

PROPOSAL TO OFFER A NEW DEGREE PROGRAM*

Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu

**If a new unit will be created to offer the proposed degree, a notice of intent to establish the new unit (program, department, or school) will also be required.*

This proposal will be circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP). You may be asked to interact with other institutions if they have questions or concerns.

Degree Title:	BS in Public Health
Academic Program:	Public Health
Academic Plan:	Public Health
Number of Credits:	120
Department(s) or Program(s):	Public Health
College(s):	CVM
Campus(es):	Pullman, Spokane, Vancouver
Method of Instructional Delivery:	In-person/Synchronous online

Contact Name:	Samantha Gizerian	Email Address:	samantha.gizerian@wsu.edu
Contact Phone:	509-335-0986	*Proposed start date:	Fall 2024

****Proposed Start Date: Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval. Approval notification will be sent by the Office of the Provost and Executive Vice President.***

Proposal

Mission and Strategic Goals:

Provide a clear statement of the nature and purposes of the new degree in the context of WSU's mission and strategic plan.

Our mission is to empower individuals with the knowledge and skills essential for excelling in the field of public health. We aim to enable our learners to develop a solid foundation for evidence-based decision-making and impactful interventions. In line with WSU's land grant mission, we are also committed to enhancing equity in Washington by increasing the number of public health professionals dedicated to serving in underserved regions. This dual commitment exemplifies WSU's historical commitment to education, outreach, and community engagement, as we strive to address the unique healthcare challenges faced by underserved communities across our state.

Washington's public health workforce challenges have long been understood and the COVID19 pandemic put a spotlight on deficiencies within the state's public health infrastructure including inequities associated with a maldistribution of human capital resources, particularly in rural and otherwise underserved communities. In its August 2022 Transformational Plan, the state Department of Health calls for a modernized public health system that recognizes the importance of One Health principals in understanding the intersections of critical influences on overall health, including the interactions between animals, the environment and humans. WSU responded to the COVID19 pandemic by utilizing our research and academic expertise in public health from faculty and leaders to

provide solutions for the needs of our community stakeholders in rural and remote Washington areas. In addition, the ongoing opioid crisis and burgeoning stimulant use reflect the need for even more effort in addressing these issues. In response, this program proposes to build upon those academic strengths applied during the pandemic and leverage the existing university expertise in infectious disease and behavioral health —especially addictions — to prepare graduates to enter a modern public health system at the public, private and nonprofit levels. The program is informed by community directed engagement, which includes feedback from rural, remote and underserved populations.

Educational Offerings*:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

****Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.***

The BS in Public Health will be a 120-credit bachelor's degree program that is focused on preparing students for careers in Public Health. The structure of this program is based on the competencies and experiences required for students at the bachelor's level by the accrediting body for Public Health, The Council on Education for Public Health (CEPH), though accreditation of the program by CEPH is not required at this time. Please see the attached four-year degree plan for information on specific requirements and courses in each track.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

Infectious Disease option: This option will be taught 100% face-to-face in Pullman

Behavioral Health: The program will be taught as a 2+2 program, with students taking the first 2 years in Pullman or Vancouver and the second 2 years in Spokane or Vancouver. Initially, due to the need to hire a full contingent of faculty, this option will include synchronous online sections of the PUBHLTH courses taught on one of the three campuses and broadcast to Spokane and/or Vancouver as needed. Existing courses that are required for the behavioral health option in other prefixes will include online sections broadcast synchronously between Spokane and Vancouver (some courses are taught only in Spokane, some are currently only taught in Vancouver)

Assessment of Student Learning and Student Achievement

**For graduate programs, please contact the Graduate School before completing this section.*

Please provide a list and description of expected student learning outcomes.

