REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN PUBLIC HEALTH AT UW-MILWAUKEE
PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a B.S. in Public Health (BSPH). The BSPH responds to the increasing student and market demand for undergraduate education in public health, and will attract new students to UW-Milwaukee. Establishing the BSPH at UW-Milwaukee and in the Joseph J. Zilber School of Public Health will give students access to one of the nation’s top universities for research and community engagement, and to the only school of public health in Wisconsin that is accredited by the Council on Education for Public Health. The goal of the BSPH is to provide students with transferable knowledge, skills, strategies, and experiences – from disciplines within and outside of public health – to effectively, ethically, and creatively diagnose, analyze, plan, and solve complex public health problems across diverse social and cultural contexts. Graduates will be equipped for entry-level public health careers in the public, private, and non-profit sectors. The BSPH will be comprised of 120 credits, including a minimum of 39 credits of general education and other foundational courses, 54 credits in the Public Health major, and 27 elective credits tailored to each student’s interests and career goals. The large number of elective credits will enable students to combine the BSPH degree with specialization in one of UW-Milwaukee’s many minors (e.g., in Geographic Information Science, Global Studies, Mathematical Sciences) or interdisciplinary certificates (e.g., Community Leadership; Comparative Ethnic Studies; Food Studies; Global Health; Health Care Informatics; Healthy Aging; Peace Studies & Conflict Resolution; Urban Studies).

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Milwaukee

Title of Proposed Program
Public Health

Degree/Major Designations
B.S. in Public Health

Mode of Delivery
Single Institution. Combination of coursework and an integrative service-learning experience that exposes students to local-level public health professionals and/or agencies that engage in public health practice. Most courses will be delivered face-to-face, with some hybrid offerings.

Projected Enrollment by Year 5
Table 1 shows enrollment and graduation projections for students entering the BSPH program over the first five years after implementation. By the end of year five, we expect that 233 students will have enrolled in the BSPH and 22 students will have graduated with the degree.
Student graduation and attrition projections were calculated using the latest average annual attrition and graduation rates for the freshman cohort that started in Fall 2008 at UW-Milwaukee. New students are expected to include both freshman and transfer students (see p. 5 below). It is expected that by year five, 74 students (including 50 freshman and 24 transfer students) will enroll in the program annually.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students (Freshman)</td>
<td>20</td>
<td>33</td>
<td>46</td>
<td>60</td>
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<tr>
<td>Continuing Students</td>
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<td>17</td>
<td>41</td>
<td>71</td>
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<td>Total Enrollment</td>
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<td>50</td>
<td>87</td>
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<td>Graduating Students</td>
<td></td>
<td>2</td>
<td>6</td>
<td>14</td>
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</tbody>
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Tuition Structure
The BSPH program will use the tuition structure currently in place for undergraduate students at UW-Milwaukee. For 2017-18, tuition for full-time students per semester is $4,782.66 for residents, $10,422.30 for non-residents, $6,745.14 for Minnesota residents, and $6,805.50 for residents eligible for the Midwest Student Exchange rate. These figures include segregated fees of $737.10 per semester. The BSPH will offer a few online and hybrid courses that will charge an additional distance education fee (currently set at $275 per course).

Department or Functional Equivalent
The proposed Public Health program will reside within the Joseph J. Zilber School of Public Health (Zilber School). The Zilber School is a non-departmentalized unit.

College, School, or Functional Equivalent
Joseph J. Zilber School of Public Health

Proposed Date of Implementation
Fall 2019

INTRODUCTION
In the 1930s, Milwaukee was considered the “healthiest city” in the country. Today, Milwaukee County ranks 71 out of 72 counties for health outcomes (e.g., quality of life), health factors (e.g., health behaviors), and social and economic factors (e.g., childhood poverty); and 64 out of 72 counties for physical environment (e.g., air pollution; severe housing problems). In the City of Milwaukee, large disparities exist between low- and high-socioeconomic groups for several health-related factors, such as no access to healthy food, childhood lead poisoning, poor mental health days, and life expectancy at birth. The state of health in the city, and in particular

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the large health disparities, provided a compelling reason for establishing a school of public health in Milwaukee. In 2005, the UW Board of Regents charged UW-Milwaukee and the City of Milwaukee with exploring public health resources and activities at UW-Milwaukee. In 2006, a recommendation to establish a school of public health in Milwaukee grew out of a feasibility report prepared for the UW System President, UW-Milwaukee Chancellor, and City of Milwaukee Mayor. In 2009, the UW Board of Regents established a new School of Public Health at UW-Milwaukee. In July 2017, the Zilber School became the first accredited school of public health in Wisconsin, earning national accreditation from the Council on Education for Public Health (CEPH), making it one of 60 CEPH-accredited schools of public health in the U.S.

