

25

Proposal #  
(Academic Affairs use only)

520 KHS22 Proposal #  
(College use only)

# REQUEST FOR PROGRAM CHANGE(S)

University of Central Oklahoma

Please note: All information contained in this form will be reviewed by persons outside of your college. Please use clear and concise language when completing this form.

Name of program-major or minor to be changed: (maximum of 30 spaces)

Existing Name:

Public Health – Community Engagement

Proposed Name: (if changing)(maximum of 30 spaces)

\*Remember when abbreviating names, this is how they will appear on student's transcripts.

N/A

Proposed Name: (full name of program/major if longer than 30 spaces)

N/A

Is this a:  Program  Major  Minor  Sequence of Courses

Proposed change:

Name Change

Curriculum Change

Degree Designation

GPA Requirement

Admission Requirement

Other:

Is this program:  Undergraduate  Graduate

Is this a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)

Yes  No If yes, send copy of proposal to the Director of Teacher Education, Dr. Bryan Duke.

CTE Approval (Stamp or initial) \_\_\_\_\_

Department of Kinesiology & Health Studies

Department submitting the proposal

J. Sunshine Cowan

jcowan1@uco.edu

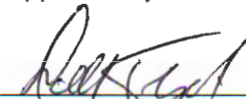
5238

Person to contact with questions

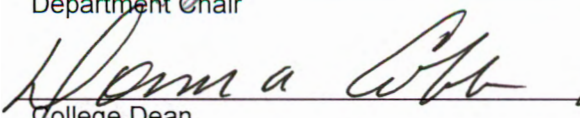
email address

Ext. number

Approved by:

  
Department Chair 8/21/20  
Date

  
College Curriculum Committee Chair 8/21/20  
Date  
(Please notify department chair when proposal is forwarded to dean.)

  
College Dean 8/21/20  
Date  
(Please notify department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

JCGS Dean Date

Office of Academic Affairs Date

Effective Term (assigned by AA)

25

1. Does the requested program change affect other programs or departments?  
 If yes, provide name(s) of department chair(s) contacted, date(s), and results of discussion(s).  
 Yes  No   
 N/A

2. Proposed curriculum change(s):  
 (Please include entire major/minor as it exists and as it is proposed. *Italicize and bold changes.*)

FROM (Existing Catalog Requirements)	TO (Proposed Catalog Requirements)
HLTH 5113 Foundations of Public Health - <del>Block-I</del> ^HLTH 5223 Contemporary Issues in Public Health - <del>Block-II</del> HLTH 5900 Practicum: Community Engagement- <del>16-weeks</del> (3 hours) ^HLTH 5333 Health Equity & Determinants of Health - <del>Block-I</del> HLTH 5433 Quantitative Methods - <del>Block-II</del> ^HLTH 5443 Resource Management in Public Health- <del>Block-I</del> HLTH 5463 Epidemiological Methods - <del>Block-II</del> HLTH 5313 Program Planning & Evaluation in Public Health- <del>Block-I</del> HLTH 5533 Public Health Policy & Ethics - <del>Block-II</del> <del>HLTH 5613 Instructional Strategies for Sexuality Education-16-weeks</del> HLTH 5633 Qualitative Methods - <del>Block-I</del> + HLTH 5833 Community Engagement - <del>16-weeks</del>	HLTH 5113 Foundations of Public Health - <b>Block Course</b> ^HLTH 5223 Contemporary Issues in Public Health - <b>Block Course</b> HLTH 5900 Practicum: Community Engagement (3 hours) ^HLTH 5333 Health Equity & Determinants of Health - <b>Block Course</b> HLTH 5433 Quantitative Methods - <b>Block Course</b> ^HLTH 5443 Resource Management in Public Health - <b>Block Course</b> HLTH 5463 Epidemiological Methods - <b>Block Course</b> HLTH 5313 Program Planning & Evaluation in Public Health - <b>Block Course</b> HLTH 5533 Public Health Policy & Ethics - <b>Block Course</b> <del>HLTH 5613 Instructional Strategies for Sexuality Education-16-weeks</del> <del>HLTH 5633 Qualitative Methods - Block Course</del> + HLTH 5833 Community Engagement
^ Accelerated Option Credits apply to BS and MPH degree.  + Capstone: students will work in interprofessional teams while applying systems thinking tools to a public health issue	^ Accelerated Option Credits apply to BS and MPH degree.  + Capstone: students will work in interprofessional teams while applying systems thinking tools to a public health issue
Electives .....6 Hours	Electives .....6 Hours
TOTAL HOURS REQUIRED ..... 42 HOURS	TOTAL HOURS REQUIRED ..... 42 HOURS

3. Degree Designation: (Example, B.A. to B.F.A.)  
 Existing Designation: N/A To: N/A

4. Change(s) in Minimum GPA Requirements:  
 FROM (Existing Catalog Requirements) TO (Proposed Catalog Requirements)  
 N/A | N/A

