

August 14, 2011

Dr. T. Michael Raley, Director
Academic Affairs and Licensing Division
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Dear Dr. Raley,

Please find enclosed a program proposal for the Bachelor of Arts (BA and AB) and a Bachelor of Science (BS and AB) degree in Public Health at the College of Charleston. Public Health is interdisciplinary in nature and function, and the proposal merges the resources and faculty from multiple departments to create an interdisciplinary major that will prepare students for work in this field.

The program will prepare students for a variety of jobs in the public health field as well as worksite health promotion programs. It will produce working relationships with public health agencies in the Lowcountry and assist graduates in pursuing advanced degrees in health fields from other South Carolina institutions.

Please let me know if there are any questions.

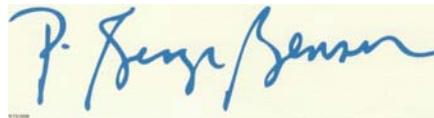
Sincerely,

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PGB/ch

Public Health Majors 8/14/11

College of Charleston's
Proposal to establish degrees in Public Health
Bachelor of Arts in Public Health (BA and AB)
Bachelor of Science in Public Health (BS and AB)

A handwritten signature in blue ink on a light yellow background. The signature reads "P. George Benson" in a cursive script.

P. George Benson, President

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I. Classification

- A. Program Title: Public Health
- B. Academic units: This program will be housed jointly in the:
The School of Humanities and Social Sciences and
The School of Education, Health and Human Performance
College of Charleston
- C. Designation of degree: Bachelor of Arts (BA and AB) – 4 year program
Bachelor of Science (BS and AB) – 4 year program
- D. Proposed date of implementation: Fall,2012
- E. CIP code: 51.2207
- F. Identification of Program: New
- G. Site: College of Charleston
- H. Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: No
- I. Delivery mode: Traditional

II. Justification

A. Statement of the purposes and objectives of the program:

The School of Humanities and Social Sciences and the School of Education, Health and Human Performance at the College of Charleston propose to develop a jointly-housed major in Public Health. The field of public health is interdisciplinary in nature and function, and this proposal merges the resources and faculty from multiple departments to create an interdisciplinary major that will prepare students for work in this field.

The objectives of this program are to:

1. prepare students for a variety of jobs in the public health field, including but not limited to non-profit agencies, corporations or businesses, local, state and national organizations, health care environments, as well as worksite health promotion programs;
2. form working relationships with public health agencies in the Lowcountry;

3. produce graduates who will pursue advanced degrees in health fields from other South Carolina institutions; and
4. prepare students to successfully pass the Certified Health Education Specialist (CHES) exam.

B. A discussion of the need for the program in the state, including but not limited to student demand or interest, anticipated employment opportunities for graduates, or demand for services:

Public health graduates will contribute to a robust public health workforce in the Lowcountry and throughout the state. A better trained public health workforce will inevitably improve the quality of life for residents, leading to longer, healthier lives and reducing healthcare costs. A healthy workforce and reduced healthcare costs will likely help attract new jobs to the local economy and to the state.

According to the Centers for Disease Control (CDC), 80% of the public health workforce lacks specific training in public health. Recent surveys by the ASTHO (Association of State and Territorial Health Officials) confirm that public health agencies continue to face workforce crises in the form of ill-prepared employees, a shortage of workers, and an impending wave of retirements with 50% of state health agency workforces able to retire by 2012. “These trends combine to create critical challenges to the ability of states to effectively respond to threats to the public’s health,” according to ASTHO. Concurrently, the US Department of Health and Human Services has issued a call to action in the Healthy People 2020 initiative to “Increase the proportion of 4-year colleges and universities that offer public health or related majors and/or minors” (Healthy People 2020 goal # PHI HP2020–14).

The goals of the Healthy People 2020 initiative are to increase the quality and years of healthy life for individuals and to reduce health disparities among Americans. This initiative evaluates various health-related concerns including physical activity, obesity, tobacco use, environmental quality, and access to health care. With the attention of the nation and the world turned to issues of health policy, care and costs, there is an urgency to educate students to think critically about these issues. In South Carolina the need is acute. Based on America’s Health Rankings (United Health Foundation), South Carolina ranks 41/50 in 2010. Addressing the state’s challenges including obesity, diabetes, infant mortality, and high rates of infectious disease will require more workers trained as public health professionals.

Student interest in the public health field is high and increasing. The College of Charleston admissions office receives many inquiries from students about studying public health, but currently, these students must either attend other institutions or select a different major. Since 2005, 891 students have expressed an interest in studying public health at the College of Charleston even though we currently do not offer this major. Based on their data, 46 students entering as freshmen in 2010 would like to study public health but will have to choose other majors. Of the seniors in high school who have

indicated possible interest in attending the College of Charleston as freshmen in 2011, 64 indicated they would like to study public health.