**Rationale and Relation to Mission**

Until recently, public health training had been limited to graduate education in the U.S. In 2003 this changed; the U.S. Institute of Medicine recommended that “all undergraduates should have access to education in public health,”

kicking off the growth of undergraduate public health. The sharp rise in undergraduate public health education combined with “a need for an expanded spectrum of people working to improve the health of populations” has created the opportunity for students graduating with bachelor’s degrees in public health “to move into a broad range of career options to influence the health of their communities.”

The proposed BSPH will promote UW System-level priorities, by contributing to a “powerful community of learners, educators, researchers, and scholars” from “public health to the creative arts” to create “cutting-edge solutions for Wisconsin and the world,” and by adding … specific academic programs in areas needed in the Wisconsin workforce” (see pp. 4-5 below). The BSPH will also support the institutional mission of UW-Milwaukee and its designation as a Carnegie Community Engaged Institution. The BSPH will contribute to the UW-Milwaukee Select Mission of developing, “… high quality undergraduate, … programs appropriate to a major urban doctoral university” by providing a new undergraduate degree developed and delivered by faculty who have been certified by CEPH as demonstrating productivity in research, community engagement, and teaching. The BSPH will foster another Select Mission goal of furthering “academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students”; evidence from existing undergraduate public health programs indicates they attract women and underrepresented groups, and the BSPH will implement a plan for increasing enrollment of underrepresented students (see pp. 5, 7). As articulated in the Zilber School mission, the BSPH will further the Select Mission goal of promoting “public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas” through service to, and partnership with, the Milwaukee community and statewide and national organizations.

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8 Joseph J Zilber School of Public Health Mission and Goals. [http://uwm.edu/publichealth/about/](http://uwm.edu/publichealth/about/)
In 2015, the Carnegie Foundation for the Advancement of Teaching recognized UW-Milwaukee as 1 of 83 colleges and universities designated as a center for community engagement.9 The BSPH will advance UW-Milwaukee’s strategic aspiration to be “a leader in community engagement …” through our educational goal of collaboration with “diverse community partners through mutual learning to increase knowledge …” and our goal of engaging with “public health practitioners, policy stakeholders, and community partners … to improve population health and health equity.” We meet these goals through ongoing collaborations of faculty and students in the Zilber School with neighboring academic institutions, local and state health departments, non-profit organizations, and other community partners in areas of education, research, and service. The BSPH will support these goals and UW-Milwaukee’s designation as a Carnegie Community Engaged Institution by increasing opportunities for student participation in service learning experiences wherein students address public health problems in partnership with community organizations.

Need as Suggested by Student Demand

The undergraduate public health major is on the rise. Nationally, students graduating with a baccalaureate in public health have increased from 759 degree completions in 1992 to 10,938 in 2015.7,11 There has been a steep over 500% growth in completed public health degrees from 2005–2015 and there is no indication of tapering.11 From 2008–2012, the baccalaureate in public health was ranked among the top 10 fastest-growing mid-size and larger undergraduate programs in the U.S.7 At UW-Milwaukee, strong and consistent student interest in public health has been demonstrated by average enrollments of 146 students per academic year (582 total students) from 2013-2017 in our introductory course, PH 101.

Other universities and colleges in Wisconsin that offer undergraduate degrees in public health include Bryant & Stratton College (online only), Carroll University, and Mt. Mary/Medical College of Wisconsin (online only), and three UW System schools (Eau Claire, La Crosse, and Oshkosh). UW-Milwaukee’s BSPH program will offer many distinguishing features (see pp. 6-7). Of the 34 CEPH-accredited Schools of Public Health in the continental U.S. that currently offer baccalaureate public health degrees, only seven are in universities participating in the Midwest Student Exchange Program, which offers reduced out-of-state tuition for residents of 10 Midwestern states. We expect that the BSPH at UW-Milwaukee will attract students pursuing Public Health majors in Milwaukee, Wisconsin, and the broader Midwest region.

