

**New Program Proposal
 Bachelor of Science in Public Health
 Coastal Carolina University**

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Science in Public Health to be implemented in Fall 2019. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/31/19	Not Applicable
Staff comments to the institution	3/14/19	By teleconference, staff requested revisions to the proposal to adequately address program questions. The proposal was initially submitted as a modification. Consequently, the aggregate number of changes in the curriculum resulted in elevating the proposal from a modification to a new program proposal.
Revised Program Proposal Received	3/20/19	A revised proposal was submitted for ACAP consideration.
ACAP Consideration	3/28/19	<p>Representatives from Coastal Carolina University (CCU) introduced the need for the Bachelor of Science in Public Health program. The representatives stated the proposed program is an existing program with changes because of recommendations for the Council on Education for Public Health, the national accrediting body for public health higher education programs. Collectively, the programmatic changes align with the fields of study and professions of graduates, reflect a stronger focus on skill development and public health core content areas, increased preparation of students for public health graduate programs, and concentrations for those interested in clinical fields, including pre-health professions and dietetics.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal. Representatives from the College of Charleston and Winthrop University expressed support of the program. Winthrop University representatives also articulated a willingness to formalize agreements for CCU students to make a seamless transition into the Winthrop master's degree program in Human Nutrition with a Dietetics Certification option.</p> <p>After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>

Stages of Consideration	Date	Comments
Staff comment to the institution	4/2/19	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Explain any plans to formalize articulation and partnership agreements with Winthrop University as it relates to the proposed Nutrition and Dietetics concentrations; • Provide a comprehensive list of all new courses to the program and each concentration; • Identify the <i>Physical Resources</i> that will support the program; and • Reflect any new funding and costs in the budget associated with the additional students because of the implementation of the proposed program and the amendments.
Revised Program Proposal Received	4/11/19	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Science in Public Health to be implemented in Fall 2019.

Coastal Carolina University Student and Program Data

Undergraduate In-State/Out-of-State Enrollment, Fall 2018	5,771 (58.19%) / 4,146 (41.81%)
Number of Approved Programs in 10 Yrs. (FY 2009-2018)	30
Number of Terminated Programs in 10 Yrs. (FY 2009-2018)	6

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field ¹	2016 Median Income ²	2016 Estimated Employment ³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Community and Social Services	\$37,430	29,911	33,785	3,874	1.23%	12.95%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University (CCU)

Name of Program (include degree designation and all concentrations, options, or tracks): Public Health
Cognates:

Generalists with General Cognate

Generalists with Honors Cognate

Concentrations:

Community Health

Dietetics

Health Administration

Health Literacy

Pre-Health Professions

Program Designation:

Associate's Degree

Master's Degree

Bachelor's Degree: 4 Year

Specialist

Bachelor's Degree: 5 Year

Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

Proposed Date of Implementation: Fall 2019

CIP Code: 51.2207

Delivery Site(s): CCU Main Campus; Traditional (face-to-face), distance learning

Delivery Mode:

Traditional/face-to-face
*select if less than 25% online

Distance Education

100% online

Blended/hybrid (50% or more online)

Blended/hybrid (25-49% online)

Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):

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Chair, Department of Health Sciences

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department of Health Sciences:	January 18, 2019
College of Science Curriculum:	January 18, 2019
Academic Affairs:	February 12, 2019
Faculty Senate:	March 6, 2019
Provost Office:	March 8, 2019
President:	March 8, 2019

Background Information

CCU seeks to “develop students who are both knowledgeable in their chosen fields and to be productive, responsible, healthy citizens with a global perspective” as stated in the University mission. The Public Health program’s mission is to “prepare students to protect and improve the health of individuals and communities through a challenging academic program with experiential learning opportunities”. The proposed program changes are intended to meet both the institution’s and program’s mission.

In 2013, the Health Promotion program was one of 10 programs that were originally approved by the Society for Public Health Education/ American Association for Higher Education (SOPHE/AAHE) Baccalaureate Program Approval Committee (SABPAC) and were allowed to seek accreditation from the Council on Education for Public Health (CEPH) as a standalone baccalaureate program (SBP). An SBP is defined as a “bachelor’s degree-granting program with a major or other equivalent concentration in public health or a public health discipline and that is not affiliated with graduate-level public health programs or schools of public health” (CEPH). Accreditation by CEPH “assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners” (CEPH). In 2015, the program made the change to Public Health (PUBH) to be consistent with the accrediting body and sought accreditation. In May 2018, the program received accreditation status with CEPH until 2023 with the expectation that programmatic changes would be made. Some of the programmatic changes were approved by CCU in 2018, however, additional changes were identified by the faculty. These changes were intended to strengthen the B.S. in PUBH program and make it more attractive to undergraduate students interested in health promoting and disease prevention professions as well as health-related graduate degree programs.

These modifications support Objective 1.4.5 of the Coastal Carolina University Strategic Plan 2016-2021: “CCU will support high-quality innovative programs and curricula aligned with student demands, accreditation and standards expectations, regulatory requirements, and supportive professional preparation such that the CCU graduate student FTE population can reach 18 percent of the student population and the CCU undergraduate student FTE population can increase by 5 percent over 2015-2016.”

The proposed changes support the exit surveys that indicate the fields of study and professions that public health graduates end up doing. In addition, students who switch majors to public health realize that they can fulfil the pre-requisite degree requirements for graduate school for different health professions with a Public Health degree. Some examples of graduate programs pursued by Public Health majors are: Public Health fields (general health education, health promotion, global health and epidemiology), Health Administration, Law school, Education, Health Science, Medical Science, Nutrition, Social Work, Occupational Therapy, Physician Assistant, or Nursing Programs. In addition, professions public health majors are currently working are: nonprofit agencies, state health departments, local health facilities, assisted living facilities, social services, medical facilities and centers, mental health facilities, among others.