A survey of current College of Charleston students was administered in English 101 and 102 classes during the spring 2007 semester to determine interest in a health/public health degree. Of the 695 students responding (representing 37% of the freshman class), 61% indicated that they would be interested in a health/public health degree. A follow-up survey administered fall 2009 to students in elective introductory health and physical education courses demonstrated that 57% of the 439 students responding would be interested if College of Charleston offered a health/public health degree.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the rising cost of healthcare has increased the need for health educators. Employment of health educators is expected to grow faster than average for all occupations (defined as an increase of 20% or more) and job prospects are expected to be favorable. Students with degrees in public health will be well situated to make significant contributions to health policy and health education initiatives. Graduates with this degree will work in a variety of settings, including non-profit agencies, corporations, local, state and national organizations, health care environments, as well as worksite health promotion programs. Perhaps more fundamentally, public health is an important component in the reduction of modifiable health risks, which will in turn improve health status and ultimately reduce the demand for health care. U.S. Bureau of Labor Statistics ten-year job projections anticipate a 23.8% increase in employment for public and private health educators and projected growth in employment of 20.7% for those occupying healthcare and social assistance jobs within the public health field. Although similar projections are not available at the state level, given South Carolina's health challenges, the need for public health educators and those in healthcare occupations will undoubtedly rise.

Locally, a randomized telephone survey of 50 potential employers (non-profit agencies and businesses) in Charleston, Berkeley, and Dorchester counties was conducted fall 2010. Fifty-eight percent (58%) of these prospective employers indicated that they would hire a graduate with a degree in public health, and 56% indicated that they preferred graduates who were also CHES certified. Although employers could not predict the exact number of job openings in three years, 50% indicated that they would hire an undergraduate with the skills related to public health.

Currently, there is no undergraduate/interdisciplinary public health program offered at a state supported institution in the SC Lowcountry. This program will serve the needs of this community by providing a cadre of well-trained public health professionals.

C. A discussion of the centrality of the program to the mission of the institution as that mission is currently defined by the Commission:

The proposed program will continue to maintain the College of Charleston's commitment to a strong liberal arts and sciences curriculum. It is designed to fit within the general education requirements of the College and may be completed in four academic years.

Some of the courses required for the public health major will also fulfill general education requirements. This program will help enhance the superior quality undergraduate programs offered by the College by providing a major desired by students and needed to help fill jobs in the public health field with qualified, trained personnel.

In addition to contributing to the mission of the College, the proposed program also will help meet several of the goals and strategies identified in the College of Charleston's strategic plan including expanded opportunities for innovative interdisciplinary programming, experiential learning, and the development of programs that contribute to the well-being of the region in collaboration with other SC institutions and local education partners.

D. A discussion of the relationship of the proposed program to other related programs within the institution:

The College of Charleston has a strong commitment to interdisciplinary and collaborative teaching, as well as robust student-research programs, and a well-developed internship infrastructure. Since this program is designed to be interdisciplinary, each of these will serve the AB/BA/BS in Public Health well. We will build upon the existing curriculum in the Department of Health and Human Performance (HEHP), which has a health promotion concentration and a health minor. Further, we anticipate curricular and programmatic connections among the departments of Political Science, Sociology, Anthropology, Communication, Biology, and Psychology, as well as Urban Studies, and the Masters of Public Administration and the Masters of Environmental Sciences.

Additionally, the Joseph P. Riley, Jr. Center for Livable Communities plans to develop expertise in public health. The Center uses College of Charleston faculty and students to provide research, grant work, and other expertise to community partners on issues surrounding livable communities. The College of Charleston Public Health program will work closely with the Riley Center in addressing various community needs.

E. A description of similarities or differences between the proposed program and those with similar objectives offered at other institutions:

Public Health degree programs exist at the undergraduate level at Benedict College and within the Arnold School of Public Health at the University of South Carolina-Columbia, which offers undergraduate, masters, and doctoral level training in public health. At this point in time, only a School of Public Health may seek accreditation from the Council on Education for Public Health (CEPH). Coastal Carolina offers an undergraduate degree in Health Promotion. Clemson University offers a Bachelor of Science degree in Health Sciences with a concentration in Health Promotion and Education. The proposed College of Charleston program will be most similar to the public health major at USC, but while the Arnold School of Public Health offers both undergraduate and graduate programs, the College of Charleston will offer only undergraduate training in public health. In addition, the Bachelor of Science degree in Public Health at the College of Charleston will offer a professional core of courses designed to prepare students for external certification.

Numerous health employers prefer the Certified Health Education Specialist (CHES) credential, and graduates will be more competitive and marketable when seeking entry-level public health positions than will graduates of a Health Promotion degree. Finally, many strong liberal arts and sciences undergraduates arrive on campus not knowing what their major will be, and offering this program will allow undecided students the option to study public health without transferring institutions.

