2000	17		BIO 1050 BIO 1070 BIO 1080 BIO 1120 BIO 1150 BIO 4760 EES 4720	4
Quan Zhong	Assistant Professor	FT	Ph.D. in Genetics, Wayne State University, 2005	15		BIO 1050 BIO 1070 BIO 1120 BIO 1150 BIO 2110 BIO 2120 BIO 4000 BIO 4020 BIO 4920	4

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*

See below.

- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*

See below.

- *Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

Wright State currently employs over 60 staff members as either full-time librarians or as part-time assistants. The library is located on campus and currently holds over 500,000 volumes in the book collection with over 15,000 volumes in special collections and archives. There are 75+ periodical subscriptions and numerous audiovisual items. The Library Learning Center also hosts multiple learning events for those both new and expert in using the library. Additionally computer workstations in the library provide access to all of the WSU library collections and over 50 million items in OhioLink. Access is also available to over 100 online research databases and resources, many with full text. Over 17,000 journals provide electronic access. Several important digital collections support the WSU's Master of Public Health graduate program and also would serve to support the proposed undergraduate program.

OhioLINK provides access to over 5,000 journal titles online, and thousands of electronic books, including content from such publishers as Elsevier, Springer, Wiley, Oxford, and Sage. In addition, the WSU Libraries provide institution-wide access to relevant journals and the Libraries integrate references from citation databases, such as PubMed, Web of Science, and BIOSIS through the EBSCO link resolver. The Libraries provide access to over 100 electronic scientific journals focused in Public Health

Selected online Public Health journals/serials include:

- Public Health (Nature)
- Public Health Reports
- Critical Public Health
- Public Health Ethics
- Public Health Genomics
- Journal of Public Health
- The Nation's Health
- Global Health Governance
- Global Health Promotion

Print books from major publishers in the sciences are supplied by an approval plan, which is supplemented by selections made by a collection management librarian. Faculty, students, and staff may request new books and subscriptions. Interlibrary loan services are provided when materials for research or teaching are not available in the Libraries' collections or through OhioLINK.

Other services include: one-on-one assistance, interlibrary loan, course reserves, and study space.

No additional material will be required to support the Public Health undergraduate program. The WSU Libraries already successfully support graduate level education in Public Health and as such no additional resources will be needed for a proposed undergraduate program.

9.2 Information literacy

- *Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

The ENG core requirements in the program contain library-focused assignments to ensure student learning and the ability to write scholarly papers. The Center for Teaching and Learning (CTL) provides assistance to faculty for teaching improvement through workshops, seminars, and orientations. The library has online orientations and tutorials for all of its many services. The WSU Libraries offer a series of workshops, the Research Toolkit series, designed to address common problems students face in doing college-level library research. These workshops are offered multiple times throughout the academic year, and are open to all students. As a part of the required seminar class, BIO 2100, students will be given assignments to familiarize students with the library resources. Students must attend one of the Libraries workshops as a part of the course requirements.

In addition, the subject librarian for the Department of Biological Sciences is available to offer in-class, small group, or individual orientations and instruction in the use of library resources. Instruction may be targeted to use of specific databases, bibliographic management software, or other library resources.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

No additional classroom, laboratory, or technology resources will be needed for the program.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.

See below.

Wright State University
New Degree Program Revenue Expense Template

1 (v5) **Wright State University**
2 **Academic Program Financial Analysis**
3 **Program Name:** Bachelors Degree in Public Health, BA/BS
4 **Program Level (UG/GR):** UG
5 **College or School:** College of Science & Math
6 **Program Contact:** Courtney Smith
7 **Date Prepared:** 3/29/17 (kslurie)

Assumptions:
It is assumed that each student will enroll in 30 credit hours per year over two terms (Fall & Spring) at the "full-time" flat rate (11-18 hour per term).
All Completed FTE are subsidy eligible and are not considered At-Risk for subsidy purposes.
All Degrees Awarded are by In-State students and are not considered At-Risk for subsidy purposes.
SSI Rates are held constant and not adjusted for inflation or any changes in the subsidy model.
I&G Fees not discounted and adjusted annually by:

DESCRIPTION

Definition: A program that generally prepares individuals to plan, manage, and evaluate public health care services; to function as public health professionals in public agencies, the private sector, and other settings; and to provide leadership in the field of public health. Includes instruction in epidemiology, biostatistics, public health principles, preventive medicine, health policy and regulations, health care services and related administrative functions, public health law enforcement, health economics and budgeting, public communications, and professional standards and ethics.

