General

If proposed changes constitute less than 25% of the total program units, please use the Undergraduate Curriculum Update Request or Graduate Curriculum Update Request instead.

Program Name
Public Health

Short Title
PHLBS

Admissions Notification?
No

Emphases/Subplans
No

Primary Contact Name
Danielle Embry

Primary Contact Email Address
dembry@arizona.edu

Total Degree Units
-

Career
Undergraduate

Describe the proposed changes to the program as well as the rationale for making the specific changes and include any relevant supporting data
To better align our Public Health program offerings and reduce duplication of efforts across campuses, we propose the following adjustments to our emphasis area offerings:
1. Sunset the Public Health Practice Emphasis
o Currently offered only through BS Arizona Online.

2. Expand the Health Promotion Emphasis to Online Campus students
o This emphasis is currently only available to BS Main Campus students.
o Approximately 13 courses in this emphasis are now regularly offered online. Since the emphasis requires 12 units, students will be able to complete the requirement entirely through existing online offerings. This expansion will promote consistency, efficiency, and equitable access across both Main and Online campuses.

3. Develop and offer a new emphasis in Artificial Intelligence (AI) Innovation in Population Health
o Proposed to be available to both Main and Online campus populations.
o This emphasis will prepare students to critically evaluate and apply AI tools in disease surveillance, health systems planning, predictive analytics, and health equity. Courses will integrate digital health, data science and applied AI/ML, offering a pathway that directly supports Arizona's workforce needs in data-driven population health.

Plan Description
Work with Marketing to develop a description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (if any), etc. Typically, 100-250 words.

The Bachelor of Science with a major in Public Health is designed to promote an understanding of health and disease based on public health principles. The primary goal of the program is to prepare students to work in public health to improve the quality of life of individuals and communities.

Dual Degree
No

Terminal Degree
No

Research Master's
No

Professional Master's
No

Stackable
No

Associated Plans for Stacking
-

Accelerated Master's Program
No

Associated Plans for AMP
-

Approved WUE Program
No

Approved WRGP Program
No

Impacts & Considerations

Faculty impact – How will faculty workload be allocated and/or will new faculty hires be required to deliver the new, proposed curriculum?
No, new faculty hires will not be required.

Budgetary impact – Indicate new resources needed and source of funding to implement proposed changes. If reallocating resources, indicate where resources will be taken from and the impact this will have on students/faculty/program/unit.
No budgetary impact.

Transfer Student Consideration – Please explain how you have planned and evaluated the changes you requested in the context of: Mitigating the complexity of the transfer pathway/curriculum; Supporting transfer student success; Ensuring transferability of course work from Arizona community colleges
No negative impact on transfer students.

Campus and Location Offerings

Campuses

Campus	Sub Plan Required
-	No

Locations

-

Learning Outcomes

Program Requirement Updates

To request changes to any of the requirements listed here, please (1) copy the original information from the Requirements section below and paste into the appropriate "Current Requirements" field on the left; then (2) make the changes desired in the corresponding "New Requirements" field on the right. To expedite the review process, please highlight the changes you have made.

Current Minimum Credit Units
-

New Minimum Credit Units
-

Current Supporting Coursework Requirements
-

New Supporting Coursework Requirements
-

Current Core Coursework Requirements
-

New Core Coursework Requirements
-

Current Elective Coursework
-

New Elective Coursework
-

Current Additional Requirements
-

New Additional Requirements
-

Current Minor Requirements
-

New Minor Requirements
-

Current Student Handbook
-

New Student Handbook
-

Current Emphasis Requirements
Existing Emphases: Environmental and Occupational Health, Global Health, Health Promotion, Health Systems Theory and Practice, One Health, Public Health Practice, and Quantitative Methods in Public Health.

New Emphasis Requirements
Discontinue the Public Health Practice Emphasis.