The College of Charleston Public Health degrees will be similar to the undergraduate programs at USC, Clemson and Benedict College insofar as health curricular fundamentals are concerned. Benedict College does not offer a Bachelor of Arts in Public Health promoting interdisciplinary study, and Benedict College, like USC-Columbia is located in Columbia, SC. The College of Charleston curriculum includes the foundational courses (public health, epidemiology, and global health) as well as interdisciplinary courses prescribed by the American Association of Colleges and Universities [AAC&U] and a significant advisory body (Association for Prevention Teaching and Research [APTR]). Additionally, our students will take courses in policy, ethics, and environmental health, key areas addressed in all credible public health programs. The addition of a strong degree program in Public Health that serves residents of the Lowcountry will only enhance South Carolina's commitment to promoting health and improving the overall quality of life for its residents.

III. Enrollment

A. A discussion of admissions criteria specific to the program:

The proposed undergraduate program will admit all interested College of Charleston students.

B. A table showing projected total student enrollment in each term for at least the first three years for associate degree programs or the first five years for all other proposed programs These figures should enumerate all students, including those who are already enrolled at the institution, those who transfer into the new program from other majors, and those who are new to the institution and to the program:

In May 2011, there were 118 students in the health promotion concentration within the Department of HEHP. These students receive a physical education degree although they complete more credit hours in health than physical education. In addition, there were 71 health minors from various majors across campus. Enrollment projections are based upon current numbers as well as new students and transfers from within the institution. Summer enrollments may be transient students or degree-seeking students at the College.

Projected total enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit hours	Headcount	Credit hours	Headcount	Credit hours
2012-13	80*	1200	80	1200	2	6
2013-14	110**	1575	110	1650	4	12
2014-15	120***	1725	120	1800	4	12
2015-16	130	1875	130	1950	4	12
2016-17	140	2025	140	2100	4	12

* Twenty new freshmen, 60 internal “transfer” sophomores or juniors [students shifting from the PE degree with a Health Promotion concentration to a degree in Public Health]

** 80 students completed first year plus 25 new students, 5 transfers within institution.

*** Each subsequent year 30 new students, 10 transfers within institution, 30 graduations.

C. A table showing the estimated new student enrollments, by headcount and credit hours generated.

Estimated new enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit hours	Headcount	Credit hours	Headcount	Credit hours
2012-13	20	225	0	75	0	0
2013-14	25	300	0	75	0	0
2014-15	30	375	0	75	0	0
2015-16	30	375	0	75	0	0
2016-17	30	375	0	75	0	0

IV. Curriculum

A. A sample curriculum for undergraduate programs:

A sample Curriculum for a Public Health Degree appears on the next three pages. Requirements are shown for both BA and BS degrees.

Public Health Student Schedule: Bachelor of Arts

FreshmanFall

ENGL 110-Intro to Academic Writing (4hrs)
 COMM 109 Intro to Comm Messages
 MATH/Logic
 Foreign Language
 BIOL 111/L -Intro to Cell Biol (4hrs.)
17 hrs

Spring

PBHT 215 Intro to Public Health
 COMM 215 Com Ident/Community
 MATH 104 Statistics
 Foreign Language
 BIOL 112/L -Evol&Func(4hrs.)
16/33 hrs

Sophomore Fall

HIST (Pre-Modern)
 Elective
 Foreign Language

Spring

HIST (Modern)
 PBHT 230 Global Health
 Foreign Language

SOCY 101 Intro to Sociology
POLS 201 Intro to Public Policy
15 hrs

Elective
ENVT 200 Intro. To Environ Studies
15/63 hrs

Junior Fall

Humanity
PBHT 350 Epidemiology
PBHT 391 Health Communication
COMM 301 Comm Research Methods
Elective
15 hrs

Spring

COMM 310 Message Design/Infl.
Elective
POLS 200 Intro to Pub. Admin
PHIL 170 Biomedical Ethics
PSYC 333 Health Psychology
15/ 93 hrs

Senior Fall

SOCY 335 Aging and the Family
COMM 366 Addressing Problems in Context
PBHT 405 Independent Study
POLS 309 Health Policy
Elective
15 hrs.

Spring

Humanity
PHIL 207 Ethics
PBHT 460 Public Hlth Admin
Elective (2hrs)
SOCY 340 Medical Sociology

14 hrs/122 hrs

Public Health Student Schedule: Bachelor of Science

Freshman Fall

ENGL 110-Intro to Academic Writing (4hrs)
Humanity
MATH/Logic
Foreign Language
BIOL 111/L -Intro to Cell Biol (4hrs.)
17 hrs

Spring

HEAL 215 Intro to Public Health
Elective
MATH 104 Statistics
Foreign Language
BIOL 112/L -Evol&Func(4hrs.)
16/33 hrs

Sophomore Fall

HIST (Pre-Modern)
HEAL 216 Personal & Comm. Hlth
Foreign Language
ENVT 200 Intro to Environ Studies
BIOL 202/L Anatomy & Lab (4hrs)

16 hrs

Spring

HIST (Modern)
HEAL 230 Global Health
Foreign Language
HEAL 257 Principles of Nutrition
BIOL 201/L Human Physiology & Lab
(4hrs.)