1. Locate, use, evaluate, and synthesize public health information to inform evidence-based decision making and drive impactful interventions.
2. Effectively communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
3. Analyze the various cultural contexts in which Public Health professionals operate including factors that influence public health-related practices, beliefs, and behaviors within diverse communities.
4. Develop proficiency in navigating ethical decision making within the realm of Public Health to benefit the well-being of both individuals and communities
5. Advocate effectively for protection and promotion of the public's health, demonstrating a comprehensive understanding of strategies and policies essential for promoting the well-being of communities

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

Student learning outcomes will be assessed through evaluation of PUBHLTH course grades, Capstone artifacts, student surveys, focus groups, and when possible NSSE data for Public Health students. Please see the attached assessment plan and curriculum matrix

Please indicate as appropriate:

- Assessment of this program will be incorporated into the existing assessment plan for _____ . Please attach a copy of the existing plan.
- A draft assessment plan is attached.
- A curriculum matrix is attached.

Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the new degree:

A new degree program is needed to address longstanding challenges in Washington's public health workforce, highlighted by deficiencies exposed during the COVID-19 pandemic, the maldistribution of resources in underserved communities, and the need for a modernized public health system that considers One Health principles. This program aims to leverage academic expertise and community engagement to prepare graduates to meet the evolving public health needs in the state.

Collectively, the Public Health degree options will produce graduates qualified for employment as health scientists, public health officers, diagnostic lab and research technicians, scientific assistants, food safety specialists at state and local health jurisdictions, community health clinics, academia and extension, and in private industry. This program will also leverage new and existing certificate programs in health communications, leadership and human resources/personnel management to further tailor the training of public health graduates for higher paid positions.

The infectious disease option would leverage the expertise of the Washington Animal Disease Diagnostic Laboratory and the Paul G. Allen School for Global Health on the Pullman campus. In addition to core courses in population health, health systems, methods, biostatistics, health communications, environmental health administration, and community health development, students in the infectious disease option will be educated in epidemiology, infectious disease testing, vaccinology/vaccine development, data management, statistical analysis and bioinformatics, infectious disease outreach, medical bacteriology, microbiology of foods and environmental health practices. WSU has faculty with expertise in vector-borne disease and zoonotic diseases, including coronaviruses and poxviruses. In addition to a microbiology/infectious disease-intense, science-focused curriculum, this option will emphasize experiential learning and local internships as part of the core curriculum to enhance recruitment from and retained employment in rural, remote and underserved parts of Washington. Internships in this option will be focused on health surveillance, diagnostic testing, infectious disease education and outreach, and project management. These programs will align with the state Department of Health Transformational Plan to develop a statewide public healthcare system with strategic alliances with academic partners.

Similarly, the behavioral health option with its emphasis on addiction science would leverage existing expertise at WSU Spokane and WSU Vancouver. In addition to the core curriculum as described above, students will be educated in fundamental tenants of behavioral health, the theoretical underpinnings of substance use disorder, the complex interactions between physical and mental health, the behavioral antecedents and correlates of chronic health conditions, relevant policy-related content preparing students to engage in under resourced policy arenas, and best practices for evaluating and implementing evidence-based practice in both treatment and preventions arenas. Further, they will develop skills enabling them to seamlessly interface with specific constituent populations, including the homeless, those with mental health challenges, those with persistent pain, those with chronic and/or communicable health conditions, and those with substance use disorders ranging from those who are actively using to those in recovery.

2. The student population to be served

- Provide realistic justification for the projected FTE.
- How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?
- Please describe specific efforts planned to recruit and retain underrepresented students in this discipline.

At full capacity, WSU expects the public health academic programs to graduate 200 students from the undergraduate programs annually across all campuses.

Transfer student articulation

- Transfer students must take PubHlth 101, 102, 105 and 250 at WSU, this may prolong their time at WSU beyond 4 semesters depending on previously taken course work.

Recruitment:

- Showcase diverse role models and success stories in promotional materials: we will develop targeted marketing campaigns that highlight the success stories of underrepresented students and leverage the experiences and successes of underrepresented alumni to serve as ambassadors and role models for current students.