Assessment of Need

From 2013 to 2017, the Public Health program (previously Health Promotion) underwent the accreditation process with CEPH. As part of the process, the B.S. in PUBH program had to participate in a self-study that identified programmatic areas of strengths and improvement. During the accreditation process, recommendations to the curriculum were made by CEPH to reflect Public Health the nine domains of Public Health. More focus on skills development and public health core content areas instead of content courses were needed. Content courses could continue to exist but were part of program electives, based on student interest. Three classes (PUBH 320: Public Health Policy and Advocacy, PUBH 375: Global Health Perspectives, and PUBH 380: Essentials of US Healthcare Systems) were elective courses for public health program that are now required.

In addition, the program needed a curriculum to prepare students for graduate study in Public Health. Based on the accreditation field visit, there was a lot of focus on clinical post baccalaureate programs and preparing students for the workforce but not as much as encouraging students into graduate Public Health degree programs. As a result, PUBH 388: Public Health Research Methods and PUBH 398: Public Health Research and Evaluation courses were created to develop those skills. PUBH 491: Needs Assessment, Program Planning and Evaluation was considered to be a very hefty course on topics that could be taught independently and as a result, the course was divided into two. Needs assessment and program planning would be one class and evaluation would be coupled with research.

Finally, students interested in clinical fields will be able to select the pre-health professions or dietetics concentrations as they provide the foundation pre-requisites needed for clinical health professions graduate degree programs. The cognate option will still be available to students who are interested in creating their own complementary area of study and for those in the Honors program. The concentrations allow for students to have a better understanding of what professions their public health degree could take them. The concentrations provide a cleaner pathway option to students, reducing confusion about what courses are needed for a specific area of study.

Public Health jobs continue to be in high demand around the country. A nationwide search of public Health jobs on indeed.com yielded over 135,000 positions of which 83,000 are entry level and almost 33,000 require a bachelor's degree. While in South Carolina, 1,600 public health positions are posted of which, 1,075 are entry level and 337 need a bachelor's degree. CCU's students would have an added advantage as they are eligible to take the Certified Health Education Specialist (CHES) exam, a preferred qualification for some public health positions.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

The Chair of the Department Health Sciences (also Public Health Program head), Dr. Fredanna McGough and the Chair of the Department of Human Nutrition program, Dr. Wanda Koszewski have been in communication since 2016 to align courses best suited to advise students interested in dietetics to transition from Coastal Carolina University with their Bachelor of Science in Public Health to the Dietetics Program at Winthrop University. The new Dietetics Concentration in the Public Health program is influenced by what is required for the Didactic Program in Dietetics (DPD) pre-requisites. Dr. Koszewski has articulated support for the Dietetics Program as is evidenced by the attached form *Coastal Carolina-DPD Course Requirements Post-bac-2019-2020*. The following has been discussed with the intention for formalizing a transfer articulation between the two institutions:

- a. Any Public Health graduate from Coastal Carolina, who completes the Dietetics Concentration with an overall GPA of 3.0 or higher, has a GRE score of 291 or higher and has two good recommendation letters, will be accepted to the post graduate (masters) Dietetics program and Dietetics Internship program at Winthrop. Students with a conditional offer must maintain a B or higher in their graduate coursework (500-600 level) for the first 12 credit hours.

- b. Winthrop will provide Coastal students with a list of possible placement sites for their Dietetic Practicum; 100 hours of supervised practice by a Registered Dietitian Nutritionist (RD), Nutrition and Dietetics Technician, Registered (NDTR), and Certified Dietary Manager (CDM), or equivalent. Since the proposal was submitted, as an alternative, students can enroll in PUBH 499 (Independent Study) course at Coastal Carolina University as long as it fulfills the practicum requirements.
- c. Students who complete their DPD course requirements may have the opportunity to be selected for the pre-match to be in the Dietetics program or they could enter the matching system to be placed in the Dietetics Internship program at Winthrop.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Community Health Workers	1		118,500		State: SC Works Online National: US Bureau of Labor Statistics
Dietitians and Nutritionists	44		68,000		State: SC Works Online National: US Bureau of Labor Statistics
Environmental Science and Protection Technicians, Including Health	10		34,600		State: SC Works Online National: US Bureau of Labor Statistics
Environmental Scientists and Specialists, Including Health	15		89,500		State: SC Works Online National: US Bureau of Labor Statistics
Exercise Physiologists	4		15,100		State: SC Works Online National: US Bureau of Labor Statistics
Health Educators	7		118,500		State: SC Works Online National: US Bureau of Labor Statistics
Health Technologists and Technicians, All Other	6		335,700		State: SC Works Online National: US Bureau of Labor Statistics
Healthcare Social Workers	54		N/A		State: SC Works Online National: US Bureau of Labor Statistics
Healthcare Support Workers	61		N/A		State: SC Works Online National: US Bureau of Labor Statistics
Medical and Health Services Managers	183		352,200		State: SC Works Online National: US Bureau of Labor Statistics
Mental Health and Substance Abuse Social Workers	14		260,200		State: SC Works Online National: US Bureau of Labor Statistics
Mental Health Counselors	22		260,200		State: SC Works Online National: US Bureau of Labor Statistics
Rehabilitation Counselors	51		119,300		State: SC Works Online National: US Bureau of Labor Statistics

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2018-2019	274	280	0
2019-2020	280	286	0
2020-2021	286	292	0
2021-2022	292	299	0
2022-2023	299	306	0
2023-2024	306	313	0

Undergraduate enrollment at the University has experienced a five-year growth of 12%. The first row of the table above, that is 2018-2019, is based on actual student enrollment at CCU in the Public Health program. The remaining years (2019-20 to 2022-23) were estimated using a linear growth model of 12% from 2019-20 to 2022-23.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

- Yes
 No

Curriculum

New Courses

PUBH 284Q: Public Health Field Experience (2 credit hours) An exploration of public health settings through experiential learning that will introduce professionalism and career discovery. Through a supervised 30 hour field experience, students will gain a better understanding of the public health field. Potential field experience sites will be identified by the student and approved by the course instructor and/or the Public Health Internship Coordinator.