16/65 hrs

Junior Fall

PHIL 170 Biomedical Ethics (Hum)
HEAL 350 Epidemiology
COMM 336 Health Communication
Elective
SocSci

Spring

HEAL 225 Consumer Health
Elective
HEAL 395 Biostatistics in the Health
Sciences
HEAL 325 Health Promotion
HEAL 325L Field Experience in

15 hrs

Health Promotion (1hr)
Elective
16/ 96 hrs

Senior Fall

Humanity
Elective (1hr)
403 Internship (6hrs)
POLS 309 Health Policy (SocSci)

13 hrs

Spring

Humanity
Elective
HEAL 460 Public Hlth Admin
Elective
HEAL 495 Capstone Seminar (1hr)
13 hrs/122 hrs

CORE COURSES REQUIRED FOR BA AND BS DEGREES

HEAL 215/PBHL 215	Introduction to Public Health	3 hrs.
HEAL 230/PBHL 230	Global Health	3 hrs.
HEAL 350/PBHL 350	Epidemiology	3 hrs.
COMM 336/ PBHL 336	Health Communication	<u>3 hrs.</u>
		12 hrs.

Research methods – Select ONE of the following for the B.A. degree

COMM 301 – Communication Research Methods
SOCY 271 – Introduction to Social Research
SOCY 272 – Making Sense of Sociological Data
PSYC 220 – Research Methods

HEAL 395 – Biostatistics in the Health Sciences (B.S. degree only) 3 hrs.

Independent Study or Internship - ONE of the following: 3-6 hrs.

PBHL 405 or PBHL 495 **B.A. degree only**
HEAL 401 or HEAL 403 **B.S. degree only**

TOTAL CORE HOURS = 18-21

<p align="center"><u>Bachelor of Arts</u> POLICY & COMMUNICATION</p>	<p align="center"><u>Bachelor of Science</u> BEHAVIOR & PREVENTION</p>
<p><u>Health Policy: 3 hrs.</u> Select ONE from:</p> <p>POLS 200 Intro to Public Administration POLS 201 Intro to Public Policy POLS 307 Environmental Policy POLS 309 Health Policy SOCY 345 Social Policy SOCY 358 Living in an Organizational World URST 310 Urban Planning</p>	<p><u>Health Policy: 3 hrs.</u> Select ONE from:</p> <p>POLS 200 Intro to Public Administration POLS 201 Intro to Public Policy POLS 307 Environmental Policy POLS 309 Health Policy SOCY 345 Social Policy SOCY 358 Living in an Organizational World URST 310 Urban Planning</p> <p><i>Partially Satisfies Soc. Sci. Requirement (Hours included within Gen Ed.)</i></p>
<p><u>Environmental: 3hrs.</u> Select ONE from:</p> <p>ENVT 200 Intro to Environmental Studies HIST 291 Disease, Medicine and History HIST 292 Disease and Medicine in World History PSYC 329 Environmental Psychology SOCY 340 Medical Sociology SOCY 344 Social Gerontology SOCY 346 Environmental Sociology ANTH 340 Medical Anthropology</p>	<p><u>Environmental: 3 hrs.</u> Select ONE from:</p> <p>ENVT 200 Intro to Environmental Studies HIST 291 Disease, Medicine and History HIST 292 Disease and Medicine in World History PSYC 329 Environmental Psychology SOCY 340 Medical Sociology SOCY 344 Social Gerontology SOCY 346 Environmental Sociology ANTH 340 Medical Anthropology</p> <p><i>May Satisfy Soc. Sci. Requirement (Hours may be included within Gen Ed.)</i></p>
<p><u>Ethics: 3hrs.</u> Select ONE from:</p> <p>COMM 315 Ethical Communication in Health PHIL 155 Environmental Ethics PHIL 170 Biomedical Ethics PHIL 207 Ethics</p>	<p><u>Ethics: 3 hrs.</u> Select ONE from:</p> <p>COMM 315 Ethical Communication in Health PHIL 155 Environmental Ethics PHIL 170 Biomedical Ethics PHIL 207 Ethics</p> <p><i>May Partially Satisfy Humanities Requirement (Hours may be included within Gen Ed.)</i></p>

