Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Monday, March 26, 2012 9:16 AM
To: Brothers, Sheila C
Subject: Health sciences proposal, different wording

Hi Sheila,

BS program in Human Health Sciences

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BS program: Human Health Sciences, in the Division of Health Sciences Education and Research, in the Department of Clinical Sciences within the College of Health Sciences.

UNIVERSITY OF KENTUCKY

MEMORANDUM

TO: Health Care Colleges Council

FROM: Sharon R. Stewart, Ed.D.
CHS Associate Dean for Academic Affairs

RE: Request for new baccalaureate degree in Human Health Sciences

DATE: July 26, 2011

I am attaching a proposal for a new program in Human Health Sciences at the baccalaureate level. This program will be housed in the Department of Clinical Sciences. It has been approved by the Council on Postsecondary Education and was recommended for approval by the Clinical Sciences Department and by the College of Health Sciences Academic Affairs Committee. This proposal has my enthusiastic support.

The purpose of the program is to provide students with access to the needed prerequisites in the sciences, mathematics, and social sciences for professional study while also providing a firm background in the human health sciences for students who may wish to seek advanced degrees in dentistry, medicine, pharmacy, physician assistant studies and physical therapy.

The attached materials provide a rationale for the proposal along with a set of documents that will assist the reader in understanding the proposed program. Please contact Dr. Karen Skaff (218-0585; karenskaff@uky.edu) or Dr. Sharon Stewart (218-0570; srstew01@uky.edu) regarding any questions or additional information.

From:	Stewart, Sharon R
To:	Mullen, Michael D
Cc:	Remer, Randa R; Skaff, Karen O; Andreatta, Richard
Subject:	Revised HHS degree proposal
Date:	Wednesday, January 18, 2012 7:21:00 AM
Attachments:	HHS Proposal 1-17-2112.FINAL.pdf

Dear Mike,

Thanks for meeting with Randa and me last week regarding the HHS proposal. I have revised the proposal to remove the pre-medicine option. This involved some revision of the executive summary, the curriculum table, and removal of the pre-med option advising sheet, pre-med 4-year sample plan, and support letter from medicine regarding the pre-med option.

I have added a support letter from A&S Dean Kornbluh.

Please disseminate this proposal to UG Council as needed. I hope that we are still on track to discuss this in late January, and I certainly plan to be there.

Thanks so much for your assistance.
Sharon

Sharon R. Stewart, Ed.D.
Interim Dean and Professor
University of Kentucky
College of Health Sciences
Charles T. Wethington, Jr. Building, Rm 123
900 South Limestone
Lexington, KY 40536-0200
Phone: (859) 218-0480
Fax: (859) 323-1058
Email: srstew01@uky.edu

UNIVERSITY OF KENTUCKY

College of Health Sciences

Division of Physical Therapy
Wethington Building, Rm 204
Lexington, KY 40536-0200

859-323-1100 Ext. 80590
fax 859 323-6003

www.mc.uky.edu/PT

July 22, 2011

TO: Sharon Stewart, Ed.D.
Associate Dean for Academic Affairs
FROM: Joan Darbee, PT, Ph.D. JCD
Academic Affairs Committee
RE: New Baccalaureate Degree in Human Health Sciences

The Academic Affairs Committee has carefully reviewed the document which sets forth a newly proposed program in Human Health Sciences (HHS) submitted to you by Karen Skaff, PhD on behalf of the faculty of the Division of Clinical Leadership and Management in the Department of Clinical Sciences.
The Committee has carefully reviewed and approves this document.

UNIVERSITY OF KENTUCKY
College of Health Sciences

Department of Clinical Sciences
Wethington Building, Room 209
Lexington, KY 40536-0200
859 323-1100 ext. 80513
fax 859 257-2454
www.uky.edu

July 7, 2011

MEMORNADUM

TO: Sharon R. Stewart, Ed.D.
Associate Dean for Academic Affairs

FR: Karen O. Skaff, Ph.D.
Chair, Department of Clinical Sciences

RE: New Baccalaureate Degree in Human Health Sciences

The faculty of the Division of Clinical Leadership and Management in the Department of Clinical Sciences requests approval for a newly proposed program in Human Health Sciences (HHS). The proposal includes major course changes, new courses and information regarding distance learning. A number of minor course changes in support of the program have been submitted separately. These minor course changes are discussed within the attached proposal to provide a complete summary of the new degree program.

The rationale for the new program is included in the proposal along with the following documents that will assist in understanding the Human Health Sciences degree program. The proposal includes:

- The Executive Summary
- HHS Probation & Dismissal Policy
- Course Summary Table
- Course Descriptions for Course to Be Cross-Listed
- Course Descriptions for New Courses
- Course Descriptions for Sample Electives
- Advising Forms
- Four-Year Plans for Each Concentration
- Letters of Support

The Division wishes to implement this new program in the fall semester of 2012. We are excited about this new degree program and believe it will provide a strong background for students seeking advanced degrees in health sciences.