Retention:

- Culturally competent curriculum: the curriculum will include content that addresses health disparities and cultural competence to better resonate with underrepresented students.
- Community engagement and service learning: through the capstone projects, students will be encouraged to engage with underrepresented communities through service-learning projects, which can foster a sense of purpose and connection.
- Professional development opportunities: this program aims to produce graduates qualified for a myriad of employment opportunities in the realm of public health and through the capstone projects the program will provide opportunities for underrepresented students to enhance their skills and expand their professional networks.

3. Procedures used in arriving at the decision to offer the new degree (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

Externally, WSU has consulted with Public Health districts around the state, the WA Public Health Academic Learning Collaborative, the State Dept. of Health, and other colleges and universities in the region that offer or plan to offer public health degrees (University of Washington, Central Washington University, Gonzaga University, etc.). Internally, we worked across Vet Med, ESFCOM, CAS, the Pullman, Spokane, and Vancouver campuses, and Government Relations.

4. Organizational arrangements required within the institution to accommodate the new degree.

The new degree program will be housed in the College of Veterinary Medicine, however significant contributions from other colleges will be a part of the program. Indeed, required courses for both tracks are drawn from the College of Medicine, College of Arts and Sciences, CAHNRS, the Murrow College of Communication, and the College of Pharmacy. These colleges will work together to provide the classes that Public Health students need to complete their degrees, including memoranda of understanding/agreement to provide hybrid sections to multiple campuses. Moreover, as the College of Veterinary Medicine does not have a physical presence on the Spokane or Vancouver campuses, collaboration between colleges, campuses, and individual units are crucial to its success.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step. **If faculty need to be hired, provide a written commitment from your funding authority of the necessary faculty lines.**

Pullman will have 5 faculty hires (including program director), Spokane will have 3 faculty hires and Vancouver will have 2 faculty hires. These positions can be career or tenure track. There are no funds for start-up in the public health allocation so start-up will need to come from accrual of salary savings/delayed hiring or from other sources. The CVM is starting with **one career track faculty** to engage in teaching and curricular development as the first priority in Fall 2023, to start Spring 2024.

There are **3 staff positions** (excluding Director and Asst Director) funded for the public health degree- recruitment, advisor and student success. Currently the funding is split for these positions (0.5 Pullman, 0.3 Spokane and 0.2 Vancouver) reflecting faculty FTE. None of us want to hire percentages of people. As such, we discussed and agreed upon the following strategy:

First staff hire: Student Recruitment and program outreach and marketing, 1.0 FTE. This person could be physically located in Spokane, Vancouver or Pullman, depending on their preference. There would be an expectation of travel and recruitment, outreach and marketing for all 3 campuses, both current threads and any additional threads added later. Ultimately this person will likely be supervised by the program director but, at least initially, will report to whomever makes sense based on their physical location. Recruitment to start this FY.

Student advisor, 1.0 FTE. This person will be based in Pullman. In Vancouver, the advising of public health students can fit within current advising structure (CAS in Vancouver). Also, the Community and Behavior Health program does not currently have students and the first 2 years of the public health degree will not be offered (yet) in Spokane. Ultimately, this person will need to work with advisors in Vancouver and Pullman holistically. Recruitment to start later this FY (Jan/Feb)

Student success coordinator: 1.0 FTE. This person is probably best based in Pullman but could be in Vancouver or Spokane. The primary initial projects will be putting together experiential learning opportunities, developing relationships with the department of health, local health jurisdictions etc. Some travel expected. Ultimately they, along with the program director, faculty member and the staff adviser, will oversee the capstone course/project.

Please see the attached State of Washington Funding Proviso for more details.

Budget:

Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

Per Leslie Brunelli, Executive Vice President for Finance and Administration/CFO and Chris Mulick, Interim Vice President, External Affairs & Government Relations:

“The 2023-2025 Biennial Operating budget, Section 607(28), appropriates funds to WSU as follows: \$2,521,000 of the workforce education investment account—state appropriation is provided solely for the establishment of a Bachelor of Science in public health degree at the Pullman, Spokane, and Vancouver campuses. This appropriation fully funds WSU’s request for an infectious disease track housed in the College of Veterinary Medicine on the Pullman campus and behavioral health programs housed on the Spokane and Vancouver campuses. Funding per campus will be provided as follows, in alignment with requested amounts:

Campus FY-24 Allocation FY-25 Allocation

WSU Pullman-CVM \$290,000 \$840,000

WSU Spokane \$220,000 \$570,000

WSU Vancouver \$276,000 \$325,000

This is a biennial appropriation so the full two-year amount must be expended by the end of FY-2025. Any amounts not expended by the end of fiscal year 2025 will lapse back to the state treasury.”

