From:	Smith, Randy
To:	Andridge, Rebecca
Cc:	Sutherland, Sue; Smith, Randy; Griffiths, Rob; Reed, Katie; Duffy, Lisa; Hunt, Ryan; Ferketich, Amy; Song, Paula
Subject:	Proposal to revise the Bachelor of Science in Public Health
Date:	Wednesday, March 4, 2026 5:25:48 PM
Attachments:	image001.png

Rebecca:

The proposal from the College of Public Health to revise the Bachelor of Science in Public Health was approved by the Council on Academic Affairs at its meeting on March 4, 2026. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2026).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this important program development.

Randy

THE OHIO STATE UNIVERSITY

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December 15, 2025

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
Columbus, OH 43201

Re: Revision to the Bachelor of Science in Public Health

Dear Randy,

Please find attached a proposal to substantially revise the curriculum for the Bachelor of Science in Public Health. On behalf of the many faculty, staff, students, and alumni who participated in developing this proposal, I am submitting this for review by the Council on Academic Affairs and look forward to receiving feedback.

The primary motivations for these changes are (a) the adoption of new accreditation criteria from the Council on Education in Public Health (CEPH) in 2024, (b) feedback from CEPH site visitors during the college's recent reaccreditation review, and (c) a desire to create a third, more general specialization (in contrast to the narrow focus of the two existing specializations).

Our goal is to implement the revised curriculum in Autumn 2026 (see full proposal for transition plan for current students). We believe this is a large-scale curriculum revision (>50% change) that will require additional review by ODHE. As such, we would appreciate an expedited review and approval by CAA since recruitment for the next academic year is underway.

Please let me know if you have any questions.

Sincerely,

Rebecca R. Andridge
Associate Dean for Undergraduate Studies

Proposal to Revise the Bachelor of Science in Public Health

The Ohio State University College of Public Health
December 15, 2025

Table of Contents

Executive Summary

The College of Public Health (CPH) is proposing significant revisions to its Bachelor of Science in Public Health (BSPH) degree, which currently enrolls around 260 students across two specializations: Public Health Sociology (PHS) and Environmental Public Health (EPH). These substantial changes are primarily motivated by the adoption of new accreditation criteria from the Council on Education in Public Health (CEPH) in 2024, which introduced six new foundational domains that require an expanded curriculum. In addition, during CPH's recent reaccreditation review, site visitors identified a need to provide more robust didactic instruction on how to effectively communicate with diverse audiences.

To meet the new accreditation standards, the Major Core curriculum for all specializations will expand significantly (from 22–23 to 37–38 credits) through the addition of five required courses, including new courses focused on AI Fluency, health policy, diseases relevant to the field of public health, and advanced writing. To accommodate the larger core, the existing PHS and EPH specializations will be streamlined and reduced in required credits, while maintaining coverage of revised specialization competencies. Crucially, CPH plans to introduce a new third specialization, Public Health Methods (PHM). This PHM track is designed to provide a broader public health foundation for students entering the workforce (the "jack of all trades" needed in local health departments) and to offer greater flexibility for pre-professional students (pre-med, pre-dental, etc.). Taken together, these curricular changes will facilitate alignment of the required capstone experience with students' career goals. Despite the extensive revisions, the overall total minimum credits required for the BSPH degree will remain at 121.

Introduction

The BSPH has been offered by the College of Public Health (CPH) since 2012 and currently has an enrollment of ~260 students (Autumn 2025). Within the major, students choose from two specializations: Public Health Sociology (PHS) and Environmental Public Health (EPH). These specializations involve collaboration with the College of Arts and Sciences, who provide courses for each specialization (primarily from the Sociology and Earth Sciences departments). The BSPH degree aligns with requirements set forth by the college's accrediting body, the Council on Education in Public Health (CEPH).

In this proposal, the college is requesting:

- Changes to the curricula for both existing specializations:
    - Public Health Sociology (PHS)
    - Environmental Public Health (EPH)
- Creation of a new specialization:
    - Public Health Methods (PHM)

A detailed rationale for these changes is described below. Due to the extensive nature of the revisions required to meet revised accreditation standards, we consider these changes to PHS and EPH to be **>50% changes** given the changes in course requirements and changes to competencies (learning outcomes for the degree).

Background

In late 2024, CEPH adopted new criteria for bachelor's programs in public health (listed here). This motivated the college to undertake a comprehensive curriculum review during the 2024-2025 academic year. As a result of this review, we determined that the **existing curricula would require substantial revision to bring them in line with the new requirements**. In addition, we identified opportunities for improvement in terms of aligning course requirements with program competencies and learning outcomes

(one of which was highlighted by our reaccreditation review by CEPH in Autumn 2024). And finally, we discovered that there was some misalignment between specialization choice and career outcomes, for example, many students specializing in Environmental Public Health were not pursuing jobs in EPH upon graduation (in fact, a large number were entering professional programs such as medical or dental school).

This review prompted us to take a two-pronged approach: **revise the existing curricula** and simultaneously **propose a new specialization** that would better fit the needs of our pre-professional students.

Guiding Principles for the Revision

Before beginning the curricular review and proposing revisions, the CPH Undergraduate Academic Programs Committee (UAPC, formerly the Undergraduate Committee) developed a set of guiding principles for this work. These guiding principles are listed below.

- **Student-centered approach:** Do what is best for the students, not what is "easiest" or "best" for faculty and staff. "Best for students" must be based on the scholarship of teaching and learning; see for example the Drake Institute for Teaching and Learning Reading List.
- **Evidence-based approach:** Make curriculum decisions informed by data, including feedback from current students, alumni, and employers. This includes decisions such as course modality, class size, etc.
- **Welcoming to students of all backgrounds and abilities:** All students are given access to a high-quality education, with no "hidden curriculum" or "hidden prerequisites." Course instructors create an environment where each student has equal and equitable opportunities to achieve course learning outcomes and feels valued and supported to achieve the goals.
- **Provide tangible, translational skills for future careers:** Provide a skills-based (competency-based) education that serves as preparation for many different public health careers or continued education (in the health sciences or adjacent fields).
- **Maintain and enhance the identity of a "Public Health Major":** Ensure majors have opportunities to take classes that are just for them (e.g., not including students from other majors) and directly connect the BSPH degree to workforce opportunities/career paths. Keep the "small college in a big university" feel.
- **Use backwards design principles:** Start with what we want BSPH graduates to know/skills we want them to have (program goals, learning outcomes/objectives), and work backwards to (re)design the curriculum aligning with these LOs. Develop new courses specifically to enhance/fit into the curriculum, not based on what is "easiest" for instructors.

With these guiding principles in mind, the committee proposed revisions to the two existing specializations and the creation of a new specialization.

Rationale for Revisions to Existing Specializations

The two existing specializations require revision for the following reasons:

Meet New CEPH Accreditation Criteria

CEPH's accreditation criteria are based on foundational domains and foundational competencies, and CEPH's 2024 revision included changes to both. The more substantial changes were to the foundational domains, which is a list of topics that the BSPH curriculum must cover. The current and revised domains are shown in **Table 1**, aligned to highlight what has been removed/revised/added in the new criteria.

Table 1: Changes to CEPH's Foundational Domains

Current Foundational Domains	Revised Foundational Domains
1. **Math/Quantitative Reasoning:** Identify and apply the concepts and applications of basic statistics	9. **public health statistical literacy:** e.g., preparing descriptive statistics, reading and interpreting public health statistical data and evidence (e.g., odds ratio, relative risk), using relevant software (e.g., Excel), communicating and collaborating with other professionals on data
2. **Science:** Address the foundations of biological and life sciences	5. **biological science:** e.g., introductory biology, introductory anatomy and physiology, or basic public health biology
3. **Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	1. **history of public health as a discipline and practice**
4. **Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	10. **public health data collection and surveillance:** e.g., common methods, challenges in real-world data collection, identifying data quality and limitations (e.g., bias)
5. **Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations	***(removed)***
6. **Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	6. **scientific foundations of chronic and infectious disease:** e.g., etiology of disease, environmental effects and interactions; coverage must extend beyond the level that would be addressed in a general biology or anatomy and physiology course
7. **Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities	3. **determinants of health:** e.g., environmental, socioeconomic, behavioral factors
8. **Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	11. **planning, implementing, and evaluating evidence-based interventions:** e.g., needs or community assessment; program delivery; process, formative, and summative evaluation
9. **Overview of the Health System:** Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries	7. **fundamental characteristics of the U.S. health care and public health systems** in comparison with other nations
10. **Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government	14. **legislative and governmental processes relevant to public health policy and advocacy**
11. **Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	***(removed – exists in competencies instead)***
(newly added in 2024)	2. **social justice and health equity** as foundational public health principles

Current Foundational Domains	Revised Foundational Domains
(newly added in 2024)	4. concepts and application of **public health ethics**
(newly added in 2024)	8. **global health concepts:** e.g., differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges
(newly added in 2024)	12. **strategies to build partnerships and relationships to improve health:** e.g., with communities, governmental and non-governmental agencies, organizations, etc.
(newly added in 2024)	13. **application of critical thinking skills to define and address problems in public health practice:** e.g., considering perspectives; problem solving to address implementation challenges; identifying misinformation
(newly added in 2024)	15. **policy analysis:** e.g., health in all policies, concepts of feasibility and impact

In summary, six new domains were added, and only two were removed.

Upon review of the two existing specializations, it was established that **neither specialization included coursework that could fully address the new domains**. Some of the new domains could be covered by adding existing courses; others required new course development. The following curricular changes were deemed necessary for all specializations to meet specific new domains:

- Require an existing course PUBHEPI 4410 (Conceptual Foundations of Social Epidemiology) for EPH to cover **new domain #2** (already required for PHS)
- Require a new course (PUBHLTH 3050: Public Health Perspectives on Disease) to cover **new domain #6**
    - This domain was not new, but the curricular review identified gaps in its coverage
- Require a new course (PUBHLTH 4060: U.S. and International Health Policy) to cover **new domains #13, #14, and #15**

Short form syllabi for these new courses are in **Appendix C**.

The revised CEPH criteria also included changes to the foundational competencies for the BSPH degree, however, the revision essentially just "pulled apart" the two existing competencies. Thus, mapping these new foundational competencies to the existing curricula was straightforward and no curricular changes were required. The current and revised competencies are shown in **Table 2** below.

