

2.9 BACHELOR'S DEGREES IN PUBLIC HEALTH. IF THE SCHOOL OFFERS BACCALAUREATE PUBLIC HEALTH DEGREES, THEY SHALL INCLUDE THE FOLLOWING ELEMENTS:

1. *REQUIRED COURSEWORK IN PUBLIC HEALTH CORE KNOWLEDGE: STUDENTS MUST COMPLETE COURSES THAT PROVIDE A BASIC UNDERSTANDING OF THE FIVE CORE PUBLIC HEALTH KNOWLEDGE AREAS DEFINED IN CRITERION 2.1, INCLUDING ONE COURSE THAT FOCUSES ON EPIDEMIOLOGY. COLLECTIVELY, THIS COURSEWORK SHOULD BE AT LEAST THE EQUIVALENT OF 12 SEMESTER-CREDIT HOURS.*
2. *ELECTIVE PUBLIC HEALTH COURSEWORK: IN ADDITION TO THE REQUIRED PUBLIC HEALTH CORE KNOWLEDGE COURSES, STUDENTS MUST COMPLETE ADDITIONAL PUBLIC HEALTH-RELATED COURSES. PUBLIC HEALTH-RELATED COURSES MAY INCLUDE THOSE ADDRESSING SOCIAL, ECONOMIC, QUANTITATIVE, GEOGRAPHIC, EDUCATIONAL AND OTHER ISSUES THAT IMPACT THE HEALTH OF POPULATIONS AND HEALTH DISPARITIES WITHIN AND ACROSS POPULATIONS.*
3. *CAPSTONE EXPERIENCE: STUDENTS MUST COMPLETE AN EXPERIENCE THAT PROVIDES OPPORTUNITIES TO APPLY PUBLIC HEALTH PRINCIPLES OUTSIDE OF A TYPICAL CLASSROOM SETTING AND BUILDS ON PUBLIC HEALTH COURSEWORK. THIS EXPERIENCE SHOULD BE AT LEAST EQUIVALENT TO THREE SEMESTER-CREDIT HOURS OR SUFFICIENT TO SATISFY THE TYPICAL CAPSTONE REQUIREMENT FOR A BACHELOR'S DEGREE TO THE PARENT UNIVERSITY. THE EXPERIENCE MAY BE TAILORED TO STUDENTS' EXPECTED POST-BACCALAUREATE GOALS (EG, GRADUATE AND/OR PROFESSIONAL SCHOOL, ENTRY-LEVEL EMPLOYMENT), AND A VARIETY OF EXPERIENCES THAT MEET UNIVERSITY REQUIREMENTS MAY BE APPROPRIATE. ACCEPTABLE CAPSTONE EXPERIENCES MIGHT INCLUDE ONE OR MORE OF THE FOLLOWING: INTERNSHIP, SERVICE-LEARNING PROJECT, SENIOR SEMINAR, PORTFOLIO PROJECT, RESEARCH PAPER OR HONORS THESIS.*
4. *THE REQUIRED PUBLIC HEALTH CORE COURSEWORK AND CAPSTONE EXPERIENCE MUST BE TAUGHT (IN THE CASE OF COURSEWORK) AND SUPERVISED (IN THE CASE OF CAPSTONE EXPERIENCES) BY FACULTY DOCUMENTED IN CRITERIA 4.1.A AND 4.1.B.*

2.9.a. Identification of all bachelor's-level majors offered by the school. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

See Instructional Matrix in Criteria 2.1.a.

The BS, Public Health is a generalist degree providing undergraduate students a basic liberal arts education with a broad overview of the public health core. The program introduces basic tools, methods and approaches used in public health practice; reflects on the challenges of the field; addresses current topics and trends; and engages students in practical application of skills taught throughout the curriculum. GW's BS Public Health program has been a leader in the field (ranked 6th nationally by College Factual) and complies with 2012 ASPPH recommendations for the undergraduate major in public health.

2.9.b. Description of specific support and resources available in the school for the bachelor's degree programs.

The Program Director, Sara Wilensky, JD, PhD is a Special Services Faculty for Undergraduate Education and is based in the Department of Health Policy and Management. Dr. Wilensky is responsible for the overall direction, budgeting, faculty participation, and oversight for the Public Health major, Public Health minor, and the five-year BS/MPH program.

An Undergraduate Program Advisor (staff position) is responsible for managing the program content and working closely with prospective and current students in the major, minor, and five-year BS/MPH program. This position advises students regarding course selection, degree requirements, and overall academic planning. In addition, students have access to DegreeMAP, the GW on-line program that allows students to follow their progress and degree requirements.

