2.10 Other Bachelor’s Degrees. If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

a. Identification of other baccalaureate degrees offered by the school and a description of the requirements for each. The instructional matrix in Criterion 2.1 may be referenced for this purpose.

In addition to the Bachelor of Science in Public Health (BSPH) the SPH-B offers four additional baccalaureate degrees with nineteen majors collectively. The instructional matrix found in Section 2.1 of the self-study (Table 2.1.1) provides a listing of all baccalaureate degrees.

Requirements for all other bachelor’s degrees and majors are provided as Electronic Resource 2.10.a. Competency matrices for each of these bachelor’s degrees are provided as Electronic Resource 2.6.b.

b. Identification of the manner in which these curricula assure that students acquire a public health orientation. If this means is common across these degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

All students in “other” baccalaureate degree programs (non-public health degree programs) are required to complete, at a minimum, a three credit course. This course provides an introduction to the history and legal basis for public health, an overview of the five core areas of public health, and facilitates students’ ability to understand the manner in which their unique major is related to the broader goals of public health.

The core public health competencies for other bachelor’s degree programs are described in Table 2.6.e (Core Undergraduate Public Health Competencies for Other Degrees) in Section 2.6 of this self-study. These competencies are attained via the core course that is offered within each degree program’s respective department. A copy of the course syllabus for each of these courses as offered during the 2014-2015 academic year are included as follows:

- Department of Applied Health Science: Electronic Resource 2.10.c
- Department of Kinesiology: Electronic Resource 2.10.d
- Department of Recreation, Park, and Tourism Studies: Electronic Resource 2.10.e

The school-wide core undergraduate competencies are required elements of the courses used to fulfill this requirement for each degree, and a list of those competencies is included in Table 2.6.a of this self-study.
c. 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 school offers four baccalaureate degrees with a total of nineteen majors in fields other than public health. These majors represent a sizeable number of undergraduate students from health-related, but not public health defined, fields whose curricula are now infused with public health knowledge and who will complete their degrees with an understanding of the unique contributions their disciplines make to the goals of public health. Each of these degree programs ensures students attain grounding in the five basic sciences of public health through a minimum of a three semester credit course that is required for each major. A consistent set of public health core competencies is used to guide this course and the coursework and other academic requirements for each major are guided by additional competencies specific to the degree and major. Students in these courses complete pre- and post-course assessments of the extent to which they perceive themselves to have attained the course competencies.

**Weaknesses**
Faculty decided that a separate introductory public health course in each department, led by faculty from the disciplines of the department, was the best way to ensure that students attained an understanding of the manner in which their unique disciplines were related to the broader goals of public health. One possible weakness of this approach is that it does not facilitate the standardization of the core public health knowledge, although the competencies related to this knowledge are consistent across the courses. In an effort to work toward consistency in the content associated with the core competencies, during the first year of the courses in the Department of Kinesiology and the Department of Park, Recreation and Tourism Studies, much of the content related to the core public health disciplines was delivered by guest lecturers from those disciplines specific to the content areas.

**Future Plans**
The school’s Undergraduate Studies Committee and Public Health Leadership Committee are particularly interested in ensuring that the school’s approach to the infusion of public health knowledge into the curricula of these non-public health baccalaureate degree programs is successful. Students matriculating into these degree programs during the 2013-2014 academic year were in the first cohort of those required to complete the new introductory course. To assess the manner in which the introductory course (in particular) helped us to ensure the broad infusion of public health into the curricula, during the 2014-2015 academic year, the Undergraduate Studies Committee and the Public Health Leadership Committee plan to review data from the pre- and post-course competency assessments completed by students, to review data from course evaluations, and also to meet with the course instructors of the introductory courses to consider revisions to our approach.