Need as Suggested by Market Demand

Trained public health professionals are essential to ensuring the health of Wisconsinites. According to the most recent Public Health Workforce Report, Wisconsin faces a shortage of competent and technically skilled public health workers and this shortage is projected to increase because of an aging public health workforce.12 The Public Health Workforce Interests and

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Needs Survey (WINS) further indicates that 38% of the public health workforce will leave governmental public health by 2020.\textsuperscript{13} Nationally, the Bureau of Labor Statistics has projected faster than average growth from 2016-2026 in numerous job categories relevant to BSPH graduates, including health educators and community health workers (16% growth), environmental scientists and specialists (11%), social and community service managers (20%), and statisticians (33%).\textsuperscript{14} The Wisconsin Department of Workforce Development estimates growth in these occupations from 2014-2024 of 9.43%, 13.66%, 10.28%, and 40.46%, respectively, all above the average projected increase of 6.02% for all occupations.\textsuperscript{15}

Data on job prospects for students graduating with a baccalaureate in public health are limited due to the relative newness of this degree nationwide.\textsuperscript{7} However, the Association of Schools and Programs in Public Health (ASPPH) reports that among students graduating with bachelor degrees in public health (N=1349) within ASPPH member schools and programs in 2015, the vast majority were employed (65.0%) or pursuing further education (25.9%).\textsuperscript{6} Of those employed, 34.1% were working in for-profit organizations, 19.5% in a healthcare organization, 11.1% in a government agency, 10.1% in a non-profit organization, and 7.3% at an academic institution.\textsuperscript{11} These data indicate that BSPH graduates will be employable in a wide variety of settings and sectors.

**Emerging Knowledge and Advancing New Directions**

There are several education pipeline initiatives in development at UW-Milwaukee that we expect will create pathways from Milwaukee Public Schools (MPS) and Milwaukee Area Technical College (MATC) to our BSPH program. There is an initiative in development with MPS and the Center for Healthcare Careers of Southeast Wisconsin to build the talent pipeline in healthcare, beginning with high school students in health science programs at Hamilton, James Madison, North Division and South Division. Additionally, the Zilber School is beginning discussions with MATC to foster an education pipeline for MATC students (at Milwaukee and Mequon campuses) who are pursuing public health-related associate degrees (e.g., in Health Information Technology, Environmental Health and Water Quality Technology, Human Services Associate, Community Engagement Track) that would enable them to easily transfer into our BSPH through the establishment of a dual admission program and articulation pathways.

We further anticipate that our BSPH will attract students who have broad interests in health-related careers and are not admitted to their initial undergraduate program of choice at UW-Milwaukee. In particular, the UW-Milwaukee College of Nursing declines admission to approximately 44% of their 320 applicants annually. The Zilber School is collaborating with Nursing so that their advisors can recommend PH 101 (a required course for the BSPH) as an elective for students early in their pre-Nursing program; we expect that a portion of the 140 plus students who do not make it into the Nursing major will choose to pursue the BSPH. Thus, the BSPH degree has the potential to help retain UW-Milwaukee students who may otherwise leave the University in good standing to pursue health-related degrees at another institution.


\textsuperscript{15} State of Wisconsin Department of Workforce Development. Table 2: Wisconsin Long Term Occupational Employment Projections, 2014-2024. Retrieved from \url{https://jobcenterofwisconsin.com/wisconomy/pub/occupation}
DESCRIPTION OF THE PROGRAM

General Structure
The BSPH will be housed in the Zilber School, which currently has 29 full-time faculty across five major public health areas (biostatistics, community and behavioral health promotion, environmental health, epidemiology, and public health policy and administration). The BSPH will require 120 credits, to include at least 39 credits of general education and foundation courses, 54 Public Health major credits, and 27 elective credits tailored to each student’s interests and career goals. A key feature of the BSPH is the flexibility it provides students to complete at least one certificate or minor in any School or College at UW-Milwaukee. The large number of elective credits will enable students to take elective courses in public health and still complete one minor (e.g., in Geographic Information Science, Global Studies, Mathematical Sciences) or interdisciplinary certificate (e.g., Community Leadership; Global Health; Health Care Informatics; Healthy Aging; Peace Studies & Conflict Resolution; Urban Studies). As well, the BSPH has been designed to facilitate the establishment of a 3+2 BSPH/MPH integrated degree program, which will allow students who wish to pursue a professional degree in public health to complete 30 graduate public health course credits in their senior year.