After FY-25 (June 30, 2026), funding lines per the State of Washington Funding Proviso are then ongoing. Commitments across VetMed, Spokane Chancellor’s Office, ESFCOM, and the Vancouver campus have been in-kind support of time in FY 2022 to set up this academic degree. We do not foresee one-time, facilities, or library costs.

Please also refer to attached State of Washington Funding Proviso, Budget Memo, and Letters of Support from Libraries and Facilities indicating no additional costs for the degree.

Student Services:

Describe the capacity of student support services to accommodate the new degree. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

See attached letters of support for signatures.

We provide confirmation that the proposed new Bachelor of Science in Public Health will not add any undue burden to the Offices of Student Affairs. The programs build on existing infrastructure on Spokane, Vancouver, and Pullman campuses, and will continue to serve students in the Elson S. Floyd College of Medicine, College of Veterinary Medicine, and the College of Arts and Sciences.

Admissions and advising for this new degree program will be housed in Pullman out of the College of Veterinary Medicine and will serve all students, regardless of campus designation.

The Offices of Student Affairs on all three proposed campuses will provide services related to student well-being and daily campus life. No new services or FTE in Student Affairs are required to serve the students of the proposed degree, based on the enrollment projections below.

Describe the implications of the new degree for services to the rest of the student body.

There will be minimal impact on services for the rest of the student body. An additional UCORE 3 credit class in the Humanities (PubHlth 101) has been added as an open option for all students. We also utilized WSU’s Equity Lens Tool (<https://policies.wsu.edu/prf/index/policy-development-review/equity-lens-toolkit/>) and provide answers to the following questions:

1. Question 1

For New Policies – Have WSU community members from communities that have experienced systemic racism and institutional discrimination been intentionally involved in the process of Have WSU community members from communities that have experienced systemic racism and institutional discrimination were not intentionally involved in the development of this new degree program?

WSU community members from communities that have experienced systemic racism and institutional discrimination were not intentionally involved in the process. However, WA State Assn of Local Public Health Officials, LHJ Workforce & Higher Education (with tribal leaders present) have been involved with this degree development.

2. Question 2 – What are the intended outcomes of the policy, practice, or decision?

This will be a new degree, Bachelor's of Science in Public Health, with two tracks: Infectious Disease and Behavioral Health.

3. **Question 3** – What are the potential impacts of this policy, practice, or decision on those who have experienced systemic racism and institutionalized discrimination?

How might this policy have a disproportionate impact, negatively or positively, on those who have experienced systemic racism and institutionalized discrimination?

How does this policy, practice, or decision perpetuate or help to dismantle historical or other barriers to equity?