Add new emphasis in AI Innovation in Public Health. Students may choose 12 units from the following:

PHP465 Leadership for Health Using AI Leadership and Strategy for Population Health Using Generative AI (3)

GHI463 Public Hlth Applications of AI Foundations of Public Health Applications of Artificial Intelligence (3)

EPID453 Health Data Science Practice Health Data Science Practice (3)

HSD415 Design Visualization for Hlth Design Visualization Practices for Health (3)

HSD420 Makerspace Design Practices Makerspaces, Design Practices, and Community Impacts (3)

BSM441 Diagnostic Technologies Diagnostic Technologies and Their Role in Healthcare (3)

INFO402 Data Ethics Data Ethics (3)

SOC301A Intro to Comp Social Science Introduction to Computational Social Science (3)

BIOS452 Health Data Analy Comm Methods Health Data Analysis and Communication Methods (3)

Please see attached file for additional details, including learning outcomes for the new emphasis and approval for non-public health courses: BS Substantial Change Request - 2024-2025 - FINAL_11-20-2025 (002)

Emphases/Subplans

ENVOCCHLT - Environmental and Occupational Health Emphasis

Name
ENVOCCHLT

First Term Valid
Fall 2018

GLHLT - Global Health Emphasis

Name
GLHLT

First Term Valid
Fall 2018

HLPROMO - Health Promotion Emphasis

Name
HLPROMO

First Term Valid
Fall 2018

HSTP - Health Systems Theory and Practice Emphasis

Name
HSTP

First Term Valid
Fall 2018

ONEHLTH - One Health Emphasis

Name
ONEHLTH

First Term Valid
Fall 2021

QNTMPH - Quantitative Methods in Public Health Emphasis

Name
QNTMPH

First Term Valid
Fall 2019

Artificial Intelligence (AI) Innovation in Population Health

Name
-

First Term Valid
Fall 2026

Subplan Campus & Locations

Subplan Campuses

Subplan (specializations.name)
Health Promotion

Subplan Campus
Arizona Online

Subplan Locations

Subplan Location
Online

Subplan First Admit Term
Fall 2026

Subplan Last Admit Term
-

Subplan Teach Out Term
-

Subplan (specializations.name)
Artificial Intelligence (AI) Innovation in Population Health

Subplan Campus
University of Arizona - Main

Subplan Locations

Subplan Location
-

Subplan First Admit Term
Fall 2026

Subplan Last Admit Term
-

Subplan Teach Out Term
-

Subplan (specializations.name)
Artificial Intelligence (AI) Innovation in Population Health

Subplan Campus
Arizona Online

Subplan Locations

Subplan Location
-

Subplan First Admit Term
Fall 2026

Subplan Last Admit Term
-

Subplan Teach Out Term
-

Subplan (specializations.name)
Public Health Practice Emphasis

Subplan Campus
Arizona Online

Subplan Locations

Subplan Location
-

Subplan First Admit Term
-

Subplan Last Admit Term
Spring 2026

Subplan Teach Out Term
-

Dependencies

Instructional Methods

Plan Extras

Please list any additional changes not entered elsewhere on form

THE UNIVERSITY OF ARIZONA

Request for Substantial Changes to an Existing Program

Complete this form and submit to the Office of Curricular Affairs. You can review the route of approvals this form will go through here. As of 2024-2025, all substantial changes to majors will need to go to the ABOR Chair for review. Items may be escalated to full ABOR review and approval if deemed necessary by the Chair. UA Committees only meet during the academic year and break for summer.

Existing Program Information

I. Name and Degree Type of Academic Program: Bachelor of Science in Public Health
   a) Existing Emphases (if applicable): Environmental and Occupational Health, Global Health, Health Promotion, Health Systems Theory and Practice, One Health, Public Health Practice, Quantitative Methods in Public Health.
   b) Academic Unit(s)/College(s): Mel & Enid Zuckerman College of Public Health
   c) Current CIP Code: 51.2201 (Public Health, General)

II. Primary Contact and Email: Onicio B. Leal-Neto, onicio@arizona.edu

III. Planned start term for changes (fall only): Fall 2026

Program Changes

IV. Describe the proposed changes to the program as well as the rationale for making the specific changes and include any relevant supporting data.