The Undergraduate Curriculum Subcommittee of the SPH Curriculum Committee includes representatives from each SPH department as well as the Program Director, Program Advisor (non-voting), the Assistant Dean of Student Affairs (non-voting) and the Associate Dean for Academic Affairs (non-voting). The subcommittee provides guidance for overall program goals and curriculum direction, approves new courses, evaluates existing course work, and establishes curriculum-related policies (e.g., which courses are approved as electives).

The SPH Student Affairs office is available for assistance to undergraduate students on an as-needed basis to complete special projects and handle student issues that present exceptions to the usual course of business. An admissions representative within the SPH Office of Admissions and Recruitment provides logistical assistance during the admissions process and the Undergraduate Advisor maintains the student list serves.

Two class representatives act as liaisons between the students and the Program Director and assist with special projects, such as class surveys. Two representatives bring an undergraduate presence to the GW Public Health Students' Association (PHSA). PHSA is a student and alumni-run organization that plans social, academic, and career-enhancing events throughout the school and in the community. PHSA's faculty advisor is Dr. Loretta DiPietro, Chair of the Department of Exercise and Nutrition Sciences.

Undergraduate students have access to all of the resources of the school and university. The new SPH building, on our Foggy Bottom campus in downtown DC, provides a place for all undergraduate and graduate public health students to take classes, study, and socialize. Many of our undergraduate students take advantage of our Washington, DC location by working and volunteering outside the university, as well as participating in local events and conferences.

2.9.c. Identification of required and elective public health courses for the bachelor's degree(s). Note: The school must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (ie, required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d.)

Students enter GW as freshman with an undeclared major and then apply to the SPH in their sophomore year. Historically, students were only admitted to matriculate in the first semester of their junior year. However, in the fall of 2015, a second admissions cycle was implemented to begin admitting students to matriculate in the second semester of their sophomore year. Applicants must have at least a 3.0 GPA to be considered for admission and additional consideration is given to student's overall academic and curricular strengths, writing skills, commitment to public health, leadership and other qualities. Over the last several years, we have had many more applicants than available room in the program leading to the current plan to have two admissions cycles and an increase in the student enrollment.

The tables below provide a list of our required and approved elective courses. The competency matrix can be found in Criteria 2.6.b. As required, our students must complete coursework in the five core public health areas. In addition, students are required to take courses in biology, statistics, and economics as pre-requisites for our required courses. The program maintains a list of approved elective courses within and outside of the public health school. All approved electives have a nexus with public health, even if offered by other schools at the university or outside of the university.

Newly admitted BS, Public Health students matriculating in fall 2015 will follow a slightly revised program (as shown below). One core course, Introduction to Preventive Medicine, has been eliminated in response to feedback from students and the Undergraduate Committee. The core is now 30 credits, down from 33. This change provided the opportunity to add three elective credits to the curriculum so that students can customize the program to their specific field(s) of interest within public health. The current list of approved undergraduate electives is shown in the next table. The complete program guide is available here: <http://publichealth.gwu.edu/programs/public-health-bs>.

How students are introduced to Biostatistics: All students are required to complete at least one Statistics course as a prerequisite to PUBH 3131- *Epidemiology: Measuring Health and Disease*. We encourage students to take STAT 1127- *Statistics for the Biological Sciences*; however, we do not require STAT 1127, since it is only offered in the spring term and not all of our students can fit it into their spring schedules. Because of this limitation other introductory statistics courses are accepted.

- STAT 1127- *Statistics for the Biological Sciences*. (3 Credits)- Introduction to statistical techniques and reasoning applicable to the biomedical and related sciences. Properties of basic probability functions: binomial, Poisson, and normal. Data analysis, inference, and experimental design.
- STAT 1051- *Introduction to Business and Economic Statistics*. (3 Credits)- Lecture plus laboratory. Frequency distributions, descriptive measures, probability, probability distributions, sampling, estimation, tests of hypotheses, regression and correlation, with applications to business.

- STAT 1053- *Introduction to Statistics in Social Science*. (3 Credits)- Lecture plus laboratory. Frequency distributions, descriptive measures, probability, sampling, estimation, tests of hypotheses, regression and correlation, with applications to social sciences.
- STAT 1111- *Business and Economic Statistics I*. (3 Credits)- Descriptive statistics, graphical methods, probability, special distributions, random variables, sampling, estimation and confidence intervals, hypothesis testing, correlation and regression.