PUBH 361: Health Organization Communication (3 credits) This course explores the communication processes, issues and concepts that comprise the organization of health care, focusing on the interactions that influence the lives of patients, health professionals and other members of health institutions, by examining how health institutions function communicatively to ultimately benefit health care delivery.

PUBH 388: Needs Assessment and Program Planning (3 credits) (prereq: PUBH 201) Overview of the skills necessary for excellence and quality in the development of public health programs. Needs assessment and program planning concepts and models will be reviewed with practical applications in the classroom and field settings.

PUBH 398: Public Health Research and Evaluation Methods (3 credits) (prereq: C or better in PUBH 388 and either STAT 201 & Lab, POLI 205, CBAD 291, or PSYC 225 & Lab) An introduction to the fundamentals of research design and applications of research strategies and its application to public health. In addition, evaluation models will be reviewed with practical applications in the classroom,

laboratory, and field settings. This course will serve as an introduction to quantitative, qualitative, and mixed method approaches to research and evaluation, as well as ethical issues in conducting research.

PUBH 455: Special Topics in Public Health (1-3 credits) (prereq: PUBH 121, junior standing or permission by the instructor). An intensive seminar that provides an in-depth investigation of special topics in Public Health not generally available in the curriculum. The course may be repeated for credit under different topics.

PUBH 498: Public Health Research Project (3) (prereq: PUBH 398). The use of quantitative and/or qualitative research methods and theoretical constructs to guide directed undergraduate research on a public health topic to be developed by the student and instructor.

BSHA 457: Health Data Analytics and Visualization (3 credits) (prereq: Junior Standing). Managing health care data has the potential to reduce costs, enhance quality, and improve population health. Health data analytics and visualization is an important component of understanding health outcomes. This course facilitates knowledge and skills needed to analyze health data and, more importantly, draw conclusions from the analysis. This course does not use advanced mathematics to solve problems but rather relies on computer technology, especially graphs, histograms, pie charts and mapping visualization, to examine and understand data in a more intuitive and visual manner.

Additional Courses Requested

Existing Elective Courses for the Program Now Required

PUBH 320: Public Health Policy & Advocacy (3 credits) (Prereq: junior standing) This course will provide an overview of health policy issues and policy making in the United States. Reports indicate that health problems are heavily influenced by societal policies and environments that in some way either sustain the behaviors and practices that contribute to the problem or fail to foster healthier choices that could prevent the problem. Therefore, this course will provide insight and political competencies needed to analyze the public policy environment for changing policies, systems and built environments. The course will examine contemporary health policy issues and consider reform options and new directions.

PUBH 380: Essentials of the U.S. Health Care System (3 credits) (Prereq: sophomore standing) This course is an introduction to the basic structures and operations of the United States health system and focuses on the major core challenges of the delivery of health care. The foundation and history of United States health care; the health care workforce, philosophy, nature, and scope of health organizations including hospitals, primary, ambulatory and long-term care facilities; administration and financing of health care; and government in the health care system will be discussed.

Courses New to the Concentrations

Health Literacy Concentration*

COMM 140: Modern Human Communication: Principles and Practices (3 credits) Communication is the study of human interaction. This course provides students with an overview of the practical applications and theoretical approaches to the study of communication through an exploration of four key areas: interpersonal, intercultural, group, and public communication.

COMM 311: Health Communication (3 credits) An overview of the various areas of study within the health communication field. Explores multiple communication issues relevant to health, including language; information processing; the social construction of health and illness; patient-doctor communication; and the mutually influential relationships among health care professionals, patients, family members and friends, and cultural institutions.

COMM 340: Media Effects (3 credits) Examines uses and effects of media for individuals and societies. Covers topics such as: what media content affects people, the types of people who are affected by media content, what those effects are and how they occur, and what situations makes effects more or less likely to occur.

COMM 412: Interpersonal Health Communication (3 credits) (Prereq: COMM 311) Explores the interpersonal contexts of health communication, including patient-provider communication, social support, communication through illness, family communication about health, interpersonal communication, technology, and everyday talk about health. Intended for health care consumers, or future health care and health communication professionals.

JOUR 312: Media Relations (3 credits) (Prereq: JOUR 309 and JOUR 311) This course is a comprehensive study of media relations from the perspective of both proactive and reactive public relations practice. Particular emphasis is placed on writing for media, interacting with journalists, holding news conferences, understanding the role of the internet and interactive media, responding to organizational crises, and evaluating media relations effectiveness. Students gain proficiency in strategic writing and message composition and refine their skills in making oral presentations

*Community Health Concentration ***

PUBH 304: Nutrition (3 credits) (Prereq: PUBH 121) A study of the metabolic mechanisms and requirements of food groups and nutrients as related to health, various age groups, and physical activity. Special attention is given to risk reduction of chronic disease through proper nutritional health and individual eating practices along with the evaluation of these habits against the guidelines that support good health.