To better align our Public Health program offerings and reduce duplication of efforts across campuses, we propose the following adjustments to our emphasis area offerings:

1. **Sunset the Public Health Practice Emphasis**
   - Currently offered only through BS Arizona Online.
2. **Expand the Health Promotion Emphasis to Online Campus students**
   - This emphasis is currently only available to BS Main Campus students.
   - Approximately 13 courses in this emphasis are now regularly offered online. Since the emphasis requires 12 units, students will be able to complete the requirement entirely through existing online offerings. This expansion will promote consistency, efficiency, and equitable access across both Main and Online campuses.
3. **Develop and offer a new emphasis in Artificial Intelligence (AI) Innovation in Population Health**
   - Proposed to be available to both Main and Online campus populations.
   - This emphasis will prepare students to critically evaluate and apply AI tools in disease surveillance, health systems planning, predictive analytics, and health equity. Courses will integrate digital health, data science and applied AI/ML, offering a pathway that directly supports Arizona's workforce needs in data-driven population health.

V. Comparison Chart – complete the appropriate chart below (delete the unnecessary one) to compare your current requirements with the proposed modifications. ***Only list modifications to requirements in the Proposed Requirements column, if there is no change, leave blank.***

Tools for course lookup: UA Course Catalog or UAnalytics (Catalog and Schedule Dashboard)

UNDERGRADUATE *Only list modifications to requirements, if there is no change, leave blank.*	Existing Major Requirements	Requirements For Modified Major
Name and Degree Type (BA, BS, BSBA, etc.)*	BS Public Health	
CIP Code –lookup here	51.2201	
Total units required to complete the degree* (Note: this is for the entire degree, not just the major)	120	
Upper division units required to complete the degree	*42*	
Total CC transfer units that may apply to this degree*	Consistent with University Policy on Transfer units*: Eliminating the 64-unit limit on transfer credit from community colleges Students bringing more than 64 units from a community college will now be able to use all applicable transfer units toward their University of Arizona degree requirements. Coursework from community colleges will be transferable in the same way as from other regionally accredited institutions. Students must still satisfy the University Credit and upper-division requirements. Removing this restriction supports transfer students in their progress toward degree completion.*	
Foundation courses		
Math	*MATH 108 or higher (MATH 112 College Algebra encouraged)	
Second Language	102 level or higher (Second Semester)	
General Education		
Introduction to General Education course (1 unit)	Introduction to General Education course (1 unit)	Introduction to General Education course (1 unit)
GE Exploring Perspectives: Choose one course from each domain. (12 units total)	GE Exploring Perspectives: Choose one course from each domain. (12 units total)	GE Exploring Perspectives: Choose one course from each domain. (12 units total)

GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.	GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.	GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.
GE Capstone course (1 unit)	GE Capstone course (1 unit)	GE Capstone course (1 unit)
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	2.0 Minimum GPA Completion of the following: ENGL 101; ENGL 102; First Semester Language; MATH 108 or higher; HPS 178 ('C' or higher required); HPS 200 ('C' or higher required)	
Minimum # of units required in the major (units counting towards major units and major GPA)	57 Units	
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	54 Units	
Minimum # of residency units to be completed in the major	18 units	
Required supporting coursework (courses that do not count towards major units and major GPA but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions in place/needed (house number limit, etc.). Provide course use form if adding courses not owned by your department.	*-ENGL 101 First-Year Composition (3)* *-ENGL 102 First-Year Composition (3)* *-MATH 108 Modeling with Algebraic and Trigonometric Functions or higher math (3)* *-Language 101 First Semester language course (4+ units)* *-General Chemistry CHEM 130/L or CHEM 151 (4) Lecture & Lab required* *-Introductory Biology MCB 181R & L or ECOL 182R & L (4) Lecture & Lab required* *-Selective Science – several elective course options are listed (3)* *-NSC 170C1 Nutrition, Food, and You (3)*	
Major requirements. List all major requirements including core and electives. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions (house number limit, etc.). Provide course use form if adding courses not owned by your department. Recommend ordering requirements in the same order as your advisement report.	*-HPS 178 Personal Health & Wellness (3)* *-HPS 200 Introduction to Public Health (3)* *-BIOS 376 Introduction to Biostatistics (3)* *-EHS 375 Introduction to Environmental and Occupational Health (3)* *-ENGL 307/308 or HPS 307 Business or Technical Writing (3)* *-EPID 309 Introduction to Epidemiology (3)* *-HPS 350 Principles of Health Education and Health Promotion (3)*	