Table 2: Changes to CEPH's Foundational Competencies

Current Foundational Competencies	Revised Foundational Competencies
1. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences	3. Communicate public health information orally 4. Communicate public health information in writing 5. Communicate public health information to a non-specialist audience through a medium other than standard narrative writing: e.g., social media posts, videos, PSAs, brochures, blogs, podcasts, etc.
2. Locate, use, evaluate, and synthesize public health information	1. Locate public health information 2. Evaluate public health information 6. Synthesize public health information: i.e., compile information from multiple sources and distill it into cohesive conclusions

These **competencies are used as the program-level outcomes for the BSPH degree** (see curricular maps in **Appendix B**).

Respond to CEPH commentary from 2024-2025 reaccreditation

During autumn of 2024, the college underwent a reaccreditation review by CEPH. As part of this review, CEPH highlighted an area for improvement, specifically how students meet the foundational competency about communicating with diverse audiences (current competency #1, revised competency #5 in **Table 2**). The specific feedback was a need to *"provide more robust didactic instruction on how to effectively communicate with diverse audiences."* This feedback aligned with the finding in our internal curricular review that identified the teaching of writing as a place for improvement, not just for accreditation but also to meet the Advanced Writing Embedded Literacy of the GE. As a result, we reached out to the English Department to gauge their interest in and capacity for developing a new course specifically for BSPH students. As a result, the following curricular change was proposed:

- Require a new course (ENGLISH 3307: Writing for Healthy Publics) to address CEPH's concern and to serve as the Advanced Writing Embedded Literacy course

A syllabus for this course is in **Appendix C** and a letter of support from the English Department is in **Appendix D**.

Enhance Technology Embedded Literacy and Incorporate AI Fluency

During the curricular review and revision process, another place identified as a target for improvement was the Technology Embedded Literacy of the GE. In fortuitous timing, during the revision process the provost announced the AI Fluency Initiative. We took this opportunity to enhance the embedded literacy and purposefully and thoughtfully inject AI into the BSPH curriculum by designing a new course for BSPH students. As a result, the following curricular change was proposed:

- Require a new course (PUBHLTH 3060: Technology, Innovation, and Public Health) to incorporate AI and serve as the Technology Embedded Literacy course

A short form syllabus for this course is in **Appendix C**.

Review and Simplify Specialization Competencies

During the internal curricular review, the decision was made to reduce the number of specialization competencies for each existing specialization. Only three specialization competencies are required by CEPH; PHS had five and EPH had 10. The UAPC reviewed the existing competencies, removed competencies that were either too broad or at too high a level (relative to our graduate-level MPH degree), and revised the remaining competencies to better describe the skills with which we wanted our students to graduate. The current and revised specialization competencies are shown in **Tables 3a and 3b** below.

Table 3a: Changes to EPH Specialization Competencies

Current EPH Specialization Competencies	Revised EPH Specialization Competencies
1. Use the Environmental Science Health model to explain environmentally-related exposures and human diseases	***(remove – too broad)***
2. Apply principles of math, chemistry, biology to the applied science of environmental public health.	***(remove – too broad)***
3. Summarize major sources, chemical, biological, and physical agents, conditions, the social determinants of health, and other exposure factors that contribute to environmentally related human diseases including those at the intersection of humans and animals.	EPH1. Summarize major sources and exposure factors (e.g., chemical, biological, physical agents and conditions) that cause environmentally related human and animal diseases.
4. Describe how the quality of environmental media (air/ water/soil/food) is adversely affected by contamination from chemical, biological and physical agents.	EPH2. Describe how the quality of environmental media (e.g., air, water, soil, food) is adversely affected by contamination from chemical, biological and physical agents.
5. Apply the principles of exposure science, risk assessment, risk management, policy development, and risk communication to environmental public health issues identified within indoor/outdoor and occupational/non-occupational settings.	***(remove – too broad and overlapping with MPH competencies)***
6. Explain and apply fundamental historical, statistical, epidemiological, toxicological, and Geographic Information Systems (GIS) concepts to environmental public health issues	***(remove – too many components and at too high of a level relative to the MPH)***
7. Summarize management and technical measures and approaches that control human exposure to environmental contaminants	EPH3. Summarize management and technical measures and approaches that control human exposure to environmental contaminants.
8. Explain the relationship between population growth, ecosystem health, sustainability and resilience, climate change, and environmental health	***(remove – too narrow)***
9. Identify regulations, policies, standards, and guidelines applicable to the quality of air, water, soil, and food; and explain how the prevention or control of environmentally related human exposures and diseases, including changes to the lived environment, are applied to improve environmental public health.	EPH4. Explain how environmental health-related regulations, policies, standards, and guidelines (e.g., regarding air, water, soil, and food) are used to improve public health.
10. Apply the principles of environmental ethics and justice to environmental public health issues	***(remove – too narrow, and ethics is a CEPH-required domain thus ensuring coverage)***

Table 3b: Changes to PHS Specialization Competencies

Current PHS Specialization Competencies	Revised PHS Specialization Competencies
1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world.	***(remove - part of PHS2 below)***
2. Identify how common sociological theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.	PHS1. Use sociological theories to enhance disease prevention and intervention strategies beyond traditional public health approaches.
3. Interpret population health patterns using rigorous methods of sociological inquiry that stem from both qualitative and quantitative reasoning, augmenting what public health researchers and practitioners typically use.	PHS2. Apply sociological methods and perspectives to enhance understanding of and interpretation of population health patterns.
4. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches.	***(remove - part of PHS2 above)***
5. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.	PHS3. Identify policies that impact health equity and describe the social processes behind their creation and persistence.

Correct Curricular Drift

In addition to these additions and modifications, the curricular review identified some "curricular drift" that had occurred over time. This was most noticeable in the specialization-specific courses. For example, PUBHEHS 4325 (Climate Change, Sustainability, and Public Health) was required for the PHS specialization and not the EPH specialization, despite not aligning with PHS competencies. Another example was the requirement of PUBHEHS 3320 Fundamentals of Environmental Health Risk Assessment for the PHS specialization, despite it not aligning with the PHS specialization competencies. As part of the revision, the specialization-specific courses were reviewed and mapped to the revised specialization competencies, removing courses that did not align with specialization-specific competencies.

Revised Curricula for Existing Specializations

The proposed curricula for the EPH and PHS specializations are shown in **Tables 4a and 4b** below. A summary of the changes for each specialization precedes each table; a full side-by-side comparison of the current curricula and revised curricula explicitly showing changes (additions and removals) with rationale is in **Appendix A**.

Curricular maps showing alignment of the revised specialization competencies with the revised set of required specialization courses are in **Appendix B**.

Importantly, there is no change in total number of credits for the BSPH degree for either specialization (remains 121), and no change in time to complete the program.

Summary of Changes to EPH Specialization

- **Major Pre/Co-requisites:** Change prerequisite, modify corequisites
  - Make PUBHLTH 2010 or 2010H the major prerequisite
  - Change Math requirement from a prerequisite to the major to a corequisite
  - Make a Biology GEN Foundations course a major corequisite
- **Major Core:** Increase major core credit hours from 22-23 to 37-38 by adding 5 new courses
  - Add one existing course: PUBHEPI 4410
  - Add four new courses: ENGLISH 3307, PUBHLTH 3050, PUBHLTH 4060, PUBHLTH 3060
- **Specialization Courses:** Reduce number of required specialization credits from 36-37 to 15
  - Remove three required courses (EARTHSC 2203, PUBHEHS 3320, PUBHEPI 3411) (-9cr)
  - Remove "selective" requirement of 1 course (chosen from list of 3) (-3 to -4cr)
  - Remove specialization electives requirement of 9 credit hours (in favor of newly added major electives) (-9cr)
- **Specialization Supporting Science Courses:** No change to the required 25 credits
- **Major Electives:** Add a new requirement of 6 credits of major electives (chosen from any course offered by CPH at the 2000+ level)

Summary of Changes to PHS Specialization

- **Major Pre/Co-requisites:** Change prerequisite, modify corequisites
  - Make PUBHLTH 2010 or 2010H the major prerequisite
  - Change Sociology 1101 requirement from a major prerequisite to a corequisite
  - Make a Biology GEN Foundations course a major corequisite
- **Major Core:** Increase major core credit hours from 22-23 to 37-38 by adding 5 new courses
  - Move one course (PUBHEPI 4410) from required specialization course to major core course
  - Add four new courses: ENGLISH 3307, PUBHLTH 3050, PUBHLTH 4060, PUBHLTH 3060
- **Specialization Courses:** Reduce number of required specialization credits from 39-40 to 16
  - Move PUBHEPI 4410 to the major core (-3cr)
  - Remove three required courses (PUBHEHS 3320, PUBHEHS 4325, SOCIOL 3487) (-9cr)
  - Remove "choose 1" epidemiology course requirement (-3cr)
  - Remove "choose 1" criminology course requirement (-3cr)
  - Reduce specialization electives requirement from 9 to 3 credits (-6cr)
  - Make three specific courses of the "choose 3" sociology courses required (credit neutral)
- **Major Electives:** Increase major electives from 6 to 12 credits (chosen from any course offered by CPH at the 2000+ level)

Table 4a: Revised Curriculum for Environmental Public Health (EPH)