Washington’s mental health workforce challenges have long been understood and the COVID -19 pandemic put a spotlight on deficiencies within the state’s public health infrastructure including inequities associated with a maldistribution of human capital resources, particularly in rural and otherwise underserved communities. In its August 2022 Transformational Plan, the state Department of Health calls for a modernized public health system that recognizes the importance of OneHealth principals in understanding the intersections of critical influences on overall health, including the interactions between animals, the environment and humans. WSU responded to the COVID-19 pandemic by utilizing our research and academic expertise in public health from faculty and leaders to provide solutions for the needs of our community stakeholders in rural and remote Washington areas. In addition, the ongoing opioid crisis and burgeoning stimulant use reflect the need for even more effort in addressing these issues. In response, this request proposes to build upon those academic strengths applied during the pandemic and leverage the existing university expertise in infectious disease and behavioral health — especially addictions — to develop a two- track interdisciplinary degree to prepare graduates to enter a modern public health system at the public, private and nonprofit levels. The request is informed by community directed engagement, which included feedback from rural, remote and underserved populations. At full maturity, this degree offering could enroll 200 students per year across three WSU campuses, with the infectious disease track offered at Pullman and the behavioral health track offered at Spokane and Vancouver. Collectively, the two tracks will produce graduates qualified for employment as health scientists, public health officers, diagnostic lab and research technicians, scientific assistants, food safety specialists at state and local health jurisdictions, community health clinics, academia and extension, and in private industry. This request will also leverage new and existing certificate programs in health communications, leadership and human resources/personnel management to further tailor the training of public health graduates for higher paid positions. The infectious disease track would leverage the presence of the Washington Animal Disease Diagnostic Laboratory and the Paul G. Allen School for Global Health on the Pullman campus. Students would be educated in epidemiology, infectious disease testing, vaccinology/vaccine development, data management, statistical analysis and bioinformatics, infectious disease outreach, health communications, environmental health administration, community health development, medical bacteriology, microbiology of foods and environmental health practices. WSU has faculty with expertise in vector borne disease and zoonotic diseases, including coronaviruses and poxviruses. In addition to a microbiology/infectious disease intense, science focused curriculum, this track will emphasize experiential learning and local internships as part of the core curriculum to enhance recruitment from and retained employment in rural, remote and underserved parts of Washington. Internships in this track will be focused on health surveillance, diagnostic testing, infectious disease education and outreach, and project management. These programs will align with the state Department of Health Transformational Plan to develop a statewide public healthcare system with strategic alliances with academic partners. Similarly, the behavioral health track with its emphasis on addiction science would leverage existing expertise at WSU Spokane and WSU Vancouver. Students would be educated on fundamental tenants of behavioral health, the theoretical underpinnings of substance use disorder, the complex interactions between physical and mental health, the behavioral antecedents and correlates of chronic health conditions, relevant policy - related content preparing students to engage in under resourced policy arenas, and best practices for evaluating and implementing evidence-based practice in both treatment and preventions arenas. Further, they would develop skills enabling them to seamlessly interface with specific constituent populations, including the homeless, those with mental health challenges, those with persistent pain, those with chronic and/or communicable health conditions, and those with substance use disorders ranging from those who are actively using to those in recovery. produce qualified graduates in public health who will contribute to the health of communities in Washington by addressing issues such as behavioral health and infectious diseases.

What are the potential impacts of this policy, practice, or decision on those who have experienced systemic racism and institutionalized discrimination? As behavioral health and infectious diseases impact those who have experienced systemic racism and institutionalized discrimination at higher rates compared to their non-Hispanic White counterparts, this degree program may help decrease related health disparities.

Performance Outcomes: At full capacity, WSU expects the public health academic programs to graduate 200 students from the undergraduate programs annually across all campuses.

Equity Impacts Community outreach and engagement: The public health academic programs would enhance equity in Washington by increasing the supply of graduates to serve in underserved regions and by including resources to recruit a diverse student body, connect interns with employers, and guide academic progress.

Disproportional Impact Considerations: Please see statement above regarding this request's impact on equity in Washington.

Target Populations or Communities: Please see statement above regarding this request's impact on equity in Washington.

4. **Question 4** – If this policy, practice, or decision has the potential to ignore or worsen existing disparities or produce other unintended consequences, should this policy be enacted? If so, what mitigation should be planned?

This new degree program should help alleviate disparities for public health needs in rural, remote, and underserved communities in our state. If we have overlooked potential exacerbation of existing disparities during our annual review of the program, we can work across the state to recruit and retain students and internship sites for those most in need to rectify the disparity.

5. **Question 5** – What accountability, infrastructure, and resources are required to implement the policy? ***The programs build on existing infrastructure and resources on Spokane, Vancouver, and Pullman campuses, and will continue to serve students in the Elson S. Floyd College of Medicine, College of Veterinary Medicine, and the College of Arts and Sciences.***

We are held accountable by the state of WA as this is funded directly by the state. As this is a new degree program, we are also held accountable by WSU faculty senate, Provost's Office, WSU Regents, the program faculty, the Vet Med, ESFCOM, and CAS leadership, and Pullman, Spokane, and Vancouver leadership.