	-HPS 387 Health Disparities & Minority Health (3) *-PHPM 310 Healthcare in the US (3)* *-HPS 405 Biology in Public Health (3)* *-HPS 433 Global Health (3)* *-HPS 478 Public Health Nutrition (3)* *-HPS 493A Internship (6)* *-300/300 Public Health Emphasis courses (list of courses to be provided, choose 4 course options) (12)* *-300/400 Public Health Electives (9) large available elective course list, choose three course options*	
Emphases. If making changes to emphases, or adding emphases for the first time, list those changes or new requirements here.	For existing emphases list **common core**: *BIOS 376 Introduction to Biostatistics (3)* *EHS 375 Introduction to Environmental and Occupational Health (3)* *ENGL 307/308 or HPS 307 Business or Technical Writing (3)* *EPID 309 Introduction to Epidemiology (3)* *HPS 350 Principles of Health Education and Health Promotion (3)* *HPS 387 Health Disparities & Minority Health (Building Conn.) (3)* *PHPM 310 Healthcare in the US (3)* *HPS 405 Biology in Public Health (3)* *HPS 433 Global Health (3)* *HPS 478 Public Health Nutrition (3)*	Discontinue the Public Health Practice emphasis. If adding additional emphases, add your **proposed emphases requirements** here: Add new emphasis in AI & Public Health (title TBD). Students may choose 12 units from the following: • PHP 465 *Leadership and Strategy for Population Health Using Generative AI* (3) • GHI 463 *Foundations of Public Health Applications of Artificial Intelligence (3)* • *EPID453 - Health Data Science Practice* • *HSD 415 Design Visualization Practices for Health* • *HSD 420 - Healthy Design Practices: From the Makerspace to the Community* • *BSM 441 - Diagnostic Technologies and Their Role in Healthcare* • *INFO 402 - Data Ethics* • *SOC301A - Introduction to Computational Social Science* • *BIOS/EPID 452/552 Health Data Analysis and Communication Methods*
Internship, practicum, applied course requirements. (Yes/No). If yes, provide description.	*HPS 493A Internship (6units). No Change.*	
Senior thesis or senior project required (Yes/No). If yes, provide description.	No	

Additional requirements (provide description)		
Minor (optional or required)	Optional	

VI. Emphases – if adding emphases for the first time, please complete the following.

a) Total number of students that have completed the major in the past 3 years (include double majors and dual degree majors): 580
b) Total number of students currently enrolled in the program: 522
c) Special Conditions for Admission/Declaration – explain in detail the criteria to declare the emphases, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

2.000 GPA requirement

Completion of 6 foundation courses: ENGL 101; ENGL 102; First Sem Lang; MATH; HPS 178; HPS 200 ('C' or higher grade required for HPS 178 & 200)

d) Transcript – Should the emphasis name appear on the transcript? Yes
e) Diploma – Should the emphasis name appear on the diploma? Yes
f) Description and Learning Outcome(s) – at least one new learning outcome is required per emphasis requested. Add rows and tables as needed. Visit the University Center for Assessment, Teaching and Technology (UCATT) for resources and consultation. UCATT review and approval is required.