Course Requirement	Credits
General Education (34-41 credits)	
GE Launch Seminar (GENED 1201)	1
Writing and Information Literacy (Student Choice)	3
Mathematical and Quantitative Reasoning **(Major coreq: MATH 1148+1149 or 1150 or math placement L)**	3
Literary, Visual and Performing Arts (Student Choice)	3
Historical and Cultural Studies (Student Choice)	3
Natural Sciences **(Major coreq: BIOLOGY 1101, 1110, 1113.01, 1113.02, or 1114)**	4-5
Social and Behavioral Sciences (Student Choice)	3
Race, Ethnicity and Gender Diversity (Student Choice)	3
Theme: Citizenship for a Diverse and Just World (Student Choice)	4-6
Theme: Student Choice (Student Choice)	4-6
GE Reflection (GENED 4001)	1
Major Core (37-38 credits)	
PUBHLTH 1100 or 1100H (Survey of Public Health)	1
PUBHLTH 2010 or 2010H (Critical Issues in Global Public Health) **(Major prerequisite)**	3
PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research) **(EL: Data Analysis)**	3
PUBHEHS 3310 (Current Issues in Global Environmental Health)	3
PUBHEPI 2410 (Epidemiology in Public Health)	3
PUBHHBP 3510 (Role of Behavior in Public Health)	3
PUBHHMP 3610 (U.S. and International Health Care)	3
PUBHEPI 4410 (Conceptual Foundations of Social Epi) (prereq: PUBHEPI 2410)	3
ENGLISH 3307 (Writing for Healthy Publics) **(EL: Adv Writing)**	3
PUBHLTH 3050 (Public Health Perspectives on Disease) (prereq: biology course)	3
PUBHLTH 3060 (Technology, Innovation, and Public Health) **(EL: Technology)**	3
PUBHLTH 4060 (U.S. and International Health Policy) (prereq: PUBHHMP 3610, GE Found. WIL)	3
PUBHLTH 3180 or 3180E (Undergraduate Capstone Preparation)	1
Capstone Experience (PUBHLTH 3191, 3998, 4999, 3189.05, etc.)	2-3
Specialization Courses (15 credits)	
EARTHSC 3411 (Water Security for the 21st Century)	3
PUBHEHS 4530/FDSCTE 4536 (Food Safety & Public Health) (prereq: MICROBIO 4000 or 4100)	3
PUBHEHS 5315 (Principles of Toxicology)	3
PUBHEHS 5335 (Ecology of Infectious Diseases) (prereq: one undergraduate Biology course)	3
PUBHEHS 5340 (Air Contaminants & Public Health)	3
Supporting Science Courses (25 credits)	
CHEM 1210 (General Chemistry I) (prereq: C- or above in MATH 1148/1149 or 1150)*	5
CHEM 1220 (General Chemistry II) (prereq: CHEM 1210, C- or above in Math 1148+)	5
CHEM 2510 (Organic Chemistry I (prereq: CHEM 1220, C- or above in Math 1148+)	4
CHEM 2540 (Organic Chemistry Lab I) (prereq: CHEM 1220, C- or above in Math 1148+)	2
MICROBIOLOGY 4000.01 or 4000.02 (Basic and Practical Microbiology) (prereq: GE Biology)	4
PHYSICS 1200 (Mechanics, Kinematics, Fluids, Waves) (prereq: MATH 1148/1149 or 1150)	5
Major Electives (6 credits)	
Public Health Electives (any course offered by Public Health at the 2000+ level)	6
Credit Hour Totals **GE:** 34-41 **Major (including specialization, supporting science, and major electives):** 83-84 **Open Electives:** 0-4 **Minimum Credits for Degree:**	**121**

*Students can substitute CHEM 1206+1208 for CHEM 1210.

Table 4b: Revised Curriculum for Public Health Sociology (PHS)

Course Requirement	Credits
GE Requirements (32-37 credits)	
GE Launch Seminar (GENED 1201)	1
Writing and Information Literacy (Student Choice)	3
Mathematical and Quantitative Reasoning (Student Choice)	3
Literary, Visual and Performing Arts (Student Choice)	3
Historical and Cultural Studies (Student Choice)	3
Natural Sciences **(Major coreq: BIOLOGY 1101, 1110, 1113.01, 1113.02, or 1114)**	4-5
Social and Behavioral Sciences **(Major coreq: SOCIOL 1101 or 1102 or RURLSOC 1500)**	3
Race, Ethnicity and Gender Diversity (Student Choice)	3
Theme: Citizenship for a Diverse and Just World (Student Choice)	4-6
Theme: Student Choice (Student Choice)	4-6
GE Reflection (GENED 4001)	1
Major Core (37-38 credits)	
PUBHLTH 1100 or 1100H (Survey of Public Health)	1
PUBHLTH 2010 or 2010H (Critical Issues in Global Public Health) **(Major prerequisite)**	3
PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research) **(EL: Data Analysis)**	3
PUBHEHS 3310 (Current Issues in Global Environmental Health)	3
PUBHEPI 2410 (Epidemiology in Public Health)	3
PUBHHBP 3510 (Role of Behavior in Public Health)	3
PUBHHMP 3610 (U.S. and International Health Care)	3
PUBHEPI 4410 (Conceptual Foundations of Social Epi) (prereq: PUBHEPI 2410)	3
ENGLISH 3307 (Writing for Healthy Publics) **(EL: Adv Writing)**	3
PUBHLTH 3050 (Public Health Perspectives on Disease) (prereq: biology course)	3
PUBHLTH 3060 (Technology, Innovation, and Public Health) **(EL: Technology)**	3
PUBHLTH 4060 (U.S. and International Health Policy) (prereq: PUBHHMP 3610, GE Found. WIL)	3
PUBHLTH 3180 or 3180E (Undergraduate Capstone Preparation)	1
Capstone Experience (PUBHLTH 3191, 3998, 4999, 3189.05, etc.)	2-3
Specialization Courses (16 credits*)	
SOCIOL 2463 (Social Inequality: Race, Class, and Gender)	3
SOCIOL 3597.02 (World Population Problems)	3
SOCIOL 3630 (Medical Sociology)	3
SOCIOL 4629 (Health Disparities in Social Context) **being modified to include a 3-credit option*	4*
SOCIOLOGY ELECTIVES: Choose 1 from: SOCIOL 3200 (Sociology of Immigration) — SOCIOL 4506 (Drugs & Society) SOCIOL 3302 (Technology & Global Society) — SOCIOL 4508 (Violence) SOCIOL 3306 (Sociology of Poverty) — SOCIOL 4509 (Sociology of Law) SOCIOL 3340 (Sociology of the Family) — SOCIOL 4609 (Neighborhoods and Crime) SOCIOL 3380 (Racial & Ethnic Rel.in America) — SOCIOL 4635 (Gender and Society) SOCIOL 3460 (Environmental Justice) — SOCIOL 4791 (Understanding Modern Genocide) SOCIOL 3464 (Work, Employment, & Society) — SOCIOL 5605 (Sociology of Sexuality)	3
Major Electives (12 credits)	
Public Health Electives (any course offered by Public Health at the 2000+ level)	12
Credit Hour Totals **GE:** 32-37 **Major (including specialization and major electives):** 65-66 **Open Electives:** 18-24 **Minimum Credits for Degree:**	**121**

**SOCIOL 4629 is currently a 4-credit HIP GEN course. The Sociology Department is in the process of modifying the course to have a 3-credit option; when that course is available, we will replace the 4-credit version with the 3-credit version, thus bringing the number of specialization credits down to 15. The additional credit will be put in the Open Electives category, so the total credits for the major will decrease by 1 credit. This revision will come to CAA as an informational item.*

Rationale for Creation of New Specialization

The creation of a third specialization for the BSPH degree is designed to meet two primary goals: to address feedback from current students who desire a more traditional public health-focused degree option, and to better align the curriculum with post-graduation outcomes.

Feedback from current and former BSPH students (through annual surveys) has consistently indicated overall satisfaction with the curriculum, but also room for improvement. The most requested improvement is wanting the ability to take courses from a broader range of public health disciplines. The current specializations provide the opportunity to focus on sociology or environmental science, but do not provide students with opportunities to explore other areas of public health, such as explore health behavior or health services. In addition, the very focused nature of the existing specializations meant that graduates were very well prepared for certain job settings, but because they were less exposed to other public health application areas, they were less prepared for others. Specifically, many entry-level public health jobs require individuals to be a "jack of all trades" (e.g., working in a local health department where resources may be scarce), the availability of a broader, more general specialization would better prepare graduates for these types of first jobs after graduation.

The other goal of the proposed new specialization is to provide a more straightforward pathway for students who plan on pursuing continued education in the health sciences after graduation. Since its inception in 2012, a large proportion of BSPH graduates each year continue their education, primarily in a health profession (medicine, dentistry, physician's assistant, etc.) or in public health (primarily MPH). Exit survey data from 2019-2024 shows that 44% of BSPH graduates during this time period went on to continuing education. While the existing specializations have adequately prepared graduates for these further studies, the curricula were not specifically tailored to these audiences and thus contained extraneous coursework (leaving less room for required pre-professional coursework).

In addition, anecdotal evidence suggests that a large fraction of students choose the EPH specialization not because they plan on pursuing environmental science careers, but because it contains some required pre-medicine (and other health professions) science coursework (e.g., chemistry, microbiology, physics). Consequently, it has been challenging for many pre-professional students in the EPH specialization to find capstone experiences (typically internships) that align both with the EPH specialization competencies and their career goals. A new specialization with more general public health competencies will allow better alignment of the required capstone experience with the student's personal goals and the specialization competencies.

In summary, the new specialization will provide a **broader base of public health knowledge** for students going directly into the public health workforce, provide **more flexibility** for students furthering their education in the health sciences, and provide opportunity for **better alignment of the required capstone experience with career and continuing education goals**.

Competencies for New Specialization (PHM)

The new specialization, to be called **Public Health Methods (PHM)**, is designed to align with the revised foundational competencies (listed in Table 2) and cover the revised foundational domains (listed in Table 1), just like the two existing specializations. This will be accomplished by having the **same (revised) major core course requirements as the two existing specializations**.

New specialization competencies for PHM were drafted by the UAPC as shown in **Table 5**. The competencies were designed to reflect the skills that graduates from the specialization should attain, with emphasis on skills necessary for both graduates going on to professional school in the health sciences and for graduates going directly into the public health workforce. The minimum number of specialization competencies required by CEPH is three, thus we wrote three competencies (the same number as PHS, one fewer than EPH).

Table 5: Proposed Specialization Competencies for New Specialization (PHM)

Proposed PHM Specialization Competencies
PHM1. Identify strengths and weaknesses of specific approaches to collecting health-related data about people and their environments.
PHM2. Evaluate the strength of evidence from various study designs used in public health research.
PHM3. Interpret scientific evidence to assess how various influences (e.g., policies, interventions, environmental factors) affect health outcomes at both the individual and population levels.

Proposed Curriculum for New Specialization (PHM)

The proposed curriculum for the new PHM specialization is shown in **Table 6** below. Importantly, the major core is identical to that of the revised EPH and PHS specializations. In addition, the number of required specialization courses (15 cr) was purposefully designed to be identical to that of EPH and PHS (once the 4-credit Sociology course is revised). The number of major electives (12 cr) was chosen to be the same as PHS; EPH has fewer major electives (6 cr) to ensure space for 25 credits of science courses due to its designation as a STEM degree. The total number of credits to earn the BSPH-PHM is 121, the same as the other two specializations.

The major prerequisite for the new PHM specialization will be PUBHLTH 2010 or 2010H, the same as the other two specializations.

