



College of Public Health and Medical Services

Website Overview

The College of Public Health and Medical Services at US MetaArees International University responds to the profound transformation taking place worldwide in the concept of health, the nature of the health professions, and the structure of markets linked to modern healthcare. Today, the health sector is no longer confined to traditional frameworks or classical disciplines alone; rather, it has become a broad and fast-evolving space in which health sciences intersect with artificial intelligence, digital health, data analytics, healthcare cybersecurity, precision medicine, regenerative medicine, contemporary mental health, global health sustainability, and innovation and entrepreneurship in health services.

From this perspective, the College seeks to prepare students to enter modern, innovative, and creative scientific health fields that reflect emerging directions in healthcare and keep pace with real changes in the global health market. The healthcare sector no longer seeks only graduates with foundational knowledge; it increasingly requires professionals who can understand complex health systems, engage with emerging technologies, adapt to the shift toward smart care, and operate effectively in professional environments that are increasingly shaped by data, digital platforms, smart applications, and preventive and personalized models of healthcare delivery.

Accordingly, the College's vision is built around opening educational pathways connected to advanced future-oriented domains such as artificial intelligence in health, digital transformation in healthcare, personalized and precision medicine, regenerative medicine, precision nutrition and healthy lifestyle medicine, planetary and environmental health, health security, privacy and cybersecurity in health systems, mental health and wellbeing, digital mental health, rehabilitation and assistive technologies, global health leadership, and innovation in health services. These are not presented merely as attractive titles, but as genuine fields that represent the natural extension of the future of health professions in the coming decades.



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The College's distinction is not limited to undergraduate programs. It also extends to innovative and creative master's programs designed to keep pace with rapid transformation in the health market, the knowledge economy, and the technology sector, and to serve contemporary needs across health, medical, administrative, and digital disciplines. These programs aim to prepare advanced professionals with stronger analytical, leadership, developmental, and specialized capabilities, in line with the growing demand for advanced expertise in modern health fields, whether in practice, administration, innovation, digital health, or interdisciplinary domains.

The College also adopts a flexible stacked credential model, progressing from postgraduate certificates to academic or professional master's degrees. This model aligned with the philosophy of modern education and the needs of learners and the labor market, so that students do not have to wait until the very end of the academic journey to gain recognized academic and professional value. In graduate study, students may progress through clear and approved stages: they may first earn a Postgraduate Certificate after approximately eight months of study, then advance to a Postgraduate Diploma completed in approximately twelve months in total, and then continue toward a Master's degree that is typically completed within approximately twenty-four months overall. This cumulative model provides students with considerable flexibility and ensures that each academic stage represents a meaningful achievement in its own right, which can be built on progressively toward the final degree or toward more specialized master's pathways.

The College is also built on a carefully structured academic foundation that allows students to develop a strong base before specialization. The first and second years are designed, in most cases, as a shared foundational stage that provides students with a solid grounding in core health sciences, research and analytical skills, biostatistics, ethics, health communication, public health, and contemporary digital skills. Specialized pathways then begin in the third year, allowing students to move into the field that aligns with their academic and professional aspirations within a progressive learning model that combines scientific grounding with modern professional direction.

The College adopts a contemporary educational model based on high-quality distance learning, using a balanced blend of synchronous and asynchronous delivery in a way that ensures flexibility without compromising the quality of academic interaction. The educational process also incorporates advanced technologies including 3D technologies, virtual reality, augmented reality, educational simulation, interactive platforms, and smart learning tools, thereby connecting students to the realities of contemporary practice and making their educational experience more closely aligned with the professional environments toward which the health sector is moving today.



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The College does not view health education merely as the transfer of information; rather, it sees it as a project for preparing graduates who can understand major transformations in the health world, engage with the technological revolution in healthcare, and participate in rapidly expanding emerging fields at the global level. Accordingly, the College offers an academic experience that goes beyond traditional education toward the formation of a modern health graduate who possesses knowledge, adaptability, future-oriented vision, and the capacity to work in a health sector that has become more intelligent, more digital, and more deeply interconnected with technology and innovation than ever before.

Administrative note: This text may be adopted directly as the introductory section on the College of Public Health and Medical Services website, with subsequent pages for bachelor’s degrees, master’s programs, and specialized pathways developed on its basis.

Study Plans — First Two Years

BSc in Health Sciences — Psychology Tracks | First Two Years Study Plan

Year 1 – Fall Semester

Course Code	Course Title	Credits
ENG101	Academic Writing I	3
MATH110	College Algebra	3
HSCI101	Foundations of Health Sciences	3
BIOS110	Anatomy & Physiology I + Lab	4
PSYC101	Introduction to Psychology	3
HLTH100	Student Success in Health Professions	1
	Semester Total	17



Year 1 – Spring Semester

Course Code	Course Title	Credits
ENG102	Academic Writing II	3
STAT220	Biostatistics	3
BIOS111	Anatomy & Physiology II + Lab	4
CHEM110	General Chemistry for Health + Lab	4
SOCI101	Introduction to Sociology	3
	Semester Total	17

Year 2 – Fall Semester

Course Code	Course Title	Credits
COMM210	Health Professional Communication	3
NUTR210	Fundamentals of Nutrition	3
HSCI201	Pathophysiology	3
MICRO220	Microbiology + Lab	4
PSYC210	Developmental Psychology	3
IPE300	Inter-Professional Simulation I	1
	Semester Total	17



Year 2 – Spring Semester

Course Code	Course Title	Credits
HLTH220	Principles of Epidemiology	3
HLTH230	Health Behavior Theory	3
HSCI202	Basic Pharmacology	3
HSCI302	Research Methods in Health Sciences	3
ETHC240	Healthcare Ethics & Law	3
HUM140	Global Humanities Elective	2
	Semester Total	17

Note: The total credit load in each semester of this plan is 17 credits, bringing the first two years to a total of 68 credits.