<p><u>Issues in Health: 3-4hrs.</u> Select ONE from: PSYC 307 Abnormal Psychology PSYC 333 Health Psychology COMM 310 Message Design and Influence in Health COMM 366 Addressing Problems in Context: Health SOCY 336 Death and Dying HEAL 325/L Health Promotion and Field Experience in Health Promotion (4 hrs.)</p>	
<p><u>Electives: 6-7 hrs.</u> select at least 6 hours from: Any COMM health course 300 level or above Any HEAL course 300 level or above SOCY 335 Aging and the Family SOCY 348 Sociology of Alcohol and Drugs SOCY 351 Urban Sociology ANTH 351 Urban Anthropology SOCY 361 Child Welfare SOCY 341 Criminology HEAL 495 Capstone Seminar (1 hr.)</p> <p>HEAL 325/L and HEAL 495 are recommended for students who plan to seek the Certified Health Education Specialist (CHES) certification</p> <p>TOTAL B.A CREDIT HOURS: 18-20 hrs.</p>	<p><u>Professional Development</u></p> <p>ALL are required: HEAL 216 Personal & Community Health HEAL 225 Consumer Health HEAL 257 Principles of Nutrition HEAL 325 Health Promotion HEAL 325L Field Experience in Health Promotion (1 hr.)</p> <p>HEAL 460/ PBHL 460 Public Health Administration HEAL 495 Capstone Seminar (1 hr.) BIOL 201/L Human Physiology/Lab (4 hrs.) BIOL 202/L Human Anatomy/Lab (4 hrs.)</p> <p>TOTAL B.S. CREDIT HOURS: 25 hrs.</p>
<p>General Education Requirements:</p> <p><u>Natural Sciences: 8 hrs</u> BIOL 111/L and BIOL 112/L</p> <p><u>Mathematics: 6 hrs</u> MATH 104 or higher statistics course MATH XXX or Logic</p>	<p>General Education Requirements:</p> <p><u>Natural Sciences: 8 hrs</u> BIOL 111/L and BIOL 112/L</p> <p><u>Mathematics: 6 hrs</u> MATH 104 or higher statistics course MATH XXX or Logic</p>
<p>Major (core + BA): 36-41 hrs. Gen Ed: 54 hrs. Electives 27-32 hrs.</p>	<p>Major (core + BS): 52-55 hrs. Gen Ed: 54 hrs. Electives 13-16 hrs.</p>

<i>Recommended electives include:</i>	
BIOL 201/L & BIOL 202/L	
Total hours: 122 hrs.	Total hours: 122 hrs.
All College of Charleston students have the right to replace the BA degree with an AB, which would then include courses in Classics.	All College of Charleston students have the right to replace the BS degree with an AB, which would then include courses in Classics.

B. A brief explanation of the assessments of student learning outcomes that will be used:

1. Students: Students will be evaluated in the didactic portions of classes in accordance with College standards. The College requires that students are evaluated at least twice a semester through midterm exams, and the College also has an attendance policy which instructors can choose to implement. Competencies will be evaluated through exams, quizzes, projects or other assignments determined by instructors and aligned with departmental outcomes and the department assessment plan.

2. Graduating Senior and Alumni Surveys: Students will be surveyed by the program director prior to graduation. This includes an overall assessment of the didactic 15 and clinical portions of the program. In addition, alumni surveys will be conducted at 1 and 3 years post graduation.

3. Faculty: Faculty members are evaluated at the end of each semester by the students in their courses in accordance with College policy. The results and summary of comments will be returned to the program director and the individual faculty. Faculty course evaluations will be included in faculty annual reviews.

C. A list, with catalog type descriptions, of all new courses that are to be added to the catalog within three years for associate degree programs or five years for all other degree programs.

New courses include:

HEAL 215/PBHL 215 Introduction to Public Health. This course is designed to introduce the basic tenets, applications, and foci of public health, including integrating public health with other health professions. It will provide a history of public health, an overview of the core disciplines, current events and issues in the field. (3hrs.)

HEAL 230/PBHL 230 Global Health. This course provides an overview of the determinants that impact health outcomes around the globe. Special attention will be given to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases. (3hrs.)

HEAL 325L Field Experience in Health Promotion. Students will be placed within a variety of public health/health promotion settings, including worksite, profit, and non-profit agencies. The theoretical, educational, organizational, economical and environmental supports for behaviors conducive to health in these public and private settings will be examined. (1hr.) Pre-Req. – HEAL 215, 257, 395 & Junior Status or Permission of Instructor. Co-Req. – HEAL 325.

HEAL 350/PBHL350 Epidemiology. This course introduces the basic concepts of epidemiology and biostatistics as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. (3hrs.)Pre-Req. – HEAL 215/PBHL 215.

HEAL 395 Biostatistics in the Health Sciences. This course examines the basic theory of probability and statistics with practical applications with biological data. It includes fundamentals of probability, distribution theory, sampling models, data analysis, basics of experimental design, statistical inference, interval estimation and hypothesis testing. (3hrs.) Pre-Req. – HEAL 215/PBHL 215 and MATH 104 (or any higher statistics course)

HEAL 460/PBHL460 Public Health Administration. This course examines public health as an organized system, pulling together the different areas of study, fields of work and governmental agencies that facilitate the delivery of public health services on a daily basis. Essential public health principles are discussed in the context of identifying and controlling community health problems. (3hrs.) Pre-Req. – HEAL 325/L or Permission of Instructor

HEAL 495 Capstone Seminar. This senior seminar will use case studies and research articles to apply the competencies and sub-competencies associated with the entry-level CHES certification exam. Students will meet once a week for an hour. (1hr.) Pre-Req. or Co-Req.- HEAL 395 and HEAL 460/PBHL460

V. Faculty

A. A table detailing the rank (not name) and academic qualifications of each staff member who will be involved in the program:

