PART A

I. Information

A. Exact Program Designation: Minor; Public Health, Liberal Arts

B. Department(s)/Program(s): Biology, Chemistry, Communication and Journalism, Economics, English, Geography and Anthropology, Kinesiology, Management and Marketing (Health Care Administration), Mathematics, Nursing, Philosophy and Religious Studies, Political Science, Psychology, Social Work, Sociology, and Watershed Institute for Collaborative Environmental Studies

C. Administrative Home: Watershed Institute for Collaborative Environmental Studies

D. College: Arts and Sciences

E. Degree Title: Minor; Public Health, Liberal Arts

II. Unit Approvals

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A. Department Chairs/Program Directors  

B. Dean of College  

C. Chair, Academic Policies Committee  

D. Chair, University Senate  

See Appendix A  

[Signature]  

12-6-16

H/CurrComm/Minor Proposal
R. 4/1/14
PART B

I. PROGRAM IDENTIFICATION AND DESCRIPTION

A. Exact Designation of Proposed Program: Minor: Public Health, Liberal Arts

B. Department(s)/Program(s): Biology, Chemistry, Communication and Journalism, Economics, English, Geography and Anthropology, Kinesiology, Management and Marketing (Health Care Administration), Mathematics, Nursing, Philosophy and Religious Studies, Political Science, Psychology, Social Work, Sociology, and Watershed Institute for Collaborative Environmental Studies

C. Administrative Home: Watershed Institute for Collaborative Environmental Studies

D. College: Arts and Sciences

E. Program Objectives: To introduce student to the core knowledge, skills, and values of public health, and to allow them to explore some of the various areas (domains) that comprise public health.

F. Program-Level Student Learning Outcomes:
   1. Explain the role of political, cultural and socioeconomic factors contributing to health disparities within populations.
   2. Describe the current U.S. health care system and the role of public health in addressing policies and delivery systems that affect population health.
   3. Explain the role of quantitative and epidemiologic methods used in addressing public health issues.
   4. Analyze the influence social, economic/political, physical and behavioral circumstances have on global public health.

G. Timetable for Initiation: Fall 2017

II. CONTEXT

A. History of Program: Provide a brief chronology of any predecessor program(s) (e.g., minor currently available under existing degree).

There is no predecessor program to the proposed minor in public health. The minor is inspired by the Institute for Health Sciences goal of creating educational opportunities that cross disciplinary boundaries and bridge the healing arts and the liberal arts.

The proposed Public Health minor is distinct from the Environmental Public Health (ENPH) comprehensive major (only one core course for the proposed minor overlaps with the core courses for the ENPH major). Public health looks at the determinants of population health through the broad lens of social, economic, cultural, health and environmental conditions and policies at the global, national, state and local levels (IOM, 2003). Environmental public health is the distinctive component of public health that considers how the quality of social,
built, and natural environments influence health outcomes. The proposed minor and the existing ENPH comprehensive major reflect this breadth and focus, respectively.
[Reference: Institute of Medicine (IOM), 2003. Who Will Keep the Public Healthy?
Washington, DC: National Academy Press.]

B. Instructional Setting of Program: Describe the relationship of the proposed program to present programs. State why the proposed program cannot be offered within existing minors.

Public health takes a population-based approach to preventing disease, disability and death, and to improving the health and well-being of the public. It is a highly interdisciplinary activity that draws on the natural sciences, quantitative sciences, social sciences, and behavioral sciences to study the distribution and determinants of health and disease in the population, and to develop interventions to preserve and promote health and well-being. Whereas most minors reflect a disciplinary major or perhaps the amalgam of two, three or four disciplines, the proposed public health minor draws upon courses representing 20 disciplines from across all four colleges at UW-Eau Claire. There is no existing program (major or minor) on campus that could subsume the proposed public health minor.

C. Relation to Mission Statement and Academic Plan: Describe how the proposed program relates to the mission and goals of the Baccalaureate Degree at UWEC.