FROM (Existing Catalog Requirements)	TO (Proposed Catalog Requirements)
<ul style="list-style-type: none"> <li>Online application for admission (<a href="http://www.uco.edu/graduate/">www.uco.edu/graduate/</a>).</li> <li>Official copies of undergraduate and graduate transcripts from each institution attended with all degrees posted. All transcripts must be from accredited institutions. Undergraduate transcripts must show a minimum 2.75 GPA overall or 2.75 GPA in the last 60 hours attempted.*</li> <li>A current resume and a one or two page career goals statement that includes a research area of interest in public health is required with the application.</li> <li>Students without an undergraduate degree in Public Health or a related field will be required to successfully complete a no charge, non-credit online foundational module during their first</li> </ul>	<ul style="list-style-type: none"> <li>Online application for admission (<a href="http://www.uco.edu/graduate/">www.uco.edu/graduate/</a>).</li> <li>Official copies of undergraduate and graduate transcripts from each institution attended with all degrees posted. All transcripts must be from accredited institutions. Undergraduate transcripts must show a minimum 2.75 GPA overall or 2.75 GPA in the last 60 hours attempted.*</li> <li>A current resume and a one or two page career goals statement that includes a research area of interest in public health is required with the application.</li> <li><b>Students must submit three letters of recommendation. At least one letter must be from a prior faculty member who can speak to the student's academic performance. (add)</b></li> <li>Students without an undergraduate degree in Public</li> </ul>



semester in the program. Module content will be developed by program faculty and completed materials will be reviewed by a faculty committee.

- Students with a native language other than English must submit evidence of English language proficiency. See Admission to Graduate Studies - English Language Proficiency (p.15).

\*Students falling below these standards may qualify for conditional admission. See Admissions to Graduate Studies (p.13).

Health or a related field will be required to successfully complete a no charge, non-credit online foundational module during their first semester in the program. Module content will be developed by program faculty and completed materials will be reviewed by a faculty committee.

- Students with a native language other than English must submit evidence of English language proficiency. See Admission to Graduate Studies - English Language Proficiency (p.15).

\*Students falling below these standards may qualify for conditional admission. See Admissions to Graduate Studies (p.13).

6. Other requested action:

N/A

7. Will requested change require additional funds?  Yes  No

*If yes, please specify the amount of the additional costs, the source of the funds, and how they will be expended over the next three years, including new or re-allocated full or part time faculty/staff. A new 3 hour course is being proposed to replace an existing 3 hour course. Faculty salary for the new course will be covered by the faculty member's full-time teaching load.*

Additional Funds	20	20	20
Amount of additional costs			
Source of funds			
How funds will be expended			

8. Will requested change impact an embedded certificate?  Yes  No

Impacted Certificate: N/A

If this change impacts any requirement of the embedded certificate, complete and submit a Certificate Change proposals.

9. Please provide a summary of the requested changes. (this is a listing of the changes requested) (This information will be submitted to the OSRHE)

In beginning our MPH program this fall 2020, we recognized that we failed to list recommendation letters as a requirement of the admission process. This is staple among nationally recognized MPH programs, and we feel the need to ensure that we have this in our admissions process.

Secondly, we had a full-time faculty member move and we have added another full-time faculty member in their place. The faculty member we lost held expertise in sexuality education. Our graduate sexuality class was not required for accreditation purposes although it fit nicely under the umbrella of potential courses; we included that course knowing that our former faculty member had ongoing research and expertise in that area and that MPH students would benefit from it. In her absence, we have decided to replace that course with another that will be of benefit to students, still align with accreditation oversight, and fit existing faculty expertise.

Finally, we removed the designation on our degree plan of which Block each course would be taught. We replaced block course information by denoting "Block Course" without specifying which block in the semester the course would occur in order to give us flexibility and nimbleness if and when faculty changes or other unexpected situations occur. This allows students to see an overview of the schedule and which classes will be taught in a block schedule without locking us into a specific block.

10. The reason(s) for this change are based on which of the following: (Check all that apply; explain and document in Question #11)

- Specialized Accreditation
- SSCI (Self Study for Continuous Improvement)
- Benchmark (e.g. comparison to peer institutions)
- Assessment Data
- Faculty Knowledge/Discipline Expertise
- Advisory Board/Outside Professional Group
- Other: Flexibility of program administration

11. For all items checked in Question #10, please provide a concise, yet comprehensive, statement that explains the reasons for requesting the change including any necessary documentation.

(The information provided here will be submitted to the OSRHE)

In beginning our MPH program this fall 2020, we recognized that we failed to list recommendation letters as a requirement of the admission process. This is staple among nationally recognized MPH programs, and we feel the need to ensure that we have this in our admissions process. **This is a benchmark in comparison to other institutions with MPH programs.**

Secondly, we had a faculty member move and we have added another faculty member in their place. The faculty member we lost held expertise in sexuality education. Our graduate sexuality class was not required for accreditation purposes although it fit nicely under the umbrella of potential courses; we included that course knowing that our former faculty member had ongoing research and expertise in that area and that MPH students would benefit from it. In her absence, we have decided to replace that course with another that will be of benefit to students, still align with accreditation oversight, and fit existing faculty expertise. **This change is due to faculty expertise.**

The 'Block I or Block II' designation was removed and "Block Course" inserted in the degree sheet's course listing to allow the program flexibility with regards to faculty availability and unforeseen situations arising. **This change will allow flexibility in program administration.**

---

12. State Regents Math Initiative questions: (For undergraduate degree programs only)

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These courses, *College Algebra/Pre-Calculus*, *Introduction to Statistics*, *Functions and Modeling*, and *Quantitative Reasoning*, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.

N/A

2. Describe how the mathematics course was selected and how it best meets the needs of the program's students.

N/A

3. How does this mathematics course articulate with your partner institutions?

N/A