Table 6: Proposed Curriculum for Public Health Methods (PHM)

Course Requirement	**Credits**
GE Requirements (32-37 credits)	
GE Launch Seminar (GENED 1201)	1
Writing and Information Literacy (Student Choice)	3
Mathematical and Quantitative Reasoning (Student Choice)	3
Literary, Visual and Performing Arts (Student Choice)	3
Historical and Cultural Studies (Student Choice)	3
Natural Sciences **(Major coreq: BIOLOGY 1101, 1110, 1113.01, 1113.02, or 1114)**	4-5
Social and Behavioral Sciences (Student Choice)	3
Race, Ethnicity and Gender Diversity (Student Choice)	3
Theme: Citizenship for a Diverse and Just World (Student Choice)	4-6
Theme: Student Choice (Student Choice)	4-6
GE Reflection (GENED 4001)	1

Course Requirement	Credits
Major Core (37-38 credits)	
PUBHLTH 1100 or 1100H (Survey of Public Health)	1
PUBHLTH 2010 or 2010H (Critical Issues in Global Public Health) **(Major prerequisite)**	3
PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research) **(EL: Data Analysis)**	3
PUBHEHS 3310 (Current Issues in Global Environmental Health)	3
PUBHEPI 2410 (Epidemiology in Public Health)	3
PUBHHBP 3510 (Role of Behavior in Public Health)	3
PUBHHMP 3610 (U.S. and International Health Care)	3
PUBHEPI 4410 (Conceptual Foundations of Social Epi) (prereq: PUBHEPI 2410)	3
ENGLISH 3307 (Writing for Healthy Publics) **(EL: Adv Writing)**	3
PUBHLTH 3050 (Public Health Perspectives on Disease) (prereq: biology course)	3
PUBHLTH 3060 (Technology, Innovation, and Public Health) **(EL: Technology)**	3
PUBHLTH 4060 (U.S. and International Health Policy) (prereq: PUBHHMP 3610, GE Found. WIL)	3
PUBHLTH 3180 or 3180E (Undergraduate Capstone Preparation)	1
Capstone Experience (PUBHLTH 3191, 3998, 4999, 3189.05, etc.)	2-3
Specialization Courses (15 credits)	
PUBHEPI 3411 (Public Health Field Investigation)	3
PUBHEHS 4325 (Climate Change, Sustainability, and Human Health)	3
PUBHLTH 3070 (Public Health Data: Finding the Facts (prereq: PUBHEPI 2410)	3
PUBHLTH 5015 (Public Health Data Analytics) (prereq: PUBHBIO 2210)	3
PUBHLTH 5050 (Public Health Foundations of Maternal & Child Health) (prereq: PUBHHBP 3610)	3
Major Electives (12 credits)	
Public Health Electives (any course offered by Public Health at the 2000+ level)	12
Credit Hour Totals **GE:** 32-37 **Major (including specialization and major electives):** 64-65 **Open Electives:** 19-25 **Minimum Credits for Degree:**	**121**

The proposed PHM specialization includes two new classes:

- PUBHLTH 3070 Public Health Data: Finding the Facts (3 cr)
- PUBHLTH 5050 Public Health Foundations of Maternal and Child Health (3 cr)

Syllabi for these new courses are in **Appendix C**.

A curriculum map showing alignment of the new PHM specialization competencies with the set of required specialization courses is in **Appendix B**.

Updated Major Admissions Requirements

As described previously, the revised EPH and PHS specializations and the new PHM specialization will have identical admissions requirements.

Note that the only change from the current BSPH admissions standards is to the prerequisite course.

Current OSU Students

Current OSU students wanting to switch to the public health major must meet the following requirements:

- Minimum 2.5 Ohio State University GPA
- Completed a minimum of 12 credit hours earned from OSU
- Completed PUBHLTH 2010 or 2010H with a minimum grade of C

Students can declare the major by scheduling an appointment with an academic advisor in the college. Students who do not meet the admissions requirements but are in good academic standing with the university (minimum 2.0 GPA) and who are still interested in pursuing the major will be admitted as pre-majors and will be automatically switched into the major once the admissions requirements are met.

Previously, the prerequisite courses were Math 1148/1149 or 1150 for EPH and Sociology 1101 or 1102 for PHS. In the new curriculum, these courses are now *corequisite* courses for these specializations. The goal of commonizing the prerequisite course is to facilitate ease of switching between specializations.

New First Year Students

Students admitted to Ohio State who meet Undergraduate Admissions criteria will be directly admitted to the BSPH major. Students will select a specialization during their first semester at Ohio State.

Updated GE Embedded Literacies

With the revised curricula and new specialization, the GE Embedded Literacies for the BSPH (all specializations) will be:

- **Technology:** PUBHLTH 3060: Technology, Innovation, and Public Health
- **Advanced Writing:** ENGLISH 3307: Writing for Healthy Publics
- **Data Analysis:** PUBHBIO 2210: Biostatistics for Public Health Research (no change)

Outcomes and Program Assessment

Methods used for assessment of outcomes for the BSPH will not change under the revised curriculum. Each foundational competency and specialization competency is mapped to one or more assessments within specific courses, as required by our accrediting body (see **Appendix B**). At the end of each semester, instructors of these courses are asked to submit gradebooks to a central, secured location, along with information on what assignments and corresponding score(s) indicate mastery of the aligned learning outcomes. The CPH Academic Affairs team (Associate Deans) then extracts the student-level data and creates aggregate reports for each competency. These are shared out to other college leaders (e.g., Division Chairs, the Dean) on an annual basis. These reports are used to inform potential areas for improvement; in fact, these historical reports were part of the data used by the UAPC to inform this curriculum revision.

In addition to tracking competency attainment, the effectiveness of the new curriculum will also be assessed by tracking graduation rates and post-graduation outcomes. As part of our accreditation, we report these measures annually and will compare outcomes under the new and old curricula. We do not anticipate a change in the destination of graduates (e.g., we expect to continue to see ~50% of students going to continued education in the health sciences).

The final way we will assess the effectiveness of the new curriculum will be to track how many students graduate with degree enhancements – e.g., minors and/or certificates. The new curriculum (including the new PHM specialization) was designed to provide more room for open electives so that students could add additional credentials. An increase in the percentage of graduates who have one or more degree enhancements will be considered evidence that this goal was met.

Feedback from Current Students and Alumni

Qualitative feedback on the proposed revisions was obtained through two focus group discussions: one with four current BSPH students and one with 10 current BSPH students and 3 recent alumni. These discussions were led by the Associate Dean for Undergraduate Studies (Dr. Rebecca Andridge). Each session had the following three-part format: (1) an open discussion of the current curricula, (2) discussion of the revisions to the two existing specializations (after sharing the revised curriculum guides), and (3) discussion of the new specializations (after sharing the new curriculum guide).

The key themes that emerged supported the proposed revisions. Students felt that there was a lack of variety in the current specialization options compared to students' actual career interests, consistent with our evidence based on post-graduation outcomes. For the existing specializations, there was a high level of excitement about the expanded set of required core courses, especially the new English class, the new course on diseases in public health, and the new policy course. When shown the new specialization, students praised the diversity of topics in the specialization courses (in contrast to the more focused EPH and PHS specialization coursework). One student said, *"I like it. Feels like there's a lot more options."* and another said, *"I don't know what the word is, but it's less like just shooting you down one [path]."* This feedback is consistent with our stated goal of creating a more traditional public health specialization option. Of note, despite making positive comments about the new specialization, several students said that they would still have chosen their current specialization, underscoring the importance of keeping the more focused PHS and EPH specialization options.

Additional Benefits of Revised BSPH Curriculum

The revised BSPH curriculum provides additional benefits to future students, including:

- An expanded core curriculum that is the same across all specializations, increasing and strengthening the identity of a "public health major",
- Easier path for a student to switch specializations,
- A requirement of public health electives (courses from any division) for all specializations, reflecting student feedback requesting flexibility to select courses of interest within public health, and
- Increased space for open electives that could be used for a minor or certificate or other degree enhancement (PHS specialization).

Transition Plan (Impact on Current and Future Students)

New majors: Assuming approval at all necessary levels, the new curriculum will be implemented starting in Autumn 2026. All students who declare the major in Autumn 2026 or later will follow the new curriculum. Since the BSPH is often a "found major," we may have new majors entering in Autumn 2026 who have been

“following” the current curriculum. Any students in this situation will work with an advisor to ensure that existing coursework transfers to the new curriculum (e.g., counting previously required courses as major electives). If necessary, our existing course petition process will be used to make course substitutions on a case-by-case basis. We will also proactively reach out to advisors in Exploration with information about the new curriculum (once approvals are finalized) to ensure that prospective students are aware of the upcoming changes.

Current students: Students who declare the major before Autumnn 2026 will follow the current (old) curriculum. No courses in the existing curriculum are being removed or cancelled; students should be able to complete the old curriculum without any difficulty. In addition, we will allow current students to switch to the new curriculum if they choose, with the requirement that they meet with their advisor and create a new plan of study to ensure they can complete the new requirements without extending their time to degree. Again, if necessary, our existing petition process will be used to make course substitutions to keep students on track for graduation.

Anticipated Resource Needs Due to Revision

Many courses added to the new curriculum are existing courses, all of which have capacity to add additional students. The English Department has confirmed that they have the capacity to offer multiple sections of the new course (ENGLISH 3307) each year to meet our needs (~100 students per year, once the new curriculum is fully up and running). The College of Public Health has already identified faculty to develop and teach the five new courses being developed; we **do not require any additional faculty** to meet the teaching needs of the revised curriculum.

We do not anticipate a large increase in majors with the curriculum revision. The change we anticipate is a shifting of students within the major between specializations. However, our two staff advisors have confirmed that they could each support an additional ~50 students without a degradation of support quality, should the number of majors grow. We have discussed the need to add additional career advising support if the BSPH student body grows substantially; this will be negotiated with the Dean if substantial growth occurs. Thus, **we do not require any additional staff support** in response to the curriculum revision.

Approvals

This proposal was unanimously approved by the CPH Undergraduate Academic Programs Committee on November 20, 2025 and was approved by the CPH Academic Studies Governance Committee on December 5, 2025.