Emphasis 1:

Learning Outcome #1: Students will be able to apply artificial intelligence and digital health methods to analyze public health data and interventions.
Concepts: Students will be introduced to core principles of artificial intelligence, machine learning, and digital health applications within public health. They will explore data ecosystems that include electronic health records (EHRs), participatory surveillance systems, telehealth platforms, and mobile health applications. Emphasis will be placed on multimodal data integration (clinical, behavioral, environmental and social), data interoperability, and the use of predictive analytics for disease surveillance and intervention evaluation. Students will also examine issues related to data governance, privacy, security, ethics, transparency, and responsible AI adoption in real-world settings.
Competencies: Students will develop the ability to apply AI-based tools to process and analyze public health data, support disease monitoring, and evaluate population health interventions. They will learn to interpret outputs from predictive and classification models, identify data quality and bias concerns, and apply ethical and data stewardship frameworks to ensure the equitable and responsible use of AI technologies, particularly in low-resource and underserved communities.
Learning Outcome #2: Students will be able to design and implement AI-based strategies for real-world public health challenges.
Concepts: Students will explore the design thinking and system approaches for creating and deploying AI-enabled public health solutions. They will explore governance frameworks for AI (transparency, explainability and accountability) and the regulatory and policy landscape influencing digital health innovation at local, national and global levels.
Competencies: Students will learn to design AI-informed public health strategies using appropriate data sources, analytics frameworks and implementation strategies. They will be able to assess

model validity and generalizability, anticipate unintended consequences and integrate community input into technology design. Students will demonstrate the ability to collaborate across disciplines to translate AI insights into actionable, equitable and culturally grounded public health solutions.
Learning Outcome #3: Students will be able to critically assess the social, cultural, technical, and policy implications of AI in public health.
Concepts: Students will explore how AI shapes public health systems, public trust and decision making, getting an emphasis into social-technical and political dimensions. Topics include data justice, digital divides, community engagement, and global perspectives on AI in public health policy and practice.
Competencies: Students will develop the capacity to critically evaluate the societal and policy dimensions of AI in public health, assess the implications of emerging technologies for reducing health disparities, and communicate evidence-based insights to policymakers, health program leaders, and community stakeholders. They will demonstrate the ability to integrate ethical, technical, and cultural perspectives when assessing the benefits and risks of AI in public health contexts.

Curriculum Map: Which courses in the emphasis connect to these learning outcomes? Use the table below to provide the information, Key: "I" = Introduced; "R"= reinforced and opportunity to practice; "M"= mastery at the senior or exit level; "A"= assessment evidence collected for program-level decision making

Courses	Emphasis 1 Student Learning Outcomes
	LO 1
GHI 463	LO1 (M), LO 2 (R)
PHP 465	LO1 (R), LO2 (I), LO3 (I)
HSD415	LO1(I), LO2 (I)
HSD420	LO2 (R, A)
BSM441	LO1 (I), LO3 (R)
INFO402	LO3 (R)
SOC301A	LO1 (I), LO3 (R)
BIOS/EPID 452/552	LO1 (I), LO2 (R), LO3 (R)
EPID453	LO1 (I), LO2 (M, A), LO3 (A)

Budgetary Considerations

VII. Faculty impact – will new faculty hires be required to deliver the new, proposed curriculum? Note: New hires will require funding directly from the college and/or department. Proposal approval does not denote

approval for institutional funding.

No, new faculty hires will not be required.

VIII. Budgetary impact – indicate new resources needed at the department/college and institutional level to implement proposed changes. If reallocating resources, indicate where resources will be taken from and the impact this will have on students/faculty/program/unit.

No budgetary impact.

Additional Details

IX. Accreditation/Board Approval - Specific fields of study requiring accreditation must independently seek accreditation via professional, state and/or federal accrediting bodies and provide verification to the Office of Curricular Affairs within 6 months of internal approval (i.e. College of Nursing new programs and sub-plans must seek State Board of Nursing approval through submitting application AND submit accreditation documents through CCNE and specialty accreditation organizations.)