List of faculty by rank	Highest degree earned	Field of study	Teaching in field
Professor #1	Ph.D.	Health & Human Performance*	Yes
Professor #2	Ph.D.	Health & Human Performance	Yes
Professor #3	Ph.D.	Sociology/Anthropology	Yes
Professor #4	Ph.D.	Sociology/Anthropology	Yes
Professor #5	Ph.D.	Sociology/Anthropology	Yes
Associate Professor #1	Ph.D.	Communication	Yes

Associate Professor #2	Ph.D.	Communication	Yes
Associate Professor #3	Ph.D.	Communication	Yes
Associate Professor #4	Ph.D.	Political Science	Yes
Associate Professor #5	Ph.D.	Sociology/Anthropology	Yes
Associate Professor #6	Ph.D.	Sociology/Anthropology	Yes
Associate Professor #7	Ph.D.	Sociology/Anthropology	Yes
Associate Professor #8	Dr.PH	Health & Human Performance*	Yes
Assistant Professor #1	Ph.D.	Communication	Yes
Assistant Professor #2	Ph.D.	Communication	Yes
Assistant Professor #3	Ph.D.	Sociology/Anthropology	Yes
Assistant Professor #4	Ph.D.	Health & Human Performance*	Yes
Assistant Professor #5	Ph.D.	Health & Human Performance	Yes
Senior Instructor #1	Ph.D.	Health & Human Performance*	Yes
Senior Instructor #2	M.S.	Health & Human Performance**	Yes

The health faculty in the Department of Health and Human Performance are the only faculty who will teach full-time (denoted by an *) in the Public Health degree program (FTE = 4). Due to the interdisciplinary nature of the degree, other faculty listed in the table above may teach one course per year (FTE = 3.75) or one course per semester (FTE = .5, denoted by an **) in the Public Health degree program. Teaching assignments may change as the numbers grow within the majors (B.A. and B.S.). In addition, other departments across campus may develop a new course that could be included in this interdisciplinary degree.

B. Enumeration and discussion of the necessary qualifications of new faculty (and staff) who will be added in support of the proposed program:

The Department of Health and Human Performance hired a tenure-track Public Health faculty member in May 2011 following the retirement of an existing full-time health faculty member. Two additional tenure-track faculty members with expertise in Public Health will be hired for the 2012-13 academic year as replacements for current full-time health faculty who will retire in June and August 2012.

C. In the case of currently-employed faculty or administrators, an explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment:

Existing courses will be taught by existing faculty members. Both current faculty members as well as the replacement faculty can teach the new courses for the Public Health degree. As the department changes to the new Public Health degree and Health Minor, the number of sections of some health courses will be reduced. This will enable the health faculty members to begin teaching the new public health courses, which will meet the needs of the majors and give the health minor students more courses to choose from that align with their majors. The two new hires in Public Health will teach courses primarily in the Public Health area, which will allow for a smooth transition from the concentration to the Public Health major.

D. A statement of the institutional plan for faculty development:

This program is interdisciplinary in nature, and as such, all faculty members teaching in public health will have full-time faculty appointments in a wide array of existing departments and will be expected to pursue active programs for research and professional development within their home departments. Departments within both schools have in place a plan for faculty development within each faculty member's field of research.

Faculty members who teach in public health will pursue research and professional development on public health topics within their own specialty and field. Submissions to public health conferences (such as the American Public Health Association) and journals (such as *Public Health* and the *American Journal of Public Health*) will be encouraged.

E. The institutional definition of the full-time equivalents (FTE):

The institutional definition of a full-time equivalent (FTE) position (faculty or staff) is one that requires a minimum commitment of 40 hours per week. Roster faculty workload is based on a "four-course" workload equal to 100% or 1.0 FTE per semester, or 24 credits per year.

F. A table showing for at least the first three years (for associate degree programs) or five years (for all others), the number (headcount) and the full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program, listing new and currently-employed faculty, administrators, and staff.

Unit Administration/Faculty/Staff Support						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2012-2013	0	0	1	0.25	1	0.25
2013-2014	0	0	1	0.25	1	0.25
2014-2105	0	0	1	0.25	1	0.25
2015-2016	0	0	1	0.25	1	0.25
2016-2017	0	0	1	0.25	1	0.25
Faculty						
2012-2013	0	0	20	8.25	20	8.25
2013-2014	0	0	20	8.25	20	8.25
2014-2105	0	0	20	8.25	20	8.25
2015-2016	0	0	20	8.25	20	8.25
2016-2017	0	0	20	8.25	20	8.25
Staff						
2012-2013	0	0	1.5	1.5	1.5	1.5
2013-2014	0	0	1.5	1.5	1.5	1.5
2014-2105	0	0	1.5	1.5	1.5	1.5
2015-2016	0	0	1.5	1.5	1.5	1.5
2016-2017	0	0	1.5	1.5	1.5	1.5

VI. Physical Plant

A. An explanation of whether, or to what extent, the existing physical plant will be adequate to provide space for the program for at least the first five years (three years for two-year colleges):

No additional physical plant requirements are anticipated.