Appendix A: Side-by-Side Comparison of Current and Revised Curricula for EPH and PHS

Environmental Public Health (EPH) Specialization

CURRENT Course Requirements	Current Credits	PROPOSED Course Requirements	Proposed Credits	Description of Change
General Education (34-41 credits)		**General Education (34-41 credits)**		
GE Launch Seminar (GENED 1201)	1	GE Launch Seminar (GENED 1201)	1	
Writing and Information Literacy (Student Choice)	3	Writing and Information Literacy (Student Choice)	3	
Mathematical and Quantitative Reasoning **(Major prerequisite: MATH 1148 & 1149 or 1150)**	5-7	Mathematical and Quantitative Reasoning **(Major coreq: MATH 1148+1149 or 1150 or math placement L)**	5-7	Changed to corequisite instead of prerequisite
Literary, Visual and Performing Arts (Student Choice)	3	Literary, Visual and Performing Arts (Student Choice)	3	
Historical and Cultural Studies (Student Choice)	3	Historical and Cultural Studies (Student Choice)	3	
Natural Sciences **(Recommended: BIOLOGY 1101 or 1113.01 or 1113.02)**	4-5	Natural Sciences **(Major coreq: BIOLOGY 1101, 1110, 1113.01, 1113.02, or 1114)**	4-5	Biology GEN Foundations course now a major corequisite for accreditation requirements
Social and Behavioral Sciences (Student Choice)	3	Social and Behavioral Sciences (Student Choice)	3	
Race, Ethnicity and Gender Diversity (Student Choice)	3	Race, Ethnicity and Gender Diversity (Student Choice)	3	
Theme: CDJW (Student Choice)	4-6	Theme: CDJW (Student Choice)	4-6	
Theme: Student Choice (Student Choice)	4-6	Theme: Student Choice (Student Choice)	4-6	
GE Reflection (GENED 4001)	1	GE Reflection (GENED 4001)	1	
Major Core (22-23 credits)		**Major Core (37-38 credits)**		Increase major core credits
PUBHLTH 1100 or 1100H (Survey of Public Health)	1	PUBHLTH 1100 or 1100H (Survey of Public Health)	1	
PUBHLTH 2010 or 2010H (Crit. Issues in Global Public Hlth)	3	PUBHLTH 2010 or 2010H (Crit. Issues in Global Public Hlth)	3	
PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research)	3	PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research) **(EL: Data Analysis)**	3	
PUBHEHS 3310 (Current Issues in Global Environ. Health)	3	PUBHEHS 3310 (Current Issues in Global Environ. Health)	3	
PUBHEPI 2410 (Epidemiology in Public Health)	3	PUBHEPI 2410 (Epidemiology in Public Health)	3	
PUBHHBP 3510 (Role of Behavior in Public Health)	3	PUBHHBP 3510 (Role of Behavior in Public Health)	3	
PUBHHMP 3610 (U.S. and International Health Care)	3	PUBHHMP 3610 (U.S. and International Health Care)	3	
--		PUBHEPI 4410 (Conceptual Foundations of Social Epi)	3	Added to meet accreditation requirements
--		ENGLISH 3307 (Writing for Healthy Publics) **(EL: Adv Writ.)**	3	New course to meet accreditation requirements
--		PUBHLTH 3050 (Public Health Perspectives on Disease)	3	New course to meet accreditation requirements
--		PUBHLTH 4060 (US and International Health Policy)	3	New course to meet accreditation requirements
--		PUBHLTH 3060 (Tech, Innovation, & Public Hlth) **(EL: Tech)**	3	New course for Embedded Lit. and AI Fluency
PUBHLTH 3180 or 3180E (UG Capstone Preparation)	1	PUBHLTH 3180 or 3180E (UG Capstone Preparation)	1	
Capstone Experience (PUBHLTH 3191, 3998, 4999, etc.)	2-3	Capstone Experience (PUBHLTH 3191, 3998, 4999, etc.)	2-3	

CURRENT Course Requirements	Current Credits	PROPOSED Course Requirements	Proposed Credits	Description of Change
Specialization Courses (36-37 credits)		**Specialization Courses (15 credits)**		Decrease specialization credits
EARTHSC 2203 (Environmental Geoscience)	3	--		Removed - not aligned with specialization competencies
EARTHSC 3411 (Water Security for the 21st Century)	3	EARTHSC 3411 (Water Security for the 21st Century)	3	
PUBHEHS 3320 (Fund. of Environ. Health Risk Assessment)	3	--		Removed (now a major elective option)
PUBHEHS 4530/FDSCTE 4536 (Food Safety & Public Health)	3	PUBHEHS 4530/FDSCTE 4536 (Food Safety & Public Health)	3	
PUBHEHS 5315 (Principles of Toxicology)	3	PUBHEHS 5315 (Principles of Toxicology)	3	
PUBHEHS 5335 (Ecology of Infectious Diseases)	3	PUBHEHS 5335 (Ecology of Infectious Diseases)	3	
PUBHEHS 5340 (Air Contaminants & Public Health)	3	PUBHEHS 5340 (Air Contaminants & Public Health)	3	
PUBHEPI 3411 (Public Health Field Investigation)	3	--		Removed - not aligned with specialization competencies
CHOOSE 1 EARTHSC 5203 (Geo-Environment & Human Health) EARTHSC 5663 (Global Change & Sustainability in the Earth System) (4 cr) PUBHEHS 4330 (Environmental Epigenetics)	3-4	--		Removed in favor of major electives
ENVIRONMENTAL PUBLIC HEALTH ELECTIVES: CHOOSE 3	9	--		Removed in favor of major electives
Specialization Supporting Courses (25 credits)		**Specialization Supporting Courses (25 credits)**		
CHEM 1210 (General Chemistry I)	5	CHEM 1210 (General Chemistry I)	5	
CHEM 1220 (General Chemistry II)	5	CHEM 1220 (General Chemistry II)	5	
CHEM 2510 (Organic Chemistry I)	4	CHEM 2510 (Organic Chemistry I)	4	
CHEM 2540 (Organic Chemistry Lab I)	2	CHEM 2540 (Organic Chemistry Lab I)	2	
MICRBIO 4000.01 or 4000.02 (Basic/Practical Microbiology)	4	MICRBIO 4000.01 or 4000.02 (Basic/Practical Microbiology)	4	
PHYSICS 1200 (Mechanics, Kinematics, Fluids, Waves)	5	PHYSICS 1200 (Mechanics, Kinematics, Fluids, Waves)	5	
Major Electives (0 credits)		**Major Electives (6 credits)**		
(none)	0	Public Health Electives	6	Add major electives to align with other specializations
Open Electives (0-4 credits)		**Open Electives (0-4 credits)**		
Choose courses to reach 121 total credit hours	0-4	Choose courses to reach 121 total credit hours	0-4	

Public Health Sociology Specialization

CURRENT Course Requirements	Current Credits	PROPOSED Course Requirements	Proposed Credits	Description of Change
General Education (32-36 credits)		**General Education (32-37 credits)**		Possible 1 credit increase due to added corequisite requirement
GE Launch Seminar (GENED 1201)	1	GE Launch Seminar (GENED 1201)	1	
Writing and Information Literacy (Student Choice)	3	Writing and Information Literacy (Student Choice)	3	
Mathematical and Quantitative Reasoning (Student Choice)	3	Mathematical and Quantitative Reasoning (Student Choice)	3	
Literary, Visual and Performing Arts (Student Choice)	3	Literary, Visual and Performing Arts (Student Choice)	3	
Historical and Cultural Studies (Student Choice)	3	Historical and Cultural Studies (Student Choice)	3	
Natural Sciences (Student Choice)	4	Natural Sciences **(Major coreq: BIOLOGY 1101, 1110, 1113.01, 1113.02, or 1114)**	4-5	Biology GEN Foundations course now a major corequisite for accreditation requirements
Social and Behavioral Sciences (**Major prerequisite: SOCIOL 1101 or 1102 or RURL SOC 1500**)	3	Social and Behavioral Sciences **(Special. coreq: SOCIOL 1101 or 1102 or RURLSOC 1500)**	3	Changed to corequisite instead of prerequisite
Race, Ethnicity and Gender Diversity (Student Choice)	3	Race, Ethnicity and Gender Diversity (Student Choice)	3	
Theme: CDJW (Student Choice)	4-6	Theme: CDJW (Student Choice)	4-6	
Theme: Student Choice (Student Choice)	4-6	Theme: Student Choice (Student Choice)	4-6	
GE Reflection (GENED 4001)	1	GE Reflection (GENED 4001)	1	
Major Core (22-23 credits)		**Major Core (37-38 credits)**		Increase major core credits
PUBHLTH 1100 or 1100H (Survey of Public Health)	1	PUBHLTH 1100 or 1100H (Survey of Public Health)	1	
PUBHLTH 2010 or 2010H (Crit. Issues in Global Public Health)	3	PUBHLTH 2010 or 2010H (Crit. Issues in Global Public Health)	3	
PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research)	3	PUBHBIO 2210 or 2210H (Biostatistics for Public Health Research) **(EL: Data Analysis)**	3	
PUBHEHS 3310 (Current Issues in Global Environ. Health)	3	PUBHEHS 3310 (Current Issues in Global Environ. Health)	3	
PUBHEPI 2410 (Epidemiology in Public Health)	3	PUBHEPI 2410 (Epidemiology in Public Health)	3	
PUBHHBP 3510 (Role of Behavior in Public Health)	3	PUBHHBP 3510 (Role of Behavior in Public Health)	3	
PUBHHMP 3610 (U.S. and International Health Care)	3	PUBHHMP 3610 (U.S. and International Health Care)	3	
--		PUBHEPI 4410 (Conceptual Foundations of Social Epi)	3	Moved from specialization to major core
--		ENGLISH 3307 (Writing for Healthy Publics) **(EL: Adv Writ.)**	3	New course to meet accreditation requirements
--		PUBHLTH 3050 (Public Health Perspectives on Disease)	3	New course to meet accreditation requirements
--		PUBHLTH 4060 (US and International Health Policy)	3	New course to meet accreditation requirements
--		PUBHLTH 3060 (Tech, Innovation, & Public Hlth) **(EL: Tech)**	3	New course for Embedded Lit. and AI Fluency
PUBHLTH 3180 or 3180E (UG Capstone Preparation)	1	PUBHLTH 3180 or 3180E (UG Capstone Preparation)	1	
Capstone Experience (PUBHLTH 3191, 3998, 4999, etc.)	2-3	Capstone Experience (PUBHLTH 3191, 3998, 4999, etc.)	2-3	