Table 2.9.c.1.: BS PH Core Curriculum (30 credits) and Approved Electives (12 credits)

Required Courses	Credits	Course Title
PubH 1101	3	Introduction to Public Health and Health Services
PubH 1102	3	History of Public Health
PubH 2110	3	Public Health Biology
PubH 2112	3	Principles of Health Education and Health Promotion
PubH 3130	3	Health Services Management and Economics
PubH 3131	3	Epidemiology: Measuring Health and Disease
PubH 3132	3	Health and Environment
PubH 3133	3	Global Health and Development
PubH 3135-W	3	Health Policy
PubH 4140-W	3	Senior Seminar

Elective Courses	Credits	Course Title
HLWL 1106	3	Drug Awareness
HLWL 1109	3	Human Sexuality
HLWL 1110	3	Issues in Alternative Medicine
EXNS 1114	3	Community Nutrition
EXNS 2119	3	Basic Nutrition
EXNS 2122	3	Food Systems in Public Health
HIST 3363	3	Race, American Medicine, and PH: African-American Experiences
ANTH 3504	3	Illness, Healing and Culture
ANTH 3513	3	Human Rights and Ethics
ANTH 6302	3	Issues in Development
BIOC 3560	3	Diet, Health, and Longevity
GEOG 2137	3	Environmental Hazards
HSCI 2101	3	Psychosocial Aspects of Health and Illness
ORSC 4161	3	Organizational Research Methods
PSC 2101	3	Scope & Methods in Political Science
PSYC 2101	3	Research Methods - Psychology
PubH 1099	1-3	Variable Topics
PubH 2113	3	Impact of Culture Upon Health
PubH 2114	3	Environment, Health and Development
PubH 2115	3	Health, Human Rights, and Displaced Persons
PubH 2116	3	Global Delivery of Health Services
PubH 2117	3	Service-Learning in Public Health
PubH 3136	3	Health Law
PubH 3137	3	Global Public Health Nutrition
PubH 3150	3	Sustainable Energy and Environmental Health
PubH 3151	3	Current Issues in Bioethics
PubH 3190	1-3	Various Topics in Public Health

2.9.d. A description of school policies and procedures regarding the capstone experience.

The capstone experience is designed as a Senior Seminar involving the development of an extensive research proposal or public health program design. Students are encouraged to complete as many required courses, all if possible, before enrolling in the Senior Seminar. Advising is available to assist students in selecting which requirements would be best to take concurrently with the Senior Seminar as it applies content and theory from many of the required courses to the development of the capstone project. (**ERF 2.9.d. Senior Seminar Syllabus**) Unique to GW, the Senior Seminar is designated as a Writing-in-the-Disciplines course, meaning that students engage in several forms of writing and revision throughout the semester. The final product is a single-spaced, 30-page program proposal that includes an executive summary, budget justification, and literature review, along with the main content of the proposal. In addition, students present proposals to the class at the end of the semester; students vote on which proposal they consider to be worth funding. Examples of undergraduate student capstones may be found in **ERF 2.9.d.: UG Capstone Student Work Samples and Capstone Project Overview**.

2.9.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths:

- The BSPH major has been a very popular major, both in terms of students' demand for the major and student evaluations upon graduation.
- Students complete the program with broad public health knowledge that prepares them for a wide array of job opportunities.
- The major has been highly selective among the GW undergraduate cohort that is, in itself, selective. Over the last several years, the BS, PH cohorts have had an average GPA of 3.6 at the end of their sophomore years.
- We also provide a PH minor and a five-year BS/MPH program to allow students to choose the public health program that best fits their academic interests.
- The new SPH building has allowed all undergraduate majors to interact with each other, the graduate students, and the faculty and staff more than ever before, providing a new cohesiveness to the program and within the school.
- We have excellent faculty teaching in the program. All of our faculty have extensive experience in the field and/or teach in our MPH program.
- The school's recently updated website makes it easier for students to learn about our programs.

Challenges:

- Until our move into the new building, space constraints forced us to limit enrollment to 60 students in the major at one time. As a result we had to turn away many interested students by capping the numbers in our major and five-year programs. The minor is also very popular and enrollment is limited to 75 per year.
- It is difficult to keep up with the demand for undergraduate courses given the competing demands on faculty who also do research and teach graduate students.
- The admissions process presents challenges in terms of communicating with students and advisors regarding the opportunities available in our School.

Future Plans:

- The school has approval to increase enrollment to 120 students in the BS, PH program over the next several years. As a result, the SPH will expand course and section offerings.
- In fall 2015, we will admit students into the program a term earlier to attract more students, now that we have space to expand.