CIP Code: 512201 **CIP Title:** Public Health, General

IPEDS National Center for Education Statistics
<http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=87810>

		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5			
Projected Enrollment	Yr of Program	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Headcount Full Time (Fall/Spring)	1st Yr	25.0	30.0	35.0	40.0	40.0	40.0	40.0	40.0
	2nd Yr		19.8	23.7	27.7	31.6	31.6	31.6	31.6
	3rd Yr			16.3	19.5	22.8	26.0	26.0	26.0
	4th Yr				12.8	15.3	17.9	20.4	20.4
Total Hdcnt Fall/Spring Full Time (New UG & 2+2 Transfers)		35.0	67.6	92.8	117.7	127.5	133.3	135.8	135.8
Summer Full Time Headcount (New UG & 2+2 Transfers)			0.0	0.0	0.0	0.0	0.0	0.0	0.0
Part Time Student Headcount		2	2	2	2	2	2	2	2
Part Time Student Avg. SCH per Student		15	15	15	15	15	15	15	15
Part Time Students - TOTAL SCH		30	30	30	30	30	30	30	30
Full Time Equivalent (FTE) Enrollment - Full & Part Time Students (30 SCH = 1 FTE)		36.0	68.6	93.8	118.7	128.5	134.3	136.8	136.8
Course Completion Rate		83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%	83.3%
Course Completion FTE		30.0	57.1	78.1	98.9	107.0	111.9	114.0	114.0
3yr Avg. Course Completion FTE			10.0	29.0	55.1	78.1	94.7	105.9	111.0
Estimated Avg. SSI Received per Completed FTE			\$1,774	\$1,774	\$1,774	\$1,774	\$1,774	\$1,774	\$1,774
Total SSI Received - Course Completion		\$0	\$17,730	\$51,513	\$97,708	\$138,460	\$167,961	\$187,907	\$196,821
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Degrees Awarded		0	7.8	7.8	20.6	23.1	25.7	28.2	28.2
3yr Avg. Degrees Awarded				2.6	5.2	12.1	17.2	23.1	25.7
Estimated SSI Received per Bachelor Business Degree Awarded				\$14,620	\$14,620	\$14,620	\$14,620	\$14,620	\$14,620
Total SSI Received - Degrees Awarded				\$38,236	\$76,471	\$176,840	\$251,400	\$338,386	\$375,666
PROJECTED TOTAL SSI		\$ -	\$17,730	\$89,749	\$174,179	\$315,300	\$419,360	\$526,293	\$572,487
PROJECTED REVENUE									
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Tuition (I&G Fees)									
Total Fall/Spring Full Time Terms (Full Time Headcount x 2 terms)		70	135.2	185.6	235.5	255.0	266.6	271.7	271.7
Total Full Time Terms including Summer Full Time		70.0	135.2	185.6	235.5	255.0	266.6	271.7	271.7
Main Campus UG I&G Fees per Term		\$4,365	\$4,452	\$4,541	\$4,632	\$4,724.82	\$4,819	\$4,916	\$5,014
Projected Full Time I&G Fees		\$305,550	\$601,917	\$842,839	\$1,090,841	\$1,204,792	\$1,284,792	\$1,335,558	\$1,362,269
Total Part Time Credit Hours		30	30	30	30	30	30	30	30
Main Campus Part Time UG I&G Fee Rate per Credit Hour		\$394	\$402	\$410	\$418	\$426	\$435	\$444	\$453
Projected Part Time I&G Fees		\$11,820	\$12,056	\$12,298	\$12,543	\$12,794	\$13,050	\$13,311	\$13,577
PROJECTED TOTAL TUITION (I&G FEES)		\$317,370	\$613,973	\$855,136	\$1,103,385	\$1,217,586	\$1,297,842	\$1,348,869	\$1,375,846
PROJECTED GRAND TOTAL SSI & FEE REVENUE		\$317,370	\$631,703	\$944,885	\$1,277,564	\$1,532,886	\$1,717,202	\$1,875,161	\$1,948,333
PROJECTED EXPENSE									
Direct Expense									
Full Time Faculty Cost (Including benefits)		\$ 143,081	\$ 272,634	\$ 372,791	\$ 471,955	\$ 510,706	\$ 533,758	\$ 543,893	\$ 543,893
Supplemental Faculty Cost		\$ 5,201	\$ 9,910	\$ 13,551	\$ 17,155	\$ 18,564	\$ 19,402	\$ 19,770	\$ 19,770
GTA Cost		\$ 18,390	\$ 35,042	\$ 47,915	\$ 60,660	\$ 65,641	\$ 68,604	\$ 69,906	\$ 69,906
Operational Expenses			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PROJECTED DIRECT EXPENSES		\$ 166,672	\$ 317,586	\$ 434,257	\$ 549,770	\$ 594,910	\$ 621,763	\$ 633,569	\$ 633,569
Other Expense									
Start Up Cost									
GTA Fee Waivers		\$ 14,595	\$ 27,810	\$ 38,027	\$ 48,142	\$ 52,095	\$ 54,446	\$ 55,480	\$ 55,480
PROJECTED OTHER DIRECT EXPENSES		\$ 14,595	\$ 27,810	\$ 38,027	\$ 48,142	\$ 52,095	\$ 54,446	\$ 55,480	\$ 55,480
PROJECTED TOTAL DIRECT EXPENSES		\$ 181,268	\$ 345,396	\$ 472,284	\$ 597,912	\$ 647,005	\$ 676,210	\$ 689,049	\$ 689,049
PROJECTED INDIRECT EXPENSE		\$ 112,386	\$ 214,146	\$ 292,816	\$ 370,706	\$ 401,143	\$ 419,250	\$ 427,211	\$ 427,211
PROJECTED GRAND TOTAL EXPENSE		\$293,654	\$559,542	\$765,099	\$968,618	\$1,048,149	\$1,095,460	\$1,116,260	\$1,116,260
REVENUE/ EXPENSE RATIO		1.08	1.13	1.23	1.32	1.46	1.57	1.68	1.75