Institutional Program Array
UW-Milwaukee and UW-Madison are the only two R1-doctoral research campuses within the UW system. UW-Milwaukee is unique in being the only urban research campus, located in the state’s largest city, and housing the State’s only CEPH-accredited school of public health. With strong ties to the City of Milwaukee Health Department and numerous community organizations, the Zilber School and UW-Milwaukee are well positioned to deliver the BSPH.

The BSPH program will be a crucial addition to the educational programs of the Zilber School, which offers the Master of Public Health (MPH) degree with five concentrations: Biostatistics, Community & Behavioral Health Promotion (CBHP), Environmental Health Sciences (EHS), Epidemiology, and Public Health Policy and Administration as well as three PhD programs: the PhD in Public Health with concentrations in Biostatistics and CBHP, the PhD in EHS, and the PhD in Epidemiology. The BSPH program will complement the newly developed Global Health Track within the B.A. in Global Studies at UW-Milwaukee, and as described below (p. 7), BSPH students will be able to complete minors or certificates in other health-related programs at UW-Milwaukee to complement their public health training.

Other Programs in the University of Wisconsin System
The proposed BSPH at UW-Milwaukee will complement three existing bachelor’s degree offerings at other UW system campuses: a B.S. in Environmental Public Health at UW-Eau Claire, a B.S. in Community Health Education at UW-La Crosse, and a B.S. in Environmental Health at UW-Oshkosh. These existing UW programs offer more specialized public health programs than our proposed BSPH, which will train students to enter a wide range of entry-level positions in the public health workforce. As well, because UW-Milwaukee’s BSPH degree will be located in a school of public health that also houses staff from the City of Milwaukee Health Department, our educational and research programs will provide an enriched setting for undergraduates, including exposure to cutting-edge research conducted by faculty and doctoral students through regular research and practice seminars, opportunities to conduct independent
research with Zilber faculty, and service learning opportunities with the City of Milwaukee Health Department and other agencies within the Milwaukee metropolitan area. We expect that our future ability to offer an accelerated 3+2 Bachelor’s/ Master’s Integrated Degree program (BSPH/MPH) with a concentration in any of five major public health disciplines will be a large draw for students wishing to establish professional careers in public health (e.g., as biostatisticians, epidemiologists, health promotion specialists, and policy analysts).

**Collaborative Nature of Program**

The Zilber School has collaborated with multiple UW-Milwaukee Schools and Colleges throughout the design of the BSPH. Of the 120 required credits for the BSPH, students will take up to 66 credits in other Schools and Colleges on campus, including a minimum of 39 credits of general education and foundational coursework that must be taken outside of the Zilber School. Most students will complete a certificate or minor (18-24 credits) outside of the Zilber School. The Public Health major also includes two required courses from the College of Health Sciences: KIN 270-Statistics in the Health Professions and HCA 307-Epidemiology for Health Sciences.

The Zilber School has partnered with the UW-Milwaukee College of Health Sciences and College of Nursing to form *UWM Partners for Health*. Our shared goals include interprofessional education, joint branding (see [http://uwm.edu/health](http://uwm.edu/health)), and joint recruitment. In interprofessional education, the Zilber School and Nursing offer a joint graduate certificate in Population and Public Health; we expect that some BSPH students will choose to complete the Global Health Certificate jointly offered by Nursing and Letters and Science; the College of Health Sciences has expressed interest in developing joint undergraduate courses with the Zilber School in Epidemiology and Health Ethics; and all three units have co-sponsored the statewide Student Inter-Professional Health Case Competitions and Health Research Symposium showcasing student research projects. In joint recruitment efforts, we have co-sponsored a Health Career Fair and shared recruitment at regional events, including our *Partners for Health* brand. As we further plan the BSPH roll-out, we will share best practices for recruitment, advising, and retention among the three units, including the possibility of shared resources and joint activities.