Professional notice for Psychology and Mental Health pathways: These pathways are academic in nature and are intended to build a scientific and professional foundation in health psychology, wellbeing, and digital mental health. Completion of these pathways does not in itself lead to independent professional licensure. In some countries or states, certain professional titles, career pathways, or licenses may require additional supervised clinical training, further graduate study, and specific regulatory requirements determined by the competent authorities in each state or country.

Regulatory notice: The published plan is an advisory study plan for website use and may be subject to academic or regulatory updates or to adjustments in course sequencing in accordance with academic advising and approved institutional policies.



BSc in Public Health and Medical Services— Shared First Two Years for Health Pathways, Including Nutrition

Year 1 – Fall Semester

Course Code	Course Title	Credits
BIOL101	Biology for Health Sciences	3
ANAT110	Human Anatomy & Physiology I	4
CHEM101	General Chemistry for Health	3
WRIT101	Academic Writing I	2
PSYC101	General Psychology	3
PUBH100	Introduction to Public Health & Health Professions	3
	Semester Total	18

Year 1 – Spring Semester

Course Code	Course Title	Credits
ANAT120	Human Anatomy & Physiology II	4
CHEM120	Organic Chemistry for Health Sciences	3
WRIT102	Academic Writing II	2
STAT110	Biostatistics I	3
COMM100	Communication in Health Professions	2
ETHC110	Health, Ethics & Society	3
	Semester Total	17



Year 2 – Fall Semester

Course Code	Course Title	Credits
BIOC220	Biochemistry for Health Sciences	3
MICR210	Medical Microbiology	4
PATH210	General Pathology	3
EPID220	Epidemiology I	3
BEHS200	Behavioral & Social Foundations of Health	3
INFR200	Health Informatics Foundations	2
	Semester Total	18

Year 2 – Spring Semester

Course Code	Course Title	Credits
PATH240	Pathophysiology	3
PHAR230	Fundamentals of Pharmacology	3
STAT215	Biostatistics II	3
RESM200	Research Methods & Data Lab (with EBP)	3
EXPR200	Experiential Exposure	1
LANG200	Language & Culture Elective	3
	Semester Total	16

Note: This plan represents the revised shared version of the first two years across most health pathways, including Nutrition and other proposed health pathways, with detailed specialization beginning in later years according to the selected pathway.





The total load in this plan is 18 credits in the first semester of Year 1, 17 credits in the second semester, 18 credits in the first semester of Year 2, and 16 credits in the second semester of Year 2, for a total of 69 credits across the first two years.

Professional notice for Nutrition pathways: Nutrition-related pathways are academic, preparatory, or pre-professional in nature. Completion of these pathways does not in itself lead to independent professional licensure or credentialing as a dietitian or licensed nutrition professional.

Licensure or professional recognition requirements vary by country and by state and may include approved supervised training, a graduate degree, national or local professional examinations, and additional regulatory requirements established by the competent authorities.

Important regulatory disclosure: The University does not guarantee that completion of any academic program will automatically result in professional licensure, certification, or authorization to practice. The final determination in this regard is made by the competent regulatory and professional authorities in the country or state in which the student intends to study, train, or practice.

As is also commonly stated on university websites, licensure and professional certification requirements may change over time according to local regulatory policies. Students are therefore always advised to consult the relevant regulatory body in the country or state where they plan to work before making a final academic decision.

Summer Term

US MetaArees International University offers an optional summer term designed to provide students with greater academic flexibility across Psychology pathways and other health pathways. It supports steady academic progression, helps students complete selected courses, and offers an improved opportunity to organize the study plan more efficiently.

The summer term extends over 10 weeks and is delivered through an integrated digital learning environment via Moodle, in accordance with the University's approved educational model, which combines structured e-learning, ongoing academic interaction, digital learning activities, and virtual simulation where required by the nature of the course.

The summer term is an important academic option for students who wish to complete selected courses within the approved plan, strengthen academic sequencing, reduce the study load during the two main semesters, and benefit from additional flexibility in academic planning.



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Courses offered during the summer term are determined annually in accordance with the approved academic plan, prerequisite sequencing, faculty availability, and students' academic needs, under academic oversight that ensures quality of learning and the integrity of progression within the program.

Administrative note: The summer term is offered on an optional basis, and registration is subject to academic advising and the determination of an appropriate course load in accordance with the approved plan and the University's academic policy.

Specialized Pathways

These specialized pathways generally begin in the third.

- Pathway A: Health Data Science & Artificial Intelligence
- Pathway B: Digital Health & Telemedicine
- Pathway C: Regenerative & Personalized Medicine
- Pathway D: Precision Nutrition & Lifestyle Medicine
- Pathway E: Planetary & Environmental Health
- Pathway F: Health Innovation & Entrepreneurship
- Pathway G: Rehabilitation & Assistive Technologies
- Pathway H: Mental Health & Wellbeing Science
- Pathway I: Healthcare Cybersecurity & Privacy
- Pathway J: Global Health Leadership
- Pathway K: Population & Public Health
- Pathway L: Health Psychology & Wellness (HPW)
- Pathway M: Clinical Health Psychology (CHP)
- Pathway N: Digital Mental Health & Tele-Therapy (DMH)
- Pathway O: Nutrition & Dietetics



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