PUBH 310: Issues in Family Life and Sexuality (3 credits) (Prereq: PUBH 121) An overview of problems and questions relative to family life and sex education. Topics include: communication, relationships, intimacy, marriage, parenting, male/ female sexual anatomy, sexually transmitted diseases, contraceptives and childbirth.

PUBH 340: Drugs in Society (3 credits) (Prereq: PUBH 121) In this course, drug policies and laws as well as contemporary advocacy efforts impacting drug use, abuse, prevention, treatment and interdiction are examined from a public health perspective. Motivational factors that influence the use of licit and illicit drugs are explored and the psychological, socio-cultural and pharmacological/biochemical risk factors for abuse or dependence are identified. Systems providing effective drug education, prevention, treatment and interdiction are also evaluated.

PUBH 347: Consumer Health Education (3 credits) (Prereq: PUBH 121) Responsibility of individuals and families for the proper evaluation of medical information as it relates to the adequate and proper utilization of health practices and services.

PUBH 411Q: Community Nutrition Outreach (3 credits) (Prereq: [PUBH 121](#) and a grade of 'B' or better in [PUBH 304](#)) This applied course builds on theory-based skills gained from the nutrition course, PUBH 304. Students will become proficient in the use of laboratory equipment in the field and Public Health Lab to engage in community nutrition outreach by assessing body composition, evaluating diet history, and providing nutrition education and counseling to promote sound dietary practices.

*All courses are currently used in cognates

**All courses are currently used in the public health program as required or electives

*Health Administration Concentration****

BSHA 305: Health Care Marketing (3 credits) (Prereq: CBAD 350) This course is an introduction to the principles and practices associated with marketing in a health care setting. The course will cover the major topics surrounding health care marketing in the current dynamic health care environment. Topics will include, but not be limited to, developing a market orientation; organizing a marketing operation; consumer behavior; market research; market segmentation; elements of a marketing plan; development of a marketing plan.

BSHA 382: Budgeting and Finance in Health Care (3 credits) (Prereq: CBAD 201) Students will study accounting and financial management principles and their application to operational problems in health care. In addition, students will study budgeting and gain skills in developing budgets in different healthcare units. Students will gain competence in the techniques of forecasting financial results for individual projects and the organization. In addition, major reimbursement systems will be covered, such as Medicare, Medicaid, and third-party payment systems.

BSHA 456: Health Data Analysis (3 credits) (Prereq: BSHA 455 and Statistics) This course is designed to give students experience in analyzing and completing health information projects including; data design and collection, clinical performance measurement, data presentation, and reading and understanding professional statistical publications. Qualitative and quantitative data analysis and inferential analysis are included in class activities.

***Health Sciences Chair or Health Administration Director will sign special permission to take courses with pre-requisites.

Dietetics and/or Pre-Health Professions

PUBH 222: Medical Terminology (3 credits) This course is an introduction to the principles of medical word building to develop the necessary medical vocabulary used in health care settings. Using a systems-approach, students study, analyze and interpret root words, prefixes and suffixes with emphasis on spelling, pronunciation, definition and use of medical terms. As part of the learning process, students are exposed to basic anatomy, physiology, pathology of disease, and clinical procedures.

BIOL 121: Biological Science I (3 credits) (Prereq: Placement into MATH 131 or above, or have a 'C' or better in MATH 130) (Coreq: BIOL 121L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include scientific method, chemistry of life, macromolecules, cell structure and function, mendelian and molecular genetics.

BIOL 121L: Biological Science I Laboratory (1 credit) (Coreq: BIOL 121) Experiments, related to topics in BIOL 121. Exercise topics include evolution, experimental design, data analysis, photosynthesis, cellular respiration and macromolecules.

BIOL 122: Biological Science II (3 credits) (Prereq: BIOL 121/BIOL 121L) (Coreq: BIOL 122L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include evolution, origin of life, plant and animal development, ecology.

BIOL 122L: Biological Science II Laboratory (1 credit) (Prereq: BIOL 121/BIOL 121L) (Coreq: BIOL 122) Experiments, exercises and demonstrations emphasizing topics covered in BIOL 122 with an oral communications component.

BIOL 330: Microbiology (3 credits) (Prereq: BIOL 121 and BIOL 122) (Coreq: BIOL 330L) An introduction to bacteria and viruses, emphasizing morphology, ultrastructure, metabolism, and growth. Discussion of pathogenic microbes, antigen-antibody relationships and antimicrobial agents in chemotherapy.

BIOL 330L: Microbiology Laboratory (1 credit) (Coreq: BIOL 330) Laboratory exercises to accompany BIOL 330.

CHEM 112: General Chemistry II (3 credits) (Prereq: CHEM 111/CHEM 111L) (Coreq: CHEM 112L) A continuation of CHEM 111 to include intra- and intermolecular bonding theory, quantitative treatment of chemical kinetics, aqueous solution equilibria, and electrochemistry.

CHEM 112L: General Chemistry II Laboratory (1 credit) (Coreq or Prereq: CHEM 112) This course consists of laboratory methods of quantitative study of chemical kinetics, equilibria, thermodynamics and electrochemistry.

CHEM 331: General Organic Chemistry I (3 credits) (Prereq: CHEM 112/CHEM 112L) (Coreq: CHEM 331L) Nomenclature, synthesis, and reactions of carbon compounds.

CHEM 331L: General Organic Chemistry I Laboratory (1 credit) (Coreq: CHEM 331) A survey of laboratory methods of organic chemistry.