CURRENT Course Requirements	Current Credits	PROPOSED Course Requirements	Proposed Credits	Description of Change
Specialization Courses (39-40 credits)		**Specialization Courses (16 credits)**		Decrease specialization credits
PUBHEHS 3320 (Fundamentals of Environmental Health Risk Assessment)	3	--		Removed - not aligned with specialization competencies
PUBHEHS 4325 (Climate Change, Sustainability, and Human Health)	3	--		Removed - not aligned with specialization competencies
PUBHEPI 4410 (Conceptual Foundations of Social Epidemiology	3	--		Moved to Major Core
SOCIOL 2463 (Social Inequality: Race, Class, and Gender)	3	SOCIOL 2463 (Social Inequality: Race, Class, and Gender)	3	
SOCIOL 3487 (Research Methods in Sociology)	3	--		Removed - not aligned with specialization competencies
EPI COURSE CHOOSE 1: PUBHEPI 3411 (Public Health Field Investigation) PUBHEPI 5412 (Global Epidemiology of Infectious Disease)	3	--		Removed - not aligned with specialization competencies
SOCIOLOGY COURSES CHOOSE 3: SOCIOL 3597.02 (World Population Problems) SOCIOL 3630 (Medical Sociology) SOCIOL 5450 (Sociology of Global Health and Illness) SOCIOL 4629 (Health Disparities in Social Context) (4 cr)	9-10	SOCIOL 3597.02 (World Population Problems)	3	Made 3 of these courses required; fourth one is no longer being offered by Sociology (SOC 5450)
		SOCIOL 3630 (Medical Sociology)	3	
		SOCIOL 4629 (Health Disparities in Social Context)	4	
CRIMINOLOGY COURSE CHOOSE 1: SOCIOL 3410 (Criminology) SOCIOL 4506 (Drugs and Society) SOCIOL 4509 (Sociology of Law) SOCIOL 5525 (Global Criminology)	3	--		Removed - not aligned with specialization competencies

CURRENT Course Requirements	Current Credits	PROPOSED Course Requirements	Proposed Credits	Description of Change
SOCIOLOGY ELECTIVES: CHOOSE 3 SOCIOL 3200 (Sociology of Immigration) SOCIOL 3302 (Technology & Global Society) SOCIOL 3306 (Sociology of Poverty) SOCIOL 3315 (Sociology of Terrorism) SOCIOL 3380 (Racial & Ethnic Relations in America) SOCIOL 3410/3410H (Criminology) SOCIOL 3460 (Environmental Justice) SOCIOL 3597.01 (World Problems in Global Context) SOCIOL 3597.02 (World Population Problems) SOCIOL 4506 (Drugs & Society) SOCIOL 4507 (The Criminal Justice System) SOCIOL 4508 (Violence) SOCIOL 4509 (Sociology of Law) SOCIOL 4510 (Gender, Crime & Criminal Justice System) SOCIOL 4511 (Juvenile Delinquency) SOCIOL 4609 (Neighborhoods and Crime) SOCIOL 4611 (Prisons, Jails and Community Corrections) SOCIOL 4615 (Control & Prevention of Crime & Delinquency) SOCIOL 4635 (Gender and Society) SOCIOL 4655 (Sociology of Sport) SOCIOL 5525 (Global Criminology) SOCIOL 5605 (Sociology of Sexuality)	9	**SOCIOLOGY ELECTIVE: CHOOSE 1** SOCIOL 3200 (Sociology of Immigration) SOCIOL 3302 (Technology & Global Society) SOCIOL 3306 (Sociology of Poverty) SOCIOL 3340 (Sociology of the Family) SOCIOL 3380 (Racial & Ethnic Relations in America) SOCIOL 3460 (Environmental Justice) SOCIOL 3464 (Work, Employment, and Society) SOCIOL 4506 (Drugs & Society) SOCIOL 4508 (Violence) SOCIOL 4509 (Sociology of Law) SOCIOL 4609 (Neighborhoods and Crime) SOCIOL 4635 (Gender and Society) SOCIOL 4791 (Understanding Modern Genocide) SOCIOL 5605 (Sociology of Sexuality)	3	Reduced credit hours, updated course options in consultation with Sociology Department
Major Electives (6 credits)		**Major Electives (12 credits)**		
Public Health Electives	6	Public Health Electives	12	Increased major electives credit
Open Electives (16-22 credits)		**Open Electives (18-24 credits)**		
Choose courses to reach 121 total credit hours	16-22	Choose courses to reach 121 total credit hours	18-24	Small increase in open electives credits

Appendix B: Curriculum Maps

Core Competencies, Domains, and Embedded Literacies

KEY: A = Assessed (competencies and embedded literacies) X = Topic is Covered (domains)	GEN Biology course	PUBHLTH 2010(H)	PUBHBIO 2210(H)	PUBHEHS 3310	PUBHEPI 2410	PUBHHBP 3510	PUBHHMP 3610	PUBHEPI 4410	ENGLISH 3307	PUBHLTH 3050	PUBHLTH 3060	PUBHLTH 4060
CORE COMPETENCIES (CEPH-required)												
FC1. Locate public health information		A					A					
FC2. Evaluate public health information					A	A						
FC3. Communicate public health information orally			A	A			A					
FC4. Communicate public health information in writing		A	A						A			
FC5. Communicate public health information to a non-specialist audience through a medium other than standard narrative writing						A			A			
FC6. Synthesize public health information				A			A					
DOMAINS (CEPH-required)												
1. history of public health as a discipline and practice		X									X	
2. social justice and health equity as foundational public health principles								X				
3. determinants of health				X		X		X				
4. concepts and application of public health ethics		X										
5. biological science	X											
6. scientific foundations of chronic and infectious disease										X		
7. fundamental characteristics of the U.S. health care and public health systems							X					
8. global health concepts		X										
9. public health statistical literacy			X									
10. public health data collection and surveillance					X							
11. planning, implementing, and evaluating evidence-based interventions						X						
12. strategies to build partnerships and relationships to improve health						X						
13. application of critical thinking skills to define and address problems in public health practice											X	
14. legislative and governmental processes relevant to public health policy and advocacy												X
15. policy analysis												X

KEY: A = Assessed (competencies and embedded literacies) X = Topic is Covered (domains)	GEN Biology course	PUBHLTH 2010(H)	PUBHBIO 2210(H)	PUBHEHS 3310	PUBHEPI 2410	PUBHHBP 3510	PUBHHMP 3610	PUBHEPI 4410	ENGLISH 3307	PUBHLTH 3050	PUBHLTH 3060	PUBHLTH 4060
EMBEDDED LITERACIES (OSU-required)												
EL: Data Analysis			A									
EL: Advanced Writing									A			
EL: Technology											A	

Only the **primary** and **secondary** assessments are marked in the matrix; many competencies are also assessed in additional courses.

Specialization Competencies

KEY: A = Assessed	EARTHSC 3411	PUBHEHS 4530	PUBHEHS 5315	PUBHEHS 5335	PUBHEHS 5340	SOCIOL 2463	SOCIOL 3597.02	SOCIOL 3630	SOCIOL 4629	PUBHEHS 4325	PUBHEPI 3411	PUBHLTH 3070	PUBHLTH 5015	PUBHLTH 5050
EPH SPECIALIZATION COMPETENCIES														
EPH1		A	A	A	A									
EPH2	A	A	A		A									
EPH3			A	A										
EPH4	A	A	A		A									
PHS SPECIALIZATION COMPETENCIES														
PHS1						A	A	A	A					
PHS2							A	A	A					
PHS3							A		A					
PHM SPECIALIZATION COMPETENCIES														
PHM1											A	A	A	
PHM2										A	A			
PHM3											A	A		A

Appendix C: Short-Form Syllabi for New Courses

PUBHLTH 3050 – Public Health Perspectives on Disease

3 credits
In-person 2x/week for 80 minutes

Course Description

Exploration of infectious and noncommunicable diseases that have local, global, and historical significance in public health. This includes the biological basis of diseases, causes, risk factors, prevention, and treatment.

Prerequisites

Introductory biology course (Biology 1101 OR 1110 OR 1113 OR 1114)

Course Learning Objectives

- Compare and contrast the etiology of infectious and noncommunicable diseases.
- Describe the genetic, cellular, microbiological, and immunological mechanisms for major global diseases.
- Analyze how key risk factors (e.g. age, sex, environment, nutrition, comorbidities) influence the development and severity of major global diseases.
- Compare public health prevention and treatment strategies between different types of diseases (i.e. chronic, infectious, noncommunicable).

BSPH Foundational Domains

- 6. scientific foundations of chronic and infectious disease

Content Topic List

- Definitions of disease and types of disease
- Role of the immune system in health and disease
- Biological basics of microbial infections
- Etiology, risk factors, prevention, and treatment of select infectious diseases (e.g. tuberculosis, Lyme disease, MRSA, influenza, malaria)
- Growing burden of non-communicable diseases
- Etiology, risk factors, prevention, and treatment of select non-communicable diseases (e.g. diabetes, obesity, cancer)

Types of Assessments Used

- Mid-term and final exam (in-person, closed note): The mid-term will cover the first half of the course (introductory material and infectious diseases), and the final exam will focus on the second half of the semester (non-communicable diseases), with a cumulative portion comparing/contrasting infectious and non-communicable disease etiology.
- Quizzes (in-person, closed note): Lower stakes assessments given before the mid-term and final exams to review key concepts and help students to prepare for the exams.
- Mini essays (out of class, submitted on Carmen): Twice throughout the semester, students will be asked to watch/read/listen to some media related to public health and diseases and respond to a provided prompt in a short essay.

- Term project : Throughout the semester, students will work on an individual term project, where they select a disease that has not been taught about in class. They will gather references and learn about the disease throughout the semester. The final product will be a research paper highlighting the etiology, risk factors, prevention, treatment, and outlook for their selected disease, as well as a presentation given at the end of the semester during class. At various points of the semester, they will submit check-in assignments for their project, including submitting their selected disease, an annotated bibliography, and a draft of their final paper.

PUBHLTH 3060 – Technology, Innovation, and Public Health

3 credits
Hybrid (in-person 1x/week for 80 minutes, additional online asynchronous activities)

Course Description

This undergraduate-level course explores how technological innovation has shaped and continues to shape public health practice, policy, and research. Students will trace key technological milestones (e.g., vaccines, sanitation systems, electronic health records) and examine how emerging tools, particularly artificial intelligence (AI), are transforming the field today. Through case studies, ethical debates, and hands-on activities with AI tools, students will learn to critically assess technologies' benefits, limitations, and societal implications while envisioning responsible applications of AI to improve population health.

Prerequisites

PUBHLTH 2010 and Jr or Sr standing.