If you have questions or need additional information, please contact me at (859) 218-0585 or via email at karenskaff@uky.edu. Thank you.

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): ☒ Undergraduate* ☐ Masters* ☐ Doctoral* ☐ Professional*		
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?		
	YES ☒ Date of contact: Fall 2009 (see narrative re: reason for proposal delay)		
	NO ☐ (Contact the APAA prior to filling out the remainder of this form.)		
3.	Degree Title:	Bachelor of Science	
4.	Major Title:	Human Health Sciences	
5.	Option:	Dentistry, Pharmacy, Physician Assistant, Physical Therapy	
6.	Primary College:	Health Sciences	
7.	Primary Department:	Clinical Sciences	
8.	CIP Code (supplied by APAA)	51.000	
9.	Accrediting Agency (if applicable):	NA	
10.	Who should be contacted for further information about the proposed new degree program:		
	Name: Dr. Sharon Stewart or Dr. Karen Skaff	Email: srstew01@uky.edu; karenskaff@uky.edu	Phone: 218-0585; 218-0560
11.	Has the APAA determined that the proposed new degree program is outside UK's band?		
	☐ YES (Continue with the Section II* on a separate sheet.)		
	☒ NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)		

Section II (Attach separate pages.)

I. Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.

II. Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.

III. Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

(Attach completed "Application to Classify Proposed Program"[1])

1. General Information:

College:	Health Sciences	Department:	Clinical Sciences
Major Name:	Human Health Sciences	Degree Title:	BS
Formal Option(s), if any:	Dentistry, Pharmacy, Physician Assistant, Physical Therapy	Specialty Field w/in Formal Options, if any:	———
Date of Contact with Assoc. Provost for Academic Administration[1]:	Fall 2009 (see narrative)	Today's Date:	11.7.11
Accrediting Agency (if applicable):	NA		
Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[2]: Fall 2012
Contact Person in the Dept:	Dr. Sharon Stewart or Dr. Karen Skaff	Phone:	218-0560 or 218-0585
Email:	srstew01@uky.edu karenskaff@ukky.edu		

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

General Education Area		Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)			
Arts and Creativity		any	3
Humanities		any	3
Social Sciences		PSY 100	4
Natural/Physical/Mathematical		CHE 105/111	4
II. Composition and Communication			
Composition and Communication I		CIS or WRD 110	3
Composition and Communication II		CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)			
Quantitative Foundations[3]		MA 137	4
Statistical Inferential Reasoning		any	3
IV. Citizenship (one course in each area)			
Community, Culture and Citizenship in the USA		any	3
Global Dynamics		any	3
	Total General Education Hours		33

[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

[3] Note that MA 109 is NOT approved as a Gen Ed Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

3. Explain whether the proposed new program (as described in sections 4 through 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

Selected required courses in the proposed program are offered by the College of Arts & Sciences.

4. How will University Graduation Writing Requirement be satisfied?

☒ Standard University course offering	Please list: _____
☐ Specific course	Please list: _____

5. How will college-level requirements be satisfied?

☒ Standard college requirement	Please list: see curriculum
☐ Specific required course	Please list: NA

6. List pre-major or pre-professional course requirements, including credit hours (if applicable):

Students who declare the major as an incoming frehsmen have no pre-requiste requirements. Those students who desire to transfer into the HHS degree program, must complete CHE 105 and CHE 111 prior to application.

7. List the major's course requirements, including credit hours:

There are four options from which HHS students may choose. These include Dentistry, Pharmacy, Physician Assistant Studies, and Physical Therapy. Each option has its own required coures in addition to those required by the overall HHS degree. Please see attached table for courses required for each option and the overall HHS degree.

8. Does program require a minor? ☐ Yes ☒ No

If so, describe, including credit hours. _____

9. Does program allow for an option(s)? ☒ Yes ☐ No

If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any:
The HHS degree program requires that each student choose an option. The credit hours and requirements for each option can be found in the attached table.

10. Does the program require a certain number of credit hours outside the major subject in a related field? ☐ Yes ☒ No

If so, describe, including credit hours: _____

11. Does program require technical or professional support electives? ☐ Yes ☒ No

If so, describe, including credit hours: _____

12. Is there a minimum number of free credit hours or support electives? ☒ Yes ☐ No

If so, describe, including credit hours: See table and each option sheet for more information. Free elective hours is dependent on option selected by student.

13. Summary of Required Credit Hours.

a. Credit Hours of Premajor or Preprofessional Courses:	4 (see #6 above)	Not Applicable ☐
b. Credit Hours for Major Requirements:	_____	
c. Credit Hours for Required Minor:	_____	Not Applicable ☒
d. Credit Hours Needed for