PHYS 205: Introductory Physics for Life Sciences I (3 credits) (Prereq: MATH 131 or MATH 135 or by Mathematics Placement) (Coreq: PHYS 205L) The first of a two-semester sequence intended to introduce life science majors to the concepts of physics in a biological context. Topics include Mechanics, Energy, Fluids and Waves. This three-credit lecture and one-credit lab combine for six hours of in-class work each week.

PHYS 205L: Introductory Physics for Life Sciences I Laboratory (1 credit) (Prereq: MATH 131 or MATH 135 or by Mathematics Placement) (Coreq: PHYS 205) The laboratory demonstrates the topics and principles presented in the lecture.

PHYS 206: Introductory Physics for Life Sciences II (3 credits) (Prereq: PHYS 205/PHYS 205L) (Coreq: PHYS 206L) The second of a two-semester sequence intended to introduce life science majors to the concepts of physics in a biological context. Topics include Waves & Optics, Electricity & Magnetism, Energy and Atomic Physics. This three-credit lecture and one-credit lab combine for six hours of in-class work each week.

PHYS 206L: Introductory Physics for Life Sciences II Laboratory (1 credit) (Prereq: PHYS 205/PHYS 205L) (Coreq: PHYS 206) The laboratory demonstrates the topics and principles presented in the lecture.

PSYC 302: Developmental Psychology (3 credits) (Prereq: PSYC 101) A survey of human development from conception through senescence, with attention to the physical, psychological, cognitive, and social characteristics of each state. Students are introduced to research methods used by developmental psychologists and the impact of their findings to everyday life.

PSYC 410: Abnormal Psychology (3 credits) (Prereq: PSYC 101) A survey of the historical, social, and cultural implications of abnormal behavior. Topics include the nomenclature used to classify abnormal behavior, etiological factors and treatment procedures.

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
PUBH 121	3	ENGL 102	4		
ENGL 101	4	PSYC 101/SOC 101	3		
UNIV 110	3	Core (Humanistic Thought -2)	3		
Core (Humanistic Thought)	3	HIST 201/POLI 201	3		
Core (Critical Thinking)	3	STAT 201/201L	4		
Total Semester Hours	16	Total Semester Hours	17	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
BIOL 232/232L	4	BIOL 242/242L	4		
CHEM 101/101L or CHEM 111/111L	4	Core (Artistic Expression)	3		
PUBH 201	3	PUBH 248Q	2		
Foreign Language	5	Cognate/Concentration*	3-4		
Total Semester Hours	16	Total Semester Hours	12-13	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
PUBH 320/PUBH 403	3	PUBH 320/PUBH 403	3		
PUBH 333/PUBH Elective	3	PUBH 333/PUBH Elective	3		
PUBH 375/PUBH 380	3	PUBH 375/PUBH 380	3		
Cognate/Concentration*	3-4	PUBH 350/PUBH 388	3		
Cognate/Concentration*	3-4	Cognate/Concentration*	3-4		
Total Semester Hours	15-17	Total Semester Hours	15-16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
PUBH 410/PUBH 398	3	PUBH 410/PUBH 398	3		
PUBH 481/PUBH Elective	3	PUBH 481/PUBH Elective	3		
PUBH 484	1	PUBH 485Q	6		
PUBH 350/PUBH 388	3	PUBH 495	1		
Cognate/Concentration*	3-4				
Cognate/Concentration*	3-4				
Total Semester Hours	16-18	Total Semester Hours	13	Total Semester Hours	

* These courses are chosen from one of the two cognates or from the five concentrations listed below.

Generalist with General Cognate (no concentration) (18 Credits)

Choose one 300-400 level public health elective course (3 credits)
Choose 100-200 level basic science courses OR 300-400 level course not in major (15 credits):

Generalist with Honors Cognate (no concentration) (18 Credits)

Complete the following courses:

- PUBH 398 - Public Health Research and Evaluation Methods (3 credits)
- PUBH 498 - Public Health Research Project (3 credits)

Complete 3 credits:

- PUBH 399 - Independent Study (1-3 credits)
- PUBH 455 - Special Topics in Public Health (1-3 credits)

Choose three 100-200 level basic science honors (HONR)/H-designated courses OR 300-400 level honors (HONR)/H-designated courses not in major (9 credits)

Community Health Concentration (18 Credits)

Choose two 300-400 level public health courses not previously taken (6 credits)

Complete the following courses:

- PUBH 304 - Nutrition (3 credits)
 - PUBH 310 - Issues in Family Life and Sexuality (3 credits)
 - PUBH 340 - Drugs in Society (3 credits)
 - PUBH 347 - Consumer Health Education (3 credits)
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Dietetics Concentration (18-19 Credits)

Complete the following courses:

- PUBH 222 - Medical Terminology (3 credits)
- BIOL 121 - Biological Science I (3 credits) AND
- BIOL 121L - Biological Science I Laboratory (1 credit)
- BIOL 122 - Biological Science II (3 credits) AND
- BIOL 122L - Biological Science II Laboratory (1 credit)

- CHEM 112 - General Chemistry II (3 credits) AND
- CHEM 112L - General Chemistry II Laboratory (1 credit)

Choose one:

- BIOL 330 - Microbiology (3 credits) AND
- BIOL 330L - Microbiology Laboratory (1 credit)
- CHEM 331 - General Organic Chemistry I (3 credits) AND
- CHEM 331L - General Organic Chemistry I Laboratory (1 credit)
- PSYC 302 - Developmental Psychology (3 credits)
- PSYC 410 - Abnormal Psychology (3 credits)

For Foundation requirements, students in the Dietetics Concentration must complete CHEM 111 and CHEM 111L.