Course Learning Objectives

1. **Explain** how major technological innovations have influenced public health outcomes across history.
   (Aligns with Tech ELO 1.1 & 1.2)
2. **Describe** how AI technologies function in key areas of public health (e.g., surveillance, risk prediction, communication, and intervention design).
   (Aligns with AI Fluency #1)
3. **Use and evaluate** selected AI tools to analyze or visualize public health data, critically assessing outputs for accuracy, relevance, and potential bias.
   (Aligns with AI Fluency #1)
4. **Design** a conceptual application of AI to a public health challenge, providing justification for its feasibility and public health value.
   (Aligns with AI Fluency #2)
5. **Evaluate** the ethical, societal, and environmental implications of technology and AI adoption in public health contexts.
   (Aligns with AI Fluency #3; Tech ELO 1.3)

BSPH Foundational Domains

- 1. History of public health as a discipline and practice
- 13. Application of critical thinking skills to define and address problems in public health practice

Content Topic List

The course will cover the following topics.

- Introduction: Technology & the Evolution of Public Health
- Early Tools & Scientific Revolutions
- Infrastructure & Environmental Health

- Vaccination, Communication, and Public Trust
- The Digital Age of Public Health
- What Is Artificial Intelligence?
- AI for Population Health Data & Surveillance
- AI & Environmental Health
- AI, Health Communication, and Misinformation
- Bias, Equity, and Data Ethics
- Human-AI Collaboration & Decision Making
- Design Thinking for Public Health AI
- Responsible & Sustainable AI
- Future of AI & Public Health

Types of Assessments Used

The main types of assessments to be used in the course include quizzes, homework, reflective journals and a project as described in the table below.

Assessment Type	**Description**	**Weight**
Quizzes	Short (10–15 min) online quizzes on weekly concepts, terminology, and key ideas. Designed for mastery learning and retrieval practice.	**15%**
Homework	Applied exercises such as data exploration, bias detection, or brief analyses of case materials. Builds practical and analytical skills.	**30%**
Reflective Journals	Reflective writing that connects course content to personal or contemporary public health issues. Encourages critical thinking and synthesis.	**25%**
Final Project: AI for Public Health	Team project to design and present a conceptual AI solution addressing a public health challenge. Includes a written report and an in-class presentation.	**30%**

PUBHLTH 3070 – Public Health Data: Finding the Facts

3 credits
In-person 2x/week for 80 minutes

Course Description

This course equips students with the essential skills to find, critique, and interpret the data that drives modern public health practice. The focus is not on statistical analysis, but on understanding the foundational principles of public health data: its sources, collection methodologies, quality assessment, and ethical use. Students will examine the entire data lifecycle, including identifying appropriate data sources, critiquing measurement tools, identifying common sources of bias and error, and using data for decision making at the population and individual level.

Prerequisites

PUBHEPI 2410 or permission of instructor

Course Learning Objectives

- Classify and describe at least four major public health data sources and explain the primary uses, advantages, and limitations of each
- Compare and contrast the benefits and challenges inherent in using direct physiological measures versus self-reported measures to collect health-related status
- Apply scientific standards of data quality (e.g., accuracy, validity, reliability, timeliness) to critique the suitability of a given measurement instrument for a specific public health investigation
- Explain the difference between random error and systematic error in a public health data collection process and explain the potential impact of these errors on conclusions made using the data
- Explain the ethical and practical differences between using population-level summaries to inform public policy versus using individual-level data to inform clinical or personal health decisions
- Draw appropriate conclusions based on public health data, including assessment of the strength of evidence and explanation of limitations based on the data source

BSPH Competencies – Public Health Methods Specialization

- PHM1. Identify strengths and weaknesses of specific approaches to collecting health-related data about people and their environments.
- PHM3. Interpret scientific evidence to assess how various influences (e.g., policies, interventions, environmental factors) affect health outcomes at both the individual and population levels.

BSPH Foundational Domains

- 10. public health data collection and surveillance
- 13. application of critical thinking skills to define and address problems in public health practice

Content Topic List

- The Landscape of Public Health Data
- Objective vs. Subjective Measurements of Health
- Data Quality
- The Problem of Bias: Sampling and Collection Error
- Individuals vs. Averages: Challenges of Variability

- From Data to Evidence: Causality and Interpretation

Types of Assessments Used

- Self-check quizzes, in-class activities, problem sets, exams, final project (public health data critique & analysis report)

PUBHLTH 4060 – U.S. and International Health Policy

3 credit hours
In-person, 3 x a week for 55 minutes/class

Course Description

This course will introduce students to the fundamental aspects of U.S. health policy and the processes through which health policy is made, implemented, and changed. It will also engage students in cross-national comparisons of health policy and in understanding the role of supranational health organizations in U.S. and other countries' health policies. Students will explore key topics, including health care services policy; policies to address health disparities; pandemic/emergency preparedness and infectious disease prevention policy; chronic disease and injury prevention policy; mental and behavioral health policy; maternal, child, and family health policy; occupational and environmental health policy.

Prerequisites

PUBHHMP 3610, GE Foundations Writing and Information Literacy course

Course Learning Objectives

- Define what health policy is, and identify relevant differences between policy, programming, and practice.
- Identify the main types of stakeholders in key areas of U.S. health policy, including health care, public health, and human services organizations.
- Explain how health policy is made, implemented, and changed at the local, state, federal, and supranational levels.
- Explain the role of historical events and political systems in shaping the trajectories of health policy in the U.S. and other countries.
- Evaluate multiple approaches to a single policy topic through weighing the pros and cons of each approach.
- Compare the U.S. to other countries with regard to specific areas of health policy.

BSPH Foundational Competencies

- FC3. Communicate public health information orally
  - *Assessment: in-class debate*
- FC4. Communicate public health information in writing
  - *Assessment: one-page policy briefing on a current topic that is under discussion in the public sphere*
- FC6. Synthesize public health information
  - *Assessment: international comparative policy analysis paper*

BSPH Foundational Domains

- 14. legislative and governmental processes relevant to public health policy and advocacy
- 15. policy analysis

Content Topic List

- Introductory Module: What is health policy? When can policy be introduced or changed? How did health policy develop within the U.S. system? At what levels is policy made and implemented?

What key policies are involved in the U.S. Health Care system? How does policy shape the determinants of health? How does the U.S. system differ from that of other OECD countries?

- Health Care Reform in the U.S. – a Long and Winding Road
- Understanding and Addressing Disparities (breast cancer mortality and rural health care access case studies)
- Pandemic Preparedness, Vaccination, and Infectious Disease Control in the U.S. vs. international examples (COVID and measles case studies)
- Chronic Disease and Injury Prevention Policy in the U.S. vs. international examples (youth tobacco and childhood poisoning case studies)
- Mental and Behavioral Health Policy in the U.S. vs. international examples (homelessness and overdose prevention case studies)
- Maternal, Child, and Family Health Policies in the U.S. vs. international examples (Infant mortality and family leave case studies)
- Occupational and Environmental Health Policies in the U.S. vs. international examples (lead exposure and clean water case studies)

Types of Assessments Used

The three main course assignments (in-class group debate, individual policy briefing, individual policy research paper) will be graded using rubrics that measure both the knowledge of content, the application of course concepts, effectiveness in analysis and synthesis of material, and writing skill. Students will also take a series of 10 short (5-question) quizzes on Carmen Canvas that measure their knowledge and comprehension of course readings and in-class lecture/discussions.

PUBHLTH 5050 – Public Health Foundations of Maternal and Child Health

3 credits
In-person, 2x a week for 80 minutes

Course Description

With a primary focus on the United States, this course provides a comprehensive introduction to the field of Maternal and Child Health (MCH) in the public health context. Students will explore the major health problems, foundational programs and theories, and public policy issues impacting the well-being of women and birthing people, children, and families.

Prerequisites

Graduate standing, or PUBHHBP 3510 and GE Writing and Information Literacy course

Course Learning Objectives

- Analyze the problems and disparities affecting maternal, infant, and child health populations.
- Evaluate the effectiveness and policy implications of major MCH programs and healthcare systems.
- Apply public health skills like program planning and advocacy to address community MCH needs.
- Discuss the impact of social, economic, and political factors on the health of women, children, and families.

BSPH Competencies – Public Health Methods Specialization

- PHM3. Interpret scientific evidence to assess how various influences (e.g., policies, interventions, environmental factors) affect health outcomes at both the individual and population levels.

MPH Competencies – Health Behavior and Health Promotion Specialization

- MPHHBHP1. Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal, and community)
- MPHHBHP2. Critically assess the scientific literature describing health promotion interventions

BSPH Foundational Domains

- 1. history of public health as a discipline and practice
- 3. determinants of health
- 11. planning, implementing, and evaluating evidence-based interventions

Content Topic List

- History of MCH in the US
- Theoretical framings: Life Course Theory, Socioecological model
- Families and Health
- Women's health
- Family planning and MCH
- Reproductive and perinatal health
- Early childhood health
- School-age children

- Adolescent health
- Child and family mental health
- Global maternal and child health
- Advocacy and policy development

Types of Assessments Used

- Class participation (includes attendance, participation, and leading a discussion)
- Module quizzes
- Annotated bibliography
- In the news discussion posts
- Program plan OR Policy advocacy toolkit
- Final presentation

ENGLISH 3307 – Writing for Healthy Publics

(see next pages)

[GRAPHIC BANNER HERE]

ENGLISH 3307: WRITING FOR HEALTHY PUBLICS

Syllabus: Fall 2026 | In-person, DL, or Hybrid | Class meeting location

COURSE OVERVIEW

Instructor information

Dr. Christa Teston, PhD

Office: 402 Denney Hall

Email address: teston.2@osu.edu

Phone number: 614-292-6065

Office hours: Mondays & Fridays, 12:00-1:30 and by appointment

Course description

This is an advanced writing class that focuses on designing accessible, effective, and ethical public health messages for diverse audiences. Grounded in contemporary technical communication theory and practice and the Centers for Disease Control and Prevention's definition of public health—the science of protecting and improving the health of people and their communities—you'll write public health content across multiple media. Importantly, you'll draft and revise content in response to how different readers engage with your work. You'll learn how to locate, use, evaluate, and synthesize public health information through a host of old and new writing technologies. Through iterative drafting, testing, and revision, you'll refine your ability to write clearly, concisely, and persuasively. You'll also practice project and time management when writing individually and/or in teams of three to four writers.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Communicate public health information in writing (e.g., fact sheets, health alerts, reports). *Note: This is Foundational Competency #4 for the Bachelor of Science in Public Health accrediting body*.
- Communicate public health information to a non-specialist audience through a medium other than standard narrative writing (e.g., social media posts, videos, public service announcements, brochures, blog posts, podcast scripts, infographics, etc.). *Note: This is Foundational Competency #5 for the Bachelor of Science in Public Health accrediting body*.
- Develop team-writing tactics for communicating and/or translating public health-specific scientific information to different audiences by providing them with accessible data-based arguments.
- Describe the importance of critical cultural competence when communicating public health-specific content.
- Apply rhetorical strategies for addressing public health-specific disinformation or misinformation.
- Analyze, engage with, and document sources in accordance with disciplinary expectations, standards, and conventions.
- Employ sophisticated revision strategies (e.g., message-testing) to achieve communicative goals.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions**: **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

REQUIRED

- Center for Disease Control's Style Guide (available in Carmen)
- Center for Disease Control's Health Communication Playbook: Resources to Help You Create Effective Materials (available in Carmen)
- All course materials will be made available free of charge in Carmen

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at https://it.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** https://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills

- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

CarmenZoom virtual meetings

Recording a slide presentation with audio narration

Recording, editing, and uploading video

REQUIRED EQUIPMENT

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Webcam: built-in or external webcam, fully installed and tested

Microphone: built-in laptop or tablet mic or external microphone

Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Preparation and participation (attendance, discussion, wrap-up questionnaires, workshopping, team charter)	200
Individual exercises (Public health campaign rhetorical analysis exercise; Health alert iconography exercise)	100
Fact sheet (Individual)	50
Public service announcement (Individual)	50
Plain language report (Team)	100
Public Health Campaign (Team)	500
Total	**1000**

See course schedule for due dates.