B. A discussion of any additional physical plant requirements during the foreseeable future, including any modifications to existing facilities and an explanation of how these are to be financed:

No additional physical plant requirements are anticipated.

VII. Equipment

A brief discussion and identification of major equipment items that may be needed for at least the first five years:

No special equipment needs are anticipated. Existing instructional equipment is sufficient for establishment of the program. Standard office equipment, including a computer, printer, and phone, is needed for the program director.

VIII. Library Resources

A. A quantitative comparison of the institution's current holdings with a standard guide (such as the American Library Association's Standards for College Libraries) in relationship to the new program being proposed:

The public health and exercise science holdings in the Addlestone Library consist of over 17,478 books and media and over 52,000 full text electronic journals and newspapers. In addition to traditional print resources, the library subscribes to over 260 databases and it can be argued that a wide range of databases will support this proposed program. A sample of relevant databases includes: Medline/PubMed; InfoTrac OneFile, Business Source Premier, ERIC, CINAHL, PAIS International Index, PsycINFO, Sociological Abstracts, and SPORT Discus with Full Text.

Two hundred and sixty (260) workstations are available in the library, providing access to myriad national and international resources available over the Internet. All members of the College of Charleston community may use the workstations and 12 are also available for the community and researchers who are Friends of the Library. Wi-Fi access is also provided to the college community.

The Addlestone Library was a charter member of PASCAL (Partnership Among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan material to include all public and private colleges and universities in

South Carolina, encompassing the research collections at Clemson, the Medical University of South Carolina, and the University of South Carolina campuses.

B. A qualitative assessment of current holdings in view of the new program being proposed:

The library owns (or has access to) 57% of the recommended journal titles in *Magazines for Libraries* (New York: Bowker, 2008). Due to the interdisciplinary nature of the public health degrees, faculties with expertise across all courses have selected library holdings through their departmental budgets. Each year faculty members recommend new journal subscriptions and new databases. Students also make suggestions through the library's online suggestion box available at all workstations through the campus network. The library regularly assesses its subject collections, evaluating its holdings and collecting scope. Faculty and students play an important role of the selection of materials.

C. A quantitative estimate of acquisitions that may be needed annually for at least the first five years (three years for the two-year colleges) and the estimated additional cost of these acquisitions:

It is estimated that each School will allocate a proportion of its annual library budget to the acquisition of new materials. The Department of Health and Human Performance will allocate \$2000/year for the first five years.

IX. Accreditation, Approval, Licensure, or Certification

If the proposed program is subject to specialized or professional accreditation or approval by any state agency other than the Commission, a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected; and

If graduates of the proposed program are subject to licensure or certification by any public or private agency, a brief description of that process and of the ways in which the proposed program will ensure that such certification or licensure, if obligatory, can reasonably be expected to be achieved by graduates.

The National Commission for Health Education Credentialing (NCHEC) currently offers the CHES certification (Certified Health Education Specialist) for individuals. The CHES certification was accredited by the National Commission for Certifying Agencies (NCCA) in 2008. Students seeking the Bachelor of Science degree will complete all of the coursework that addresses the Seven Areas of Responsibility, 34 Competencies, and 162 entry-level sub-competencies found on this credentialing exam. Currently, there are no accreditation standards for undergraduate Public Health programs. The proposed programs have been developed to comply with the undergraduate Public Health program expectations as recommended by the Association of Schools of Public Health. It is anticipated that there will be established accreditation standards by the Council of Education in Public Health in the next five years. Under the guidelines and standards included in this proposal, future program accreditation is reasonably expected.

X. Articulation

This section should contain a description of the institution's efforts to link the proposed program to similar programs offered by other South Carolina institutions. Proposed associate level programs should show a path for graduates to move into a related baccalaureate program, as appropriate. Proposed baccalaureate-level programs should show an entry path for students from two-year institutions, as appropriate. If the proposed program leads to a degree that is normally considered to be a terminal degree, the institution should so state in this section. Institutions should highlight collaboration with other state institutions in this section. If a program cannot show progress towards articulation agreements or inter-institutional collaboration, it should explain the lack thereof in this section.

Transfer students from technical and other institutions will be accepted into the Public Health major, as they are into all College of Charleston programs. Students who enter the College of Charleston from two-year colleges will not find it difficult to major in Public Health. Although many two-year colleges do not offer courses that would count toward the Public Health major, a student entering the College of Charleston as a junior has time to complete the major, particularly if that student has completed many of his/her general education requirements.

It is anticipated that many students completing the Public Health major at the College of Charleston will pursue graduate degrees in Public Health by attending the Arnold School of Public Health at the University of South Carolina or other accredited institutions.

XI. Estimated New Costs

A. A table showing estimated annual new costs for at least the first three years for associate degree programs and for the first five years for all others and which displays sources of funds that will be available to support the proposed program:

Most hours required by the major will be taken in either (a) courses developed specifically for the major or (b) existing courses for which additional sections would be required. If we assume that approximately half the majors will complete BA degrees and half BS degrees, then the average number of SCH per major required by the program is approximately 45, taken almost entirely within the sophomore through senior years. For ease of calculation, we assume these hours are taken approximately 15 a year by each major, an assumption consistent with the sample curricula and one which does not affect the long-term calculation of revenue. Table B projects approximately 60 non-freshman majors in year 1, 85 in Year 2, 90 in year 3, 100 in Year 4, and 110 in Year 5.