For Public Health Elective requirements, students in the Dietetics Concentration must Choose PUBH 304 and PUBH 411 Q.

Health Administration Concentration (18 Credits)

Choose one 300-400 level public health course not previously taken (3 credits)

Choose one 300-400 level health administration course not listed below (3 credits)

Complete the following courses:

- BSHA 305 - Health Care Marketing (3 credits)
 - BSHA 382 - Budgeting and Finance in Health Care (3 credits)
 - BSHA 456 - Health Data Analysis (3 credits)
 - BSHA 457 - Health Analytics and Data Visualization (3 credits)
-

Health Literacy Concentration (18 Credits)

Complete the following courses:

- COMM 140 - Modern Human Communication: Principles and Practices (3 credits)
- COMM 311 - Health Communication (3 credits)
- PUBH 361 - Health Organization Communication (3 credits)
- PUBH 440 - Gender, Culture, Literacy and Disparities in Health (3 credits)

Choose one:

- PUBH 411Q - Community Nutrition Outreach (3 credits)
- COMM 412 - Interpersonal Health Communication (3 credits)

Choose one (complete 3 credits):

- PUBH 455 - Special Topics in Public Health (1-3 credits)
 - COMM 340 - Media Effects (3 credits)
 - JOUR 312 Media Relations (3 credits)
-

Pre-Health Professions Concentration (18-19 Credits)

Complete the following courses:

- PUBH 222 - Medical Terminology (3 credits)
- BIOL 121 - Biological Science I (3 credits) AND
- BIOL 121L - Biological Science I Laboratory (1 credit)
- BIOL 122 - Biological Science II (3 credits) AND
- BIOL 122L - Biological Science II Laboratory (1 credit)
- CHEM 112 - General Chemistry II (3 credits) AND
- CHEM 112L - General Chemistry II Laboratory (1 credit)

Choose one:

- BIOL 330 - Microbiology (3 credits) AND
- BIOL 330L - Microbiology Laboratory (1 credit)
- CHEM 331 - General Organic Chemistry I (3 credits) AND
- CHEM 331L - General Organic Chemistry I Laboratory (1 credit)
- PHYS 205 - Introductory Physics for Life Sciences I (3 credits) AND
- PHYS 205L - Introductory Physics for Life Sciences I Laboratory (1 credit)
- PSYC 302 - Developmental Psychology (3 credits)
- PSYC 410 - Abnormal Psychology (3 credits)

For Foundation requirements, students in the Pre-Health Professions Concentration must complete CHEM 111 and CHEM 111L.

Similar Programs in South Carolina offered by Public and Independent Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.S. in Health Sciences	122-125	Clemson University	SBP accredited by CEPH Concentrations in following: Health Services Administration Pre-Professional Studies in Health	Concentrations in the following: Cardiovascular Imaging Leadership Health Promotion and Behaviors Doesn't include global health
B.S. and Bachelor of Arts (B.A.) in Public Health	120	University of South Carolina (USC) - Columbia	Have similar foundation courses	School of Public Health Broad based natural-science curriculum in natural and environmental public health Includes Physical activity Doesn't require global health

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor, Full-time.	PUBH 331 PUBH 350 PUBH 399 PUBH 481	Doctor of Philosophy Health Education/ Promotion, The University of Alabama (College of Human Environmental Science) and the University of Alabama at Birmingham School of Public Health	
Senior Lecturer, Full-time	PUBH 121 PUBH 350 PUBH 440	Master of Arts Degree, Organizational Communication/ Health Emphasis, School of Business & Public Relations, Murray State University	
Assistant Professor, Full-time	PUBH 201 PUBH 333 PUBH 399	Doctor of Philosophy Health Education / Health Promotion Concentration: Advanced Research and Statistical Methods Minor: Social and Behavioral Health Sciences University of Alabama at Birmingham, School of Public Health	
Lecturer, Full-time	PUBH 310 PUBH 382 PUBH 403 PUBH 495	Master of Health Administration and Policy, Health Administration, Medical University of South Carolina	
Associate Professor, Full-time.	PUBH 310 PUBH 375 PUBH 399 PUBH 480 PUBH 499	Doctor of Philosophy Education (Health Education), Southern Illinois University	
Lecturer, Full-time	PUBH 121 PUBH 399 PUBH 484 PUBH 485 PUBH 499	Master of Public Health Health Promotion & Education, University of South Carolina	
Associate Professor, Full-time.	PUBH 320 PUBH 340 PUBH 399 PUBH 403 PUBH 484	Doctor of Philosophy Health Promotion, Education & Behavior, University of South Carolina, Columbia	

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
	PUBH 491 PUBH 499		
Professor, Full-time	PUBH 304 PUBH 411 PUBH 481 PUBH 499	Doctor of Education Health Education Administration, University of South Carolina, Columbia; Educational Specialist Educational Administration, University of South Carolina, Columbia	
Associate Professor, Full-time	PUBH 121 PUBH 310 PUBH 347 PUBH 399 PUBH 410 PUBH 499	Doctor of Philosophy Behavior Health, Indiana University Bloomington	

Total FTE needed to support the proposed program:

Faculty: 10.00

Staff: 0.75

Administration: 0.14

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2018-2019	0	0.00	1	0.14	1	0.14
2019-2020	0	0.00	1	0.14	1	0.14
2020-2021	0	0.00	1	0.14	1	0.14
2021-2022	0	0.00	1	0.14	1	0.14
2022-2023	0	0.00	1	0.14	1	0.14
2023-2024	0	0.00	1	0.14	1	0.14
Faculty						
2018-2019	0	0.00	10	10.00	10	10.00
2019-2020	0	0.00	10	10.00	10	10.00
2020-2021	0	0.00	10	10.00	10	10.00
2021-2022	0	0.00	10	10.00	10	10.00
2022-2023	0	0.00	10	10.00	10	10.00
2023-2024	0	0.00	10	10.00	10	10.00