The public health minor is strongly aligned with the UW-Eau Claire mission and goals. To quote from the Association of American Colleges and Universities' The Educated Citizen and Public Health program <http://www.aacu.org/public_health>, "An understanding of public health is a critical component of good citizenship and a prerequisite for taking responsibility for building healthy societies. At its best, the study of public health combines the social sciences, sciences, mathematics, humanities, and the arts. At the same time, it serves as a vehicle for the development of written and oral communication skills, critical and creative thinking, quantitative and information literacy, and teamwork and problem solving. It incorporates civic knowledge and engagement—both local and global—intercultural competence, and ethical reasoning and action, while forming the foundation for lifelong learning. The study of public health, in other words, models a capacious vision of liberal education."

All four core courses in the proposed minor align with one or two LE Core learning outcomes each. See section IV(A) for details.

III. NEED

A. Student Demand—Future Enrollment: Indicate anticipated enrollment. Is this based on students who previously opted for topical minors? What majors would be expected to elect this minor?

It is difficult to predict the potential enrollment or demand for this public health minor as there are no local historical data or trends regarding the proposed minor. However, there has been dramatic growth of the undergraduate public health major at the national level during the 20-year interval 1992-2012 (Leider et al., 2015). The number of undergraduate degrees awarded in public health grew from 759 in 1992 to 6464 in 2012. Half of all undergraduate public health degrees awarded since 1992 were conferred between 2008 and 2012 when
public health was the tenth fastest growing major among all midsize and larger undergraduate programs. If these national data can be used to project what will happen at UW-Eau Claire, then the proposed public health minor should well received and generate significant student interest and enrollment.


The public health minor is a natural complement for students majoring in any of the health profession programs (athletic training, behavior analysis, communication sciences and disorders, health care administration, environmental public health, nursing, and social work), pursuing a pre-health professional curriculum (pre-chiropractic, dentistry, medicine, occupational therapy, optometry, pharmacy, physical therapy, physician assistant, and veterinary medicine), and those wishing to incorporate a better understanding of health in their chosen field, including (but not limited to) biology, chemistry, communication, economics, environmental studies, geography and anthropology, journalism, kinesiology, management, mathematics (statistics and actuarial sciences), philosophy and religious studies, political science, psychology, and sociology.

B. **Special Interests in the Proposed Program:** Describe any special interest in the program by local groups, state agencies, industry, research centers, etc.

In February 2016, the public health minor was discussed with Ms. Lieske Giese, Director of the Eau Claire City-County Health Department and with Mr. Tim Ringhand, Regional Director of the Division of Public Health of the Wisconsin Department of Health Services. Both are supportive of the proposal and expressed interest in potential future participation/collaboration once the minor is established and the program matures (e.g., the possibility of future internships or practicums).

Furthermore, public health and public health education have risen to the level of national interest. The landmark 2003 Institute of Medicine report (Gebbie et al., 2003) noted that "health issues arise everywhere that people make and implement decisions about how to organized and carry on daily life. . . . . Both as citizens in a democracy and as participants in the creation of the conditions of social life, the responsibility for health rests upon each of us." Thus, the report recommends that "all undergraduates should have access to education in public health." In addition, recognizing the central role that public health plays in everyone's life and the need for a strong public health infrastructure and workforce, Healthy People 2020 includes the objective to "[i]ncrease the proportion of 4-year colleges and universities that offer public health or related majors and/or minors."


**IV. CURRICULUM**
A. Course Requirements Sequence: Provide a listing of requirements and sample sequence of courses, marking with an asterisk new courses proposed. Indicate course level by designating proposed courses as 100-200 (Freshman-Sophomore), or 300-400 (Junior-Senior).

Public health is a highly diverse and interdisciplinary activity that encompasses topics ranging from biostatistics and epidemiology, to health policy and management, to health education and behavior sciences. All of which can be applied to a wide variety of disciplines including, but not limited to, medicine, nursing, dentistry, community health, global health, maternal and child health, nutrition, health disparities, health promotion, health services research, health informatics, and more.

The required core courses will expose the students to the essential elements of public health and are based on curricular models from the Association of American Colleges and Universities (AACU) and the Association of Schools and Programs in Public Health (ASPSPH). The elective courses will allow students to either align their public health minor to their major or explore broadly and investigate potential new areas of interest within public health.

Required Core Courses (12 credits):
ENPH 115 Global Environmental and Public Health ....................... (3)
ENPH 150 Disease Detectives: Epidemics and Data OR
ENPH 450 Epidemiology .................................................. (3)*
ENPH/NRSG 225 Introduction to Public Health ............................ (3)
IDIS 201 Overview of the U.S. Health Care System: A Policy Perspective .... (3)

LE Core Status (as of 10/13/16):
ENPH 115 / K2 and R2 approved
ENPH 150 / K1 and R3 approved
ENPH 225 / R1 and II in progress
IDIS 201 / R3 approved

* ENPH 450 may count in either the core or elective category, but not both.