X. Transfer Student Consideration (undergrad only) – Please explain how you have planned and evaluated the changes you requested in the context of:
- Mitigating the complexity of the transfer pathway/curriculum
- Supporting transfer student success
- Ensuring transferability of course work from Arizona community colleges

XI. Required signatures
Program Director/Main Proposer (print name and title):

Program Director/Main Proposer signature:
Date: 11/20/2025

Associate/Assistant Dean (print name): SALMA PATEL

Associate/Assistant Dean's signature:
Date: 11/20/2025

Dean (print name): IMAN HAKIM

Dean's signature:
Date: 11/20/2025

THE UNIVERSITY OF ARIZONA

Course Use/Collaboration/Concern Form

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

I. Initiating College: What college is requesting use of the course(s)?Mel and Enid Zuckerman College of Public Health

II. Representative(s) making the request: Who is representing the requesting college? Salma Patel

III. Planned proposed program: What program will the requested course be a part of? New emphasis in Artificial Intelligence (AI) Innovation in Population Health for the BS in public health.

IV. Planned program start date: Fall, 2026

- Courses planned to be included, belonging to college / departments: *BSM 441 - Diagnostic Technologies and Their Role in Healthcare*

FOR REVIEWING COLLEGE:

1. BSM 441 - Diagnostic Technologies and Their Role in Healthcare

Yes X **No**☐ **Conditionally**☐**:** *Under what conditions?*

V. Parameters of Use (add rows as necessary):

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
BSM 441 - Diagnostic Technologies and Their Role in Healthcare	*3*	*Emphasis*

THE UNIVERSITY OF ARIZONA

Course Use/Collaboration/Concern Form

VI. **Expected Yearly Enrollment (add rows as necessary):**

Course #	Units	Exp Enrollment for Yr 1	Exp Enrollment for Yr 2	Exp Enrollment for Yr 3
BSM 441 - Diagnostic Technologies and Their Role in Healthcare		**5**	**10**	**15**

VII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

This collaboration creates an opportunity for students in Public Health and Medicine to engage in interdisciplinary learning.

VIII. **Concerns about Proposed Program (leave blank if none):**

None

IX. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean) Tejal M Parikh MD, Director for Comprehensive Education Center, Associate Dean, Admissions, College of Medicine-Tucson

Signature:  Date: ___11/21/2025_____

THE UNIVERSITY OF ARIZONA

Course Use/Collaboration/Concern Form

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

I. **Initiating College:** What college is requesting use of the course(s)?Mel and Enid Zuckerman College of Public Health

II. **Representative(s) making the request:** Who is representing the requesting college? Salma Patel

III. **Planned proposed program:** What program will the requested course be a part of? New emphasis in Artificial Intelligence (AI) Innovation in Population Health for the BS in public health.

IV. **Planned program start date:** Fall, 2026

- **Courses planned to be included, belonging to college / departments:** *INFO 402 - Data Ethics*

V.

FOR REVIEWING COLLEGE:

1. INFO 402- Data Ethics **Yes** ☒ **No**☐ **Conditionally**☐**:** *Under what conditions?*

VI. Parameters of Use (add rows as necessary):

Undergraduate/Graduate

Course #	Units	Description of use (i.e., gen ed, major core, emphasis, elective/selective)
INFO 402- Data Ethics	*3*	*Emphasis*

VII. **Expected Yearly Enrollment (add rows as necessary):**

Course #	**Units**	**Exp Enrollment for Yr 1**	**Exp Enrollment for Yr 2**	**Exp Enrollment for Yr 3**

THE UNIVERSITY OF ARIZONA

Course Use/Collaboration/Concern Form

INFO 402- Data Ethics		**5**	**10**	**15**

VIII. **Opportunities for Interdisciplinary Collaboration (leave blank if none):**

This collaboration creates an opportunity for students in Public Health and Information Science to engage in interdisciplinary learning related to data ethics.

IX. **Concerns about Proposed Program (leave blank if none):**

None

X. **Representative(s) reviewing request:** Who is representative reviewing the request? (Should be Associate Dean / Dean)

Signature: ____  _____ Date: __11/19/2025_____