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Staff						
2018-2019	0	0.00	1	0.75	1	0.75
2019-2020	0	0.00	1	0.75	1	0.75
2020-2021	0	0.00	1	0.75	1	0.75
2021-2022	0	0.00	1	0.75	1	0.75
2022-2023	0	0.00	1	0.75	1	0.75
2023-2024	0	0.00	1	0.75	1	0.75

Faculty, Staff, and Administrative Personnel

The Department of Public Health has sufficient faculty. In the future, based on enrollment, additional faculty may be necessary and will be determined by University allocation of resources at that time.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Kimbel Library and Bryan Information Commons has holdings of over 450,000 items in all formats. The library has access to over 120,000 periodicals: magazines, newspapers, scholarly journals, and proceedings in print and online formats and provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the World Wide Web at (<http://www.coastal.edu/library>). Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research-oriented courses. Coastal Carolina University fully supports and participates in Partnership Among South Carolina Academic Libraries (PASCAL), the state academic library consortium. Students have access to books from other South Carolina academic libraries through PASCAL Delivers, a rapid book delivery service provided by PASCAL.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library operates on a 24/7 schedule during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk.

Public Health faculty provide input regarding selection of library resources, including both print and electronic resources. The public health program has a designated library liaison who takes order requests and communicates with faculty when new resources are available.

Monographs

A quantitative comparison of Kimbel Library's holdings in public health was conducted using Bowker's Book Analysis System. This collection tool compared current library holdings against a core list of

monographs recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any library's holdings may be measured. Broad subject areas for public and related fields were identified for this program.

Serials and Subscriptions

Kimbel Library currently provides access to 420 journals specific to public health in online and print formats, and over 7,000 titles in all areas of health and medicine. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions. Library resources are selected and removed with faculty input to keep appropriate materials current and comprehensive.

Current access points for online health journals are listed below. Resources in bold type specifically support the public health program and are fully available online.

- Academic Search Complete
- Business Source Complete
- CINAHL Complete
- Health Source – Academic Edition
- Liebert Online
- LWW Nursing & Health Professions Premier Collection (Ovid)
- MEDLINE with Full Text
- Natural Science Collection
- Project Muse
- PsycARTICLES
- PsycINFO
- Psychology and Behavioral Sciences Collection
- PubMed
- Sage Journals Online
- ScienceDirect
- Social Services Abstracts
- SocINDEX with Full Text
- Sociological Abstracts
- SpringerLink
- Web of Science
- Wiley Online Library

The library also provides access to reference books and streaming video in support of the public health curriculum via the following online resources:

- AVON Academic Video Online Premium
- Credo Reference
- Elsevier Reference
- Filmmakers Library Online
- Films on Demand
- Gale Virtual Reference Library
- Oxford Reference Online
- Sage Stats
- Visible Body on Ovid

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Advising

Advisers currently working within the College of Science and Department of Mathematics and Statistics are sufficient to provide support without additional cost. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors, as they are to all students. Statistics professors have past and presently held hours during the Math Outreach program, thus incurring no additional costs for this resource.

Counseling Services

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:

- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The ultimate aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

Accessibility and Disability Services

Accessibility and Disability Services offers students with physical, psychological or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability and make an appointment with a staff member.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No new physical resources are required for this program. The public health program faculty has been housed in Kenneth E. Swain Science Hall (Swain Hall) since the building was officially dedicated in Fall 2013. The \$15 million, 40,000 square foot building has state-of-the-art research space and equipment for labs, two classrooms, and a computer lab.

Each tenure-track faculty member has a dedicated office space, allowing for adequate space to facilitate scholarly/research activities and student advising and mentorship. Within Swain Hall there are tables, benches, and chairs that allow open space for students and facilitate student-faculty interaction. Additionally, there is a dedicated classroom for the public health program where some public health classes and meetings are held as well as community outreach activities. Through reservation, the program has access to the computer lab (with 25 independent work stations) on the second floor of the building.

Those enrolled in the public health program also have access to lab space in Swain Hall. Students have access to research opportunities with the faculty in this space. The lab has recently been equipped with over \$15,000 worth of equipment. Examples of some of the items that students have access to are: an InBody Machine, Diet Analysis Plus software, a mobile kitchen, an I-pad for social media. It is the goal of the public health program to provide opportunities for research activities that intersect faculty/student mentorship with community participation and benefit.

Equipment

Identify new instructional equipment needed for the proposed program.

No new equipment is needed for this program.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

The proposed program will slightly impact existing degree programs through the cognate. Two cognate option areas (Exercise Science and Communication) will be removed in favor of concentrations more relevant to the public health discipline. Some of the courses that were required for the Communication cognate option, however, are in the newly formed Health Literacy concentration.

The newly formed Health Administration concentration will be impacted with increased enrollment for some of the courses as it will require 15 credits of Health Administration courses.