Elective Courses (12 credits):
Please see Appendix B for a complete list of elective courses, which are clustered into seven domains. No more than six credits may be taken from any one domain and no more than six credits may be taken from any one academic prefix. At least 9 elective credits must be at the 300-level or above. Some courses have prerequisites.

The public health minor is based on existing courses and does not require the addition of any new courses. The number of credits that can overlap between the public health minor and the student's major will conform to the policy of the College of the student's major.

B. Interrelationship with Other Curricula: Give a brief statement about how the new program will provide support for and draw support from other campus programs.

As identified in III (A), a public health minor would complement the studies of students pursuing any of health-related majors on the UW-Eau Claire campus, as well as whatever
major is pursued by our pre-professional health students. In addition, based on discussion with department chairs, it is anticipated that the public health minor will appeal to students majoring in disciplines other than the traditional "health sciences." For example, communications (health communication), economics (health economics), mathematics (biostatistics), philosophy (medical ethics), and political science (health policy or pre-law), to name a few.

V. PERSONNEL

A. Faculty Participating Directly in the Program: List present faculty members who will participate directly in the proposed program.

The faculty with primary participation in the minor are those who teach the core courses and will advise students:

  Kevin Hansen (Management and Marketing)
  Mel Kantor (Institute for Health Sciences)
  Crispin Pierce (Watershed Institute)
  Laura Suppes (Watershed Institute)

Elective courses will be taught by the faculty members who are usually assigned to these courses.

VI. ACADEMIC SUPPORT SERVICES

A. Library Resources: How adequate are current library resources for the proposed program? Indicate additional library resources, the estimated cost, and how costs are to be accommodated.

All of the courses in the proposed public health minor are currently being taught and are adequately supported by current library resources.

B. Special Resources: Identify special resources, such as computers, unique laboratories, equipment, etc., currently available. Indicate special resources needed, the estimated costs to support the proposed program, and how these costs are to be met.

No additional special resources are needed for the proposed minor.

VII. FACILITIES - EQUIPMENT

A. Facilities and Capital Equipment: List and comment on facilities and capital equipment currently available (other than those listed in VI. B.).

None needed.

B. Additional Facilities Required: List and comment on facilities (special classrooms, laboratories, additional space, minor construction, etc.) needed.

None needed.
VIII. FINANCE

A. Budgetary Requirements: Provide a description of funding requirements and any budgetary allocation required to initiate this program and to fund it for the first two biennia.

None at this time as all of the courses in the proposed public health minor are currently being taught.

If the minor is fortunate enough to experience significant growth in enrollment, then modest additional resources may be needed in the future to support additional sections of required courses or elective courses in high demand.

B. Resource Reallocation: If the funding requirements outlined above are to be met, in part or in total, by reallocation of resources, indicate the source and the amount as well as identify courses or program areas that will be eliminated. Append documented evidence of consultation with Deans and Department Chairs/Program Directors.

N/A

C. Student Financial Aids: List any special student aids (scholarships, etc.) which are believed to be available to students in the proposed program.

None at this time.

D. Research Support: Indicate sources and amounts of extramural funding support expected to be available for research related to the proposed program.

None at this time.
## Public Health Minor – Appendix A

### II. Unit Approvals

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* Administrative Home
Public Health Minor – Appendix B

ELECTIVE COURSES (12 credits)

No more than 6 credits may be taken from any one domain defined below and no more than 6 credits may be taken from one academic prefix. At least 9 elective credits must be at the 300-level or above. Some courses have prerequisites.