**Diversity**

Consistent with UW-Milwaukee’s Mission statement, the Zilber School’s mission reflects our commitment to “advancing population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond.” During our recent self-study process for CEPH accreditation, the Zilber School developed a Diversity and Recruitment Plan. This Plan affirms our commitment to recruit and retain a multicultural community of students, faculty, and staff because we believe doing so is vital for a vibrant foundation on which learning can thrive. The Plan outlines numerous strategies for recruiting and retaining African American, Hispanic, Southeast Asian, and Native American students, and other groups that are underrepresented in higher education, including financially disadvantaged individuals and first-generation college students. For example, in collaboration with campus organizations, the Zilber School is exploring avenues to lessen the monetary burden of higher education for financially marginalized applicants, including a scholarship for Native American students, in combination with increasing service learning options at the Gerald L. Ignace Indian Health Center, Inc. The Zilber School has been increasing attendance at fairs and events with the intention of recruiting students from diverse backgrounds.
from federal TRIO Programs, the McNair Program, as well as local and regional colleges serving diverse populations. So far these efforts have been focused on recruitment of graduate students; however, with the launch of the BSPH, we will expand these efforts to include recruitment of undergraduate transfer students. The Zilber School also is collaborating in the M³ (UW-Milwaukee, MATC, MPS) health professions studies and careers pipeline initiative. As noted earlier, we expect our success in these efforts for the BSPH will be enhanced because undergraduate public health programs have a record of attracting more diverse student populations compared to other programs.7

In curricular efforts and as evidenced by our core competencies (see below), the proposed BSPH will train students to integrate into their future work a respect for the beliefs, cultures, and dignity of diverse individuals and communities. Most BSPH students will take 9 to 12 credits of courses that meet the Cultural Diversity general education requirement in addition to our Public Health major courses, many of which address health disparities and ethical approaches to community engagement. Through varied pedagogical approaches, including problem-based and concept-based learning and a public health integrative experience with service learning, we will equip students with the skills and knowledge needed to address health disparities and promote social and health equity across a range of populations, thus contributing to an inclusive society.

Program Objectives

The BSPH will provide students with transferable knowledge, skills, strategies, and experiences – from disciplines within and outside of public health – to effectively, ethnically, and creatively diagnose, analyze, plan, and solve complex public health problems across diverse social and cultural contexts. The program has 15 student learning outcomes (see below) designed to meet CEPH requirements for a baccalaureate in public health, including nine CEPH foundational domains (e.g., Human Health; Role and Importance of Data in Public Health; Determinants of Health; Project Implementation; Health Policy, Law, Ethics, and Economics; Health Systems); two foundational competencies addressing communication and ability to locate, use, evaluate, and synthesize public health information; exposure to 12 cross-cutting concepts and experiences (e.g., community dynamics, critical thinking, ethical decision making, cultural contexts, organizational dynamics, professionalism, systems thinking, teamwork and leadership); and an integrative experience. The BSPH Integrative Experience requires seniors to complete a public health service-learning project at a local community organization, culminating in a final product (e.g., needs assessment, resource guide, awareness campaign) and a public poster presentation; and to develop career-planning materials, including a resume and cover letter. Seniors also will demonstrate reflexive thinking, and personal and civic responsibility.

Student Learning Outcomes

Graduates of the BSPH program will be able to meet the following core competencies: (1) Explain the importance of respect for diverse values, beliefs, cultures, and the dignity of individuals and communities in public health practice; (2) Explain the history and philosophy of public health, including its core values, theories, concepts, and functions in society; (3) Collect and analyze public health data using fundamental quantitative and qualitative methods and instruments; (4) Locate and evaluate primary scientific literature and other information sources (e.g., media) to inform evidence-based public health approaches; (5) Outline evidence-based approaches—using data, assessment, and evaluation—to address public health problems; (6)
Explain why and how public health professionals should ethically engage in interactions with study/program participants, community (partners and stakeholders), and others to address population health and health equity; (7) Develop advocacy strategies for multi-level social policies and interventions to promote population health; (8) Assess the advantages and disadvantages of health promotion interventions for specific populations; (9) Discuss ethical social, ecological, political, and community approaches to public health dilemmas; (10) Explain the natural history of human health and disease, their biological and environmental origins, distribution among populations, and strategies for their prevention, management, and control; (11) Explain the interrelationship between hazards in the natural and built environment, and human and population health; (12) Explain multilevel and ecosocial pathways through which social, economic, legal, and political structures and systems affect population health and health inequities across the lifecourse; (13) Interpret environmental, regulatory, legal, and economic structures, as well as their interactions, within communities and health systems from the perspective of social justice and human rights; (14) Apply fundamental concepts and features of public health interventions and programs, including their planning, implementation, assessment, and evaluation; and (15) Communicate public health evidence and concepts to diverse audiences using a variety of modalities and media.