The pre-health professions and the dietetics concentration, will incorporate biology and chemistry courses and as a result more biology and chemistry courses will be incorporated in those concentrations.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	\$112,225	\$5,237,161	\$114,495	\$5,457,614	\$116,811	\$5,684,789	\$138,804	\$5,928,901	\$141,618	\$6,190,736	\$623,953	\$28,499,201
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$112,225	\$5,237,161	\$114,495	\$5,457,614	\$116,811	\$5,684,789	\$138,804	\$5,928,901	\$141,618	\$6,190,736	\$623,953	\$28,499,201
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	\$56,112	\$954,075	\$57,248	\$973,156	\$58,406	\$992,619	\$69,402	\$1,012,472	\$70,809	\$1,032,721	\$311,977	\$4,965,042
Facilities, Equipment, Supplies, and Materials											\$0	\$0
Library Resources											\$0	\$0
Other (specify)												
Total	\$56,112	\$954,075	\$57,248	\$973,156	\$58,406	\$992,619	\$69,402	\$1,012,472	\$70,809	\$1,032,721	\$311,977	\$4,965,042
Net Total (Sources of Financing Minus Estimated Costs)	56,113	\$4,283,087	\$57,247	\$4,484,458	\$58,405	\$4,692,170	\$69,402	\$4,916,429	\$70,809	\$5,158,015	\$311,976	\$23,534,159

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program’s inducement of additional general education expenses, as well as overall institutional operational expenses, the university uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, we calculate total induced revenue (\$28,499,201 for the period) minus total direct expenses (\$4,965,042 for the period) divided by total induced revenue (\$28,499,201 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the university looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program’s gross academic margin is 82.6% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Ensure a generalist public health curriculum design that is based on the nine public health domains and seven CHES competencies.	SLO 1: Students will demonstrate broad knowledge of health education/public health content (PUBH 495) and application of public health and health education concepts (PUBH 485).	PUBH 495: Senior Seminar - CHES Review: Students must earn 70% or greater on the end of program comprehensive senior exit examination with the content of required courses. PUBH 485: Internship in Health careers: Successful completion of the internship earning 70% or higher in the class, which included 290 hours (now 250 internship hours), site supervisor evaluation and completion of a portfolio.
Ensure students are exposed to the five core competencies of public health.	SLO 1: Students will demonstrate broad knowledge of health education/public health content (PUBH 495) and application of public health and health education concepts (PUBH 485).	PUBH 495: Senior Seminar - CHES Review: At least 70% of students must earn 70% or greater on their first attempt of the end of program comprehensive senior exit examination with the content of required courses.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
		PUBH 485: Internship in Health careers: Successful completion of the internship earning 70% or higher in the class, which included 290 hours (now 250 internship hours), site supervisor evaluation and completion of a portfolio.
Provide offerings within the program so that students are exposed to diverse public health areas of study.	SLO 2: Students will be able to identify health needs and concerns of a community by developing a literature review (PUBH 201).	PUBH 201: Philosophy and Principles of Public Health. At least 70% of students will successfully complete an introductory literature review based on an identified public health need.
	SLO 3: Students will be able to develop strategies to improve community health (PUBH 350).	Students must earn 70% or higher on both the coalition building assignment and strategic planning assignment.
	SLO 4: Students will demonstrate program-planning skills (PUBH 388).	Students must earn 70% or higher on the program planning assignment.
	SLO 5: Students will develop skills needed to apply theory to public health practice (PUBH 481).	At least 70% of students will be able to successfully earn 70% or higher on a Public Health Theory assignment
	SLO 6: Students will be able to conduct evaluation related to public health programs (PUBH 398).	At least 70% of students will be able to conduct evaluations related to public health programs evident by earning a "C" or higher on the Certified Health Education Specialist competency IV (Conduct Evaluation and Research Related to Health Education). Students are assessed on their performance of the following: Create Purpose Statement, Develop evaluation/research questions, Assess the merits and limitations of qualitative and quantitative data collection for research, Critique existing data collection instrument for research, Create a logic model to guide the evaluation process, Develop data analysis plan for research
Engage all public health majors in experiential learning.	SLO 7: Students will demonstrate professionalism through practical experiences in a setting related	During the Student Internship (PUBH 485), the students are evaluated by their internship site

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Prepare students to pursue entry-level careers in the public health field (particularly health education and health promotion), apply to health-related graduate programs, or gain additional training or schooling within other health professions by offering cognate and concentration options	to public health based on site-supervisor student evaluations (PUBH 485).	supervisors at the midterm and at the end of their internships. The evaluation instrument used by the PUBH program asks the supervisors to evaluate the interns at the end of their internship. Site supervisors, for both midterm and final assessments, are asked to evaluate objectively, comparing the intern with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards. Areas of evaluation include: attitude, dependability, quality of work, maturity, judgement, ability to learn, initiative, relations with others, work habits, and attendance.
Provide flexibility of coursework outside of the major by declaring a minor, completing a cognate or concentration.	The major requires all students to have a cognate, however, if a student has a minor a cognate is not required.	
Provide academic and career advising by qualified and engaged faculty.	Students must attend advising sessions to receive necessary recommendations to complete their academic program.	

As illustrated above, the Public Health program has an established procedure to assess the program objectives and student learning outcomes, summarize, and evaluate the assessment data, and then determine the necessary curriculum and related changes needed to improve the program for the students.

In the Fall 2018 semester, Coastal Carolina University launched a new, University-wide alumni survey instrument to compliment the efforts of our Alumni Relations office. The new survey incorporated and replaced the existing university-sponsored alumni survey (run 2009 through 2017), the Career Services post-graduation outcome survey (run 2012 through 2017), and all program-specific alumni survey efforts. It collects data on employment, additional education, academic and student life involvement, and overall satisfaction with the CCU experience. The survey is administered to alumni from both undergraduate and graduate programs, on a set schedule nine months after graduation. Collected data is summarized and shared with campus constituencies including Alumni Relations, Career Services, Student Life and the academic colleges and departments.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution’s plans to seek accreditation, including the expected timeline.

- Yes
- No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No