ADMINISTRATION/POLICY
ENPH 480 Environmental Law (3)
ENV 310: Sustainable Cities (3)
ENV 330: Waste & Society: Energy, Food and Efficiency (3)
ENV/GEOG 377: U.S. Environmental and Sustainability Policy (3)
ENV/GEOG 378: International Environmental Problems and Policy (3)
HCAD 302 Leadership and Management Practices in Health Services (3)
NRSG 212 Navigating Health Care (1)
POLS 301 State and Local Politics (3)
POLS 343 Public Administration (3)
SW 100 Introduction to Social Welfare (3)

AGING/GERONTOLOGY
HCAD 222 Multidisciplinary Perspectives on Aging (3)
PSYC 333 Psychology of Adulthood and Aging (3)
SOC 364 Social Gerontology (3)
SW 315 Aging and the Aged (3)
SW/NRSG 360 Death and Bereavement (3)

BIOMEDICAL/HEALTH SCIENCES
BIOL 250 Microbiology (3)
BIOL 306 Infectious Disease Ecology (3)
BIOL 371 Medical Mycology (3)
CHEM 150 Survey of Biochemistry (3)
IDIS 301 Exploring Mind/Body Connections (3)
OR
NRSG 213 Body, Mind, Spirit Wellness (1)
KINS 335 Introduction to School Health Education and Current Health Issues
KINS 450 Applied Nutrition in Kinesiology (3)
NRSG 205 Integrating Knowledge for Improving Health (1)
NRSG 211 Wellness: Food for Fitness (1)
NRSG 385 Men’s Health Issues (3)
SW 424 Alcohol and Other Drug Abuse (3)
SW 489 Social Work in Mental Health Settings (3)

COMMUNICATIONS
CJ 452 Health Communication (3)
CJ 201 Introduction to Interpersonal Communication (3)
CJ 203 Fundamentals of Human Communication (3)
CJ 390 Communication in Interpersonal and Cultural Contexts (3)
ENGL 312 Topics in Rhetoric and Science (3)
ENGL 314 Topics in Rhetoric and Culture (3)
ENGL 409 Grant Proposal Writing (3)
NRSG 220 The Language of Health Care (1)

ENVIRONMENTAL/OCCUPATIONAL HEALTH
CHEM 127 Chemistry and Climate (3)
ENPH 110 Introduction to Environmental Health (3)
ENPH 441 Water and Wastewater (3)
ENPH 443 Microbial Safety of Food (4)
ENPH 445 Hazardous and Solid Waste Management (3)
ENPH 464 Occupational Safety Management (3)
ENPH 476 Vector-Borne Disease Control (3)
ENPH 490 Environmental Toxicology and Risk Assessment (3)
ENV 140 Water Problems, Water Solutions (3)
GEOG 178 Conservation of the Environment (3)
GEOG 361 Environmental Hazards (3)
SOC 301 Environmental Sociology (3)

QUANTITATIVE/RESEARCH METHODS
BIOL 383 Statistical Analysis of Biological Data (3)
CHEM 213 Quantitative Analysis (3)
ECON 316 Econometrics (3)
GEOG 370 Quantitative Methods in Geography (3)
GEOG 335 Geographic Information Systems I (3)
GEOG 337 Geographic Information Systems II (3)
MATH 246 Elementary Statistics (4)
MATH 345 Introduction to Probability and Mathematical Statistics (4)
MATH 346 Introduction to Probability (4)
MATH 347 Mathematical Statistics (4)
MATH 445 Survey Sampling (2)
MATH 447 Nonparametric Statistics (2)
PSYC 265 Statistical Methods in Psychology I (3)
PSYC 271 Methods of Research in Psychology (4)
SOC 328 Sociological Data Analysis (3)
SW 323 Methods of Social Work Research (3)

SOCIAL SCIENCES/HUMANITIES
ANTH 161 Introduction to Cultural Anthropology (3)
ECON 268 Environmental Economics (3)
ECON 280 Health Economics (3)
ECON 366 Behavioral Economics (3)
ENPH 450 Epidemiology (3) [If not taken as a core course]
GEOG 111 Human Geography (3)
GEOG 369 Geography of Food (3)
NRSG 389 Cross Cultural Health (3)
PHIL 120 Ethical Reasoning (3)
PHIL 306 Ethics of Health Care (3)
PHIL 320 Environmental Ethics (3)
PSYC 353 Health Psychology (3)
REL 290 Sacred Earth: Religion and Nature (3)
SOC 310 Principles of Demography (3)

In addition, with the advisor's consent other courses may be allowed to count as an elective when the topic is appropriate. For example, HNRS 105 Honor Colloquium when the topic is "Global Health Issues, or SOC 491 Special Topics when the topic is "Medical Sociology."