6. **Question 6** – What is the plan to evaluate and monitor the policy, practice, or decision to ensure equity in the short- and long-term?

Annual review of program, including tuition recapture. Please see the attached memorandum of understanding outlining the agreement between the various colleges and campuses for tuition recapture.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

See attached letters of support for signatures.

We have confirmation that the proposed new Bachelor of Science in Public Health will not add any undue burden to Information Technology Services. Existing infrastructure on Spokane, Vancouver, and Pullman campuses, and in the Elson S. Floyd College of Medicine, College of Veterinary Medicine, and the College of Arts and Sciences is sufficient to handle the increase in students and courses, understanding that the proposed curriculum will be delivered campus-to campus for behavioral health courses.

No new services or FTE in Information Technology Services are required to serve the students of the proposed degree, based on the enrollment projections below.

Facilities: The proposed new Bachelor of Science in Public Health will not add any undue burden to the Facilities Operations Departments. The existing infrastructure on Spokane, Vancouver, and Pullman campuses, and in the Elson S. Floyd College of Medicine, College of Veterinary Medicine and the College of Arts and Sciences is sufficient to handle the increase in students and courses. No new services or FTE in Facilities Operations are required to serve the students of the proposed degree based on the enrollment predictions.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

The existing library monograph collections will need to be supplemented to support this program, which can be accomplished over several years. These materials will need to remain updated over time. This will likely cost approximately \$6500 for the initial investment. These will be covered by the existing collections budgets at the Pullman libraries, Vancouver Library, and Health Sciences Library. These will be purchased either in print or electronically depending on availability and cost. Several titles may require duplicate copies due to the multi-campus nature of the program.

The library's subscriptions to serials in the field of public health are adequate to support a bachelor's program, as are the existing personnel and services. There are liaison librarians associated with each of the colleges in which this program will operate, who will work with their subject faculty and one another to support the instructional and research components of the program.

The existing library equipment is sufficient to support the degree program, and includes campus libraries, computer terminals, integrated library system, courier system, interlibrary loan, remote access, printing, and more.

No new library personnel will be needed to serve the program, as existing personnel have the expertise and ability to liaise with and support the courses.

As a multi-campus program, the libraries on the three campuses will work together to support the needed collections and services. The three campus libraries are funded separately by each of the campuses, and their funds will be used to support the specific programs held on each campus. Similarly, the librarians and staff on each campus will support the services needed on their respective campuses, including instruction, reference, circulation, and interlibrary loan.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

Faculty:

Based on the hiring plans laid out in the legislative proviso, five faculty will be hired initially across the three campuses. One search is already underway, with several promising candidates. Minimum requirements for this position are as follows: Advanced degree (PhD or DrPH) in the field of public health, infectious disease, epidemiology or a related discipline or a MD/DVM with MPH or an MPH with a minimum of 3 years of experience in the broad discipline of public health, including academia, industry or government experience.

Preferred Qualifications include: Demonstrated experience in the broad discipline of public health, including academia, industry or government experience; Demonstrated experience in administrative leadership Knowledge of curriculum development or program planning; Demonstrated ability to work with interprofessional, collaborative teams; Demonstrated ability to effectively communicate with a variety of stakeholders including students, industry partners, faculty and staff; A successful record of teaching at undergraduate, graduate and/or professional medical levels.