We include a modified version of Table B that includes (a) the projected non-freshman headcount, (b) the number of SCH per year for courses required by the major itself, (c) the estimated number of 3-credit courses required, based on average class sizes of 20 headcount, or 60 SCH, per 3-credit course, and (d) the estimated faculty FTE required annually, based on approximately 8 such courses per year per faculty member.

Modified Table B—Enrollments and SCH in major only

	Headcount	Hours required by the major annually	# of courses required by major annually	Faculty FTE required annually
2012-13	60	900	15	2
2013-14	85	1275	21	2.75
2014-15	90	1350	23	3
2015-16	100	1500	25	3.25
2016-17	110	1650	28	3.5

Table G - Costs to the Institution and Sources of Financing

Estimated Costs by Year						
Category	1st	2 nd	3 rd	4 th	5 th	Totals
Program Administration (.05 FTE of chair + \$5,000 director's stipend)	\$12,150	\$12,150	\$12,150	\$12,150	\$12,150	\$60,750
Faculty Salaries (\$60,000 + 30% benefits representing an average cost for existing and newly hired FTE)	\$156,000	\$214,500	\$234,000	\$253,500	\$273,000	\$1,131,000
Graduate Assistants						
Clerical/Support Personnel (.25 FTE)#	\$9,652	\$9,652	\$9,652	\$9,652	\$9,652	\$48,260
Supplies and Materials						
Library Resources	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Equipment						

Facilities						
Other (Operating)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
TOTALS	\$181,802	\$240,302	\$259,802	\$279,302	\$298,802	\$1,260,010
Sources of Financing by Year						
Estimated FTE Revenue* (Please see comment below)	\$179,098	\$270,973	\$281,548	\$322,198	\$362,848	\$1,416,665
Tuition Funding						
Other State Funding						
Reallocation of Existing Funds (Program Administration, faculty salaries, clerical support, supplies)**	\$181,802	\$240,302	\$259,802	\$279,302	\$298,802	\$1,260,010
Federal Funding						
Other Funding						
TOTALS	\$360,900	\$511,275	\$541,350	\$601,500	\$661,650	\$2,676,675

#This corrects an error in the original proposal in which all clerical FTE in the Department of Health and Human Performance were allocated to the support of this major.

* Calculation of Estimated FTE Revenue (\$401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds)

** Faculty FTE will come from existing faculty lines, with two vacancies in Health and Human Performance being hired this academic year. The two schools involved will reallocate existing monies to cover the directors' stipends and library and operating costs.

B. Information regarding how estimated new program costs will be covered. In this section, institutions should estimate the projected revenues from the State generated by new student FTE's enrolled in the program [an estimate expressed by the Mission Resource Requirement]; tuition funding generated by new students; "Other State Funding," meaning special legislative appropriations ("below the line" appropriations); reallocation of existing funds from within the institution; federal funding; and other funding (such as endowment income, auxiliary enterprise funds, etc.):

Because the AB/BA/BS programs will be housed jointly in the School of Humanities and Social Sciences (HSS) and the School of Education, Health and Human Performance

(EHHP), existing resources are available to support the program, and no new administrative overhead is needed. At the end of the 2011-12, two health educators within the Department of HHP will be retiring. This will enable the department to hire new faculty members with specialized training in public health to assist with curriculum development and delivery. These are replacement rather than new lines. Therefore, immediate costs would be minimal until the major grows beyond its staffing capabilities. At that time, new lines will be requested or existing lines will be re-allocated within the participating schools. Immediate costs would include a modest stipend for each of two co-directors (consistent with other interdisciplinary programs), a recurring library fund for journals and books, and an operating budget for student research. These costs will be split evenly between HSS and EHHP, allocated from budgets as appropriate by each school's Dean.

Co-Director stipends: \$2,500 each/Total \$5,000

Library funds: \$2,000

Operating budget: \$2,000

Total immediate new costs: \$9,000 annually

C. A statement as to whether or not "unique cost" or other special state appropriations will be required or requested:

No unique cost or other special state appropriations will be required or requested.

XII. Institutional Approval

This section must include a list of titles of all internal institutional bodies of which approval was required, such as faculty committees and the institutional governing board, and the dates on which each body approved the program. Such approval is required prior to the submission of program proposals to the Commission.

This proposal has been approved by:

Dean of the School of Humanities and Social Sciences	10/28/10
Dean of the School of Education, Health and Human Performance	10/28/10
Curriculum Committee at the College of Charleston	11/12/10
Faculty Senate at the College of Charleston	12/7/10
Provost at the College of Charleston	1/15/11
President at the College of Charleston	1/15/11
Board of Trustees at the College of Charleston	4/15/11