Fact Sheet (Individual Assignment; BSPH FC #4)

In consultation with your course instructor about the specific public health topic you'll focus on, design a one-page fact sheet that's intended to be used either as a stand-alone communicative artifact and/or in conjunction with artifacts from a larger public health campaign. Execute a message-test that gathers feedback from a specific audience about the effectiveness of the fact sheet.

Public Service Announcement (Individual Assignment; BSPH FC #5)

In consultation with your course instructor about the specific public health topic you'll focus on, design a 30-second public service announcement (PSA) that's intended to be used either as a stand-alone communicative artifact and/or in conjunction with artifacts from a larger public health campaign. Execute a message-test that gathers feedback from a specific audience about the effectiveness of the PSA.

Plain Language Report (Team Writing)

The Centers for Disease Control and Prevention (CDC) has asked for help to improve this document with audience testing: "We want to use the results to update and share the list with

others so they can learn which terms work better for different audiences." Conduct message-testing of at least five different "everyday words for public health communication" and compose a report to the CDC that describes your findings.

Public Health Campaign (Team Writing)

In response to message-testing results and peer/instructor feedback, revise team members' fact sheets, PSAs, and plain language report. Collate each of these three projects into a single final formal public health campaign that pitches your team's approach to communicating with the public about a specific public health concern. This may mean including details about how you'll spread elements of your campaign. Half of your grade for this project is dedicated to being an effective and reliable team writer.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes and exams**: You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/AMA]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

If students are PERMITTED to use GenAI in your course:

Given that the learning goals of this class are **[add examples from your class, such as learning to use technology tools to complete tasks]**, in this course, students are welcome to explore innovative tools and technologies for **[provide an example from your course such as data analysis or presentation design]**, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools for most course assignments, except for **[specify any assignments on which the use of GenAI is prohibited, e.g., essays, coding assignments, reflection assignments]**. Your written assignments, including **[add examples of assignments, such as discussion posts or essays]**, should be your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

If students are NOT PERMITTED to use GenAI in your course:

Given that the learning goals of this class are **[add examples from your class, such as developing your ability to use writing to articulate your scientific findings, and building your awareness of issues related to publishing and scientific writing]**, the use of generative artificial

intelligence (GenAI) tools such as **[add examples of GenAI platforms such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate]** is not permitted in this course.

Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity(opens in new window) policy and Code of Student Conduct(opens in new window) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct(opens in new window).

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. Policy: Religious Holidays, Holy Days and Observances

Weather or other short-term closing

Following **Policy 6.15** (Weather or Other Short-Term Closing):

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via [CarmenCanvas, email or other mode of communication]. Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or

temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Techniques for Analyzing Public Health Messages: Critical Discourse Analysis and Framing Analysis • Read and discuss: CDC's "Before You Write: Get to Know Your Audience and Identify Your Main Message" Module 1 • Read and discuss: "Public Health Messages in Discourse Analysis" • Introduce: Public Health Campaign Rhetorical Analysis Exercise
2		Misinformation and Disinformation • Read and discuss: CDC's "Get to the Point: Write for Immediate Understanding" Module 2 • Read and discuss: Aidan Stotz's (2025) "When Lies Go Viral, So Does Disease" • Workshop: Public Health Campaign Rhetorical Analysis Exercise
3		Visual Rhetoric: Part 1 • Read and discuss: CDC's "Make It Shine: Focus on Format and Layout" Module 3 • Read and discuss: Madson, M. J. (2024). The Packaging and Labeling of Cannabis Edibles: Opportunities for Professional Communication Researchers. *IEEE Transactions on Professional Communication*. • Submit: Public Health Campaign Rhetorical Analysis Exercise • Introduce: Health alert iconography exercise
4		Visual Rhetoric: Part 2 • Read and discuss: Garrison-Joyner, V., & Caravella, E. (2020). Lapses in literacy: Cultural accessibility in graphic health communication. *Technical Communication Quarterly*, *29*(3), iii-xxv. • Read and discuss: McCrorie et al. "Infographics: Health Communication for the Digital Age"

Week	Dates	Topics, Readings, Assignments, Deadlines
		• Submit: Health alert iconography exercise Testing Public Health Messaging: Introduction • Introduce: Team Charter • Introduce: Public Health Campaign Project (fact sheet; PSA; plain language report)
5		• Read and discuss: Kessler, M. M., Breuch, L. A. K., Stambler, D. M., Campeau, K. L., Riggins, O. J., Feedema, E., ... & Misono, S. (2021). User experience in health & medicine: Building methods for patient experience design in multidisciplinary collaborations. *Journal of technical writing and communication*, *51*(4), 380-406. Testing Public Health Messaging: Introduction • Due: Team Charter
6		• Read and discuss: Amant, K. S. (2023). Creating Content for Contexts of Care: A Cognitive Approach to Achieving Health Literacies through Usability. In *Composing Health Literacies* (pp. 207-221). Routledge. • Review CDC's "**Clear Writing Assessment Tool**" • Introduce: Fact sheet
7		Accessible Public Health Messaging • Read and discuss: language barriers; "Communication Access In Mental Health And Substance Use Treatment Facilities For Deaf American Sign Language Users" • Review: Felonies and Food • Workshop: Fact sheet • Begin scheduling message tests
8		Building Community Coalitions: Part 1 • Read and discuss: Gonzales, L., Lewy, R., Cuevas, E. H., & Ajiataz, V. L. G. (2022). (Re) designing technical documentation about COVID-19 with and for Indigenous communities in Gainesville, Florida, Oaxaca de Juárez, Mexico, and Quetzaltenango, Guatemala. *IEEE Transactions on Professional Communication*, *65*(1), 34-49.

Week	Dates	Topics, Readings, Assignments, Deadlines
9		• Submit: Fact sheet • Introduce: Public service announcement • Finalize message test scheduling Building Community Coalitions: Part 2 • Read and discuss: Poole, et al.'s "Air Justice in Louisville: Why Health Literacy Requires Coalition" • Workshop: Public service announcement • Finalize message test scheduling
10		Participatory Public Health Communication • Introduce: **Plain language** report for CDC • Read and discuss: Swacha, K. Y. (2025). The coping with COVID project: Participatory public health communication. *Communication Design Quarterly Review*, *11*(1), 4-18. • Execute message testing • Submit: Public service announcement
11		Building a Campaign via Message Testing and Revision: Week 1 • Finalize message testing data collection • Read and discuss: *Making Health Communication Programs Work* • Read and discuss: Schriver, K. A. (1996). Experimental Approaches to Evaluating Writing. Study 2:" Just Say No to Drugs" and Other Unwelcome Advice: Exploring the Creation and Interpretation of Drug Education Literature. Final Report. • Submit: Plain language report for CDC
12		Building a Campaign via Message Testing and Revision: Week 2 • Synthesize message testing findings; distill revision recommendations • Read and discuss: de Vere Hunt & Linos "Social Media for Public Health: Framework for Social Media-Based Public Health Campaigns" • Workshop: Public Health Campaign

Week	Dates	Topics, Readings, Assignments, Deadlines
13		Tactical Public Health • Read and discuss: Maher, J. H. (2020). Challenging racial disparities in and through public health campaigns: The advocacy of social justice. *Rhetoric of health and medicine as/is: Theories and approaches for the field*, 182-206. • Review: Lanham's Paramedic Method (*Revising Prose*) • Workshop: Public Health Campaign
14		Sharing Public Health Campaigns • Submit: Public Health Campaign • Poster presentations of public health campaigns

Appendix D: Letter of Support from English Department

THE OHIO STATE UNIVERSITY

Department of English

December 11, 2025

Professor Rebecca R. Andridge, Associate Dean for Undergraduate Studies
College of Public Health
242 Cunz Hall
1841 Neil Ave.
Columbus, OH 43210

Dear Prof. Andridge:

The Department of English is thrilled to partner with the College of Public Health in offering an advanced writing course designed for undergraduate public health students. The course, English 3307, is tentatively titled "Writing for Healthy Publics." The course has been designed to achieve two of the College of Public Health's curricular goals:

1. Communicate public health information in writing
2. Communicate public health information to a non-specialist audience through a medium other than standard narrative writing (e.g., social media posts; videos; PSAs; brochures; blogs; podcasts)

As we understand it, we will be able to offer one section of English 3307 during Fall 2026 and one section during Spring 2027. After, we expect to be able to accommodate approximately 100-120 students per year, which means offering at least five sections of this course per year (e.g., two per semester and one in the summer, depending on need). The course is designed not to exceed 25 students per section and can be offered in person, online, or hybrid. This letter serves to confirm our commitment to teaching this course after it's been approved by the Department of English, the college, and OAA.

We are working with our college's fiscal associates in order to prepare for the initial financial investment this new initiative will require. If the College of Public Health is at all willing and able to assist with the financial start-up costs associated with hiring at least one additional associated faculty member to meet student demand, we'd be delighted to discuss that further.

Thank you,

Elizabeth Hewitt
Professor and Chair, Department of English