Staff: Three staff will be hired initially. The first of these will be an Assistant Director who will supervise the other staff in the program and support the Program Director. The Assistant Director should have at least 4 years of demonstrated experience in supervising student services staff and in academic advising. The second staff hire will be an academic advisor. This person should have experience working with college students, preferably in advising and knowledge of higher education systems and practices. The final staff member will be a student success/outreach coordinator. This person will develop a network of public health entities (public and NGO) to support the training of public health undergraduates. This person will also work with students to help them find internship and volunteer placements in public health

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AOI courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

The team working to develop this program has made it a priority to present the plans and curriculum to faculty and administration of all units involved at every step of the process. These discussions have included planning for future enrollment, type of future enrollment (face to face or synchronous online), the potential need for new sections, and agreements for tuition recapture based on increased enrollment in courses required for the Public Health degree that are outside the program and the college. In general, the potential enrollment of public health undergraduates into existing courses has been received favorably, with some departments (Women’s Studies, Entomology) actively seeking to be included in elective course choices and/or future options (tracks). Please see below for a list of personnel who have been consulted about the development of this program,

The courses required for the Public Health degree utilize a significant number of existing courses, but the enrollment should neither “cannibalize” or alter the intent of these courses. Moreover, in development of the degree program we sought to leverage our existing courses rather than duplicate them for public health students alone. In addition, we hope that recruiting public health students will increase the number of students choosing WSU overall, rather than take students away from our existing programs for two reasons. First, there is a population of students who are interested in WSU and for whom WSU would be their first-choice school, but who ultimately go elsewhere for college because WSU does not currently offer a public health degree. Second, this program could also aid retention of WSU students who are looking for a health-related field, but do not want to continue on a medical track (nursing, medicine, etc.) Some of these students would be likely to switch to a public health option.

Personnel consulted during the public health program development process include:

WSU Administration

Laura Griner Hill, former Senior Vice Provost

Douglas Call, Senior Vice Provost

William B Davis, Interim Vice Provost for Academic Engagement and Student Achievement
David Cillay, Chancellor, WSU Global Campus
Christopher Keane, former Vice President for Research
Kimberly Christen, Associate Vice President and Associate Vice Chancellor, Pullman, Office of Research Advancement & Partnerships
Paul Whitney, Associate Vice President for International Programs
Christopher Mulick, Senior Director of State Relations
Connor Haggerty, Assistant Director of State Relations

WSU Health Sciences/WSU Spokane

Daryll DeWald, Chancellor of WSU Spokane and Executive Vice President for Health Sciences
Celestina Barbosa-Leiker, Executive Vice Chancellor, WSU Spokane
Craig Parks, Associate Vice President for Health Sciences
Patricia Stauffer, Director, Health Sciences Public Policy and Advocacy
Scott Maloney, Project Specialist, WSU Spokane
Margaret Holt, Chief of Staff, WSU Spokane

College of Medicine

James Record, Dean
Naomi Chaytor, Professor and Chair, Department of Community and Behavioral Health
Glen Duncan, Professor and Chair, Department of Nutrition and Exercise Physiology
Brett Oglesbee, Senior Director of Finance and Operations
John Roll, Professor and Associate Dean for Research

College of Nursing

Mary Koithan, Dean
Anne Mason, Associate Dean of Academic Affairs
Janessa Graves, former Associate Professor, Director, Office of Information Management

College of Pharmacy

Mark Leid, Dean

WSU Pullman

College of Arts and Sciences

Todd Butler, Dean
Courtney Meehan, Associate Dean
Samantha Swindell, Associate Dean
Patrick Carter, Professor and Chair, School of Biological Sciences
Julie Kmec, Professor and Chair, Department of Sociology
Melanie-Angela Neuilly, Associate Professor and Chair, Department of Criminal Justice and Criminology
Marsha Bogar Quinlan, Professor, Department of Anthropology
Elissa Schwartz, Associate Professor, School of Biological Sciences
Jennifer Sherman, Professor, Department of Sociology
Pamela Thoma, Professor, Program in Women's, Gender, and Sexuality Studies

College of Agricultural, Human and Natural Resource Sciences

Wendy Powers-Schilling, Dean
Nancy Deringer, Associate Dean of Student Success and Academic Programs
Vicki McCracken, Associate Dean for Extension Programs
Debra Handy, Professor and Interim Chair, Department of Human Development
Laura Lavine, Professor and Chair, Department of Entomology
Brittany Cooper, Associate Professor, Department of Human Development