Assessment of Objectives

The BSPH will continuously assess student learning at the course and program levels. At the course level, instructors have developed learning objectives for all Public Health major courses that align with the BSPH competencies; all course syllabi list competencies and CEPH domains addressed by each assignment. Instructors will engage in ongoing course improvement and revisions based on review of course assignments and course evaluations. At the program level, the Zilber School’s Undergraduate Program Committee will coordinate ongoing BSPH program review and assessments, and evaluate improvements on a yearly basis. The Committee will ensure translation of findings into future BSPH program plans and revisions, including updates to course content and teaching methods. Students admitted to the major will provide a self-assessment of competencies achieved upon entry and again each spring. The Zilber School will administer an alumni self-assessment survey one year post-graduation. Program level review will be incorporated into the ongoing review cycle required by CEPH for all academic programs at the Zilber School, to include the Evaluation Workgroup, Community Advisory Board, and Faculty Council.

Program Curriculum

The BSPH requires 120 credits, including at least 39 credits of general education and other foundational courses that meet or exceed UW System and UW-Milwaukee general education requirements (GER), 54 credits in the Public Health major (see listing below), and 27 credits of electives and/or minor or certificate coursework (see p. 6). General education courses provide foundations in oral and written communication (9 credits), quantitative literacy (6 credits), arts (3 credits), humanities (including public speaking and ethics) (9 credits), natural sciences (6 credits, including BIO SCI 102), social sciences (including political science, behavioral science, and social inequality) (9 credits), history (3 credits), cultural diversity (3-12 credits – students will be advised to take art, humanities, social inequality, and history courses that satisfy this GER requirement), and foreign language (6 credits, if not met in other ways). Two public health major courses satisfy GER and are not counted in the 39 credit total.
Public Health Major Courses:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>PH 101</td>
<td>Introduction to Public Health</td>
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</tr>
<tr>
<td>PH 142</td>
<td>Exploring Global Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 201</td>
<td>Public Health from Cells to Society I</td>
<td>3</td>
</tr>
<tr>
<td>PH 202</td>
<td>Public Health from Cells to Society II</td>
<td>3</td>
</tr>
<tr>
<td>KIN 270</td>
<td>Statistics in the Health Professions¹</td>
<td>3</td>
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<tr>
<td>HCA 307</td>
<td>Epidemiology for the Health Sciences</td>
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</tr>
<tr>
<td>PH 302</td>
<td>Health and Disease: Concepts and Contexts</td>
<td>3</td>
</tr>
<tr>
<td>PH 303</td>
<td>Climate Change, the Environment &amp; Human Health²</td>
<td>3</td>
</tr>
<tr>
<td>PH 319</td>
<td>Introduction to Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>PH 327</td>
<td>Foundations for Action in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 355</td>
<td>Public Health Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PH 346</td>
<td>Environmental Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>PH 408</td>
<td>Comparative Health Systems: A Social Determinants Approach</td>
<td>3</td>
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<tr>
<td>PH 410</td>
<td>True Lies: Consuming &amp; Communicating Quantitative Information</td>
<td>3</td>
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<tr>
<td>PH 427</td>
<td>Strategies for Action in Public Health</td>
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<tr>
<td>PH 428</td>
<td>Project Implementation &amp; Evaluation for a Healthy Society</td>
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<td>PH 455</td>
<td>Public Health Research Methods II</td>
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<tr>
<td>PH 600</td>
<td>Public Health Integrative Experience</td>
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<td><strong>Total</strong></td>
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¹ Formerly HMS 270; also meets GER Quantitative Literacy B requirement.
² Also meets GER Natural Science requirement.

Projected Time to Degree

The projected time to completion of the BSPH is 48 months or 120 credit hours.

Program Review Process

All undergraduate degrees at UW-Milwaukee are subject to a 10-year program review process. The initial review of the BSPH will occur during the 5th year. After the initial review, there will be a 10-year cycle.

Institutional Review

The BSPH will undergo the normal UW-Milwaukee undergraduate program review process per the Academic Planning and Curriculum Committee.

Accreditation

The Zilber School is accredited by CEPH, the accrediting body for schools of public health nationally. Our current accreditation applies to the Zilber School as a whole and we will include accreditation of the BSPH during our next review cycle in 2022. As an accredited school of public health, the Zilber School must engage in an ongoing self-study process to assess and document the extent to which each student has met the BSPH competencies and CEPH requirements for a baccalaureate in public health (see p. 8). The Zilber School will collect assessment materials from the Public Health Integrative Experience and will track graduation and job placement rates for the program, collected via graduation, alumni, and employer surveys.