Sammy Perone, Associate Professor, Department of Human Development
Kevin Murphy, Professor of International Seed and Cropping Systems
Elizabeth Weybright, Associate Professor, Adolescent Extension Specialist

College of Education

Kasee Hildenbrand, Associate Professor and Director, Athletic Training Program

College of Veterinary Medicine

Dori Borjesson, Dean

Samantha Gizerian, Associate Dean for Undergraduate Education

Thomas Kawula, Director of Graduate Studies

Erika Offerdahl, Professor and Associate Director for Undergraduate Studies, School of Molecular Biosciences

Maria del Pilar Fernandez, Assistant Professor, Paul G. Allen School for Global Health

Eric Lofgren, Associate Professor, Paul G. Allen School for Global Health

Philip Mixer, Associate Professor, School of Molecular Biosciences

Guy Palmer, Regents Professor and Creighton Endowed Chair, Paul G. Allen School for Global Health

Michelle Martinez, Director of Administrative Services

Murrow College of Communications

Stacey Hust, Associate Dean of Faculty Affairs and College Operations

Erica Austin, Professor, Department of Strategic Communications

Paul Bolls, Professor, Director of Research Laboratories

WSU Tri-Cities

Sandra Haynes, Chancellor, WSU Tri-Cities

Kathleen McAteer, Vice Chancellor for Academic and Student Affairs

Anna Plemons, Associate Vice Chancellor for Academic and Student Affairs

Nelmi Devarie Baez, Assistant Professor, Department of Chemistry

Daniel Cavanaugh, Director of Social Work Program

WSU Vancouver

Renny Christopher, Vice Chancellor for Academic Affairs

Pavithra Narayanan, Academic Director and Associate Dean, College of Arts and Sciences

Benjamin Ladd, Associate Professor, Department of Psychology

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

State funds for this program will continue in perpetuity and increasing enrollments will provide funds regardless of whether projected enrollment is met. Collaboration between multiple campuses, colleges, and programs will also help to prevent duplicated efforts that could otherwise make costs unsustainable. The program will also assess its fiscal position on each campus annually.

External Reviewer Contact Information

If this program is new to the Washington State University system, please provide the names and contact information for 2-3 external experts from similar institutions *who could* be contacted to provide reviews of this program.

Name	Contact Information (email and phone)
Jack Thompson, MSW Former director of Northwest Center for Public Health Practice (NWCPHP) and developed the UW Community-Oriented Public Health Practice MPH program	jrtph@outlook.com 206-484-5551
Gayle Shimokura, PhD Associate Professor, Public Health Program Director Lake Washington Institute of Technology	g.shimokura@gmail.com 425-739-8245
Tishra Beeson, DrPH, MPH Department Chair, Health Sciences Central Washington University	tishra.beeson@cwu.edu 509-963-2494

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Submit completed form as a Word document to the Provost's Office at provost.deg.changes@wsu.edu

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair or Director Signature:	Samantha Gizerian	Date:	1/25/24
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Dean Signature:	Dori Borjesson	Date:	2/6/24
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Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett Chancellor Signature:		Date:	
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Global Chancellor Signature:		Date:	
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Spokane Chancellor Signature:		Date:	
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Tri-Cities Chancellor Signature:		Date:	
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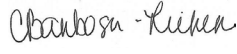
Vancouver Chancellor Signature:		Date	2/8/2024
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Comments regarding abstention of signature(s)


Signatures are required from the Vice Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett VCAA Signature:		Date:	2/14/2024
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Global VCAA Signature:		Date:	Feb 14, 2024
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Spokane EVC Signature:		Date:	2/14/2024
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Tri-Cities VCAA Signature:		Date:	2/14/2024
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Vancouver VCAA Signature:		Date	2/15/2024
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Comments regarding abstention of signature(s)

Submit completed form as a Word document to the Provost's Office at
provost.deg.changes@wsu.edu

For Registrar's Office Use Only:

Current CIP Code:		New CIP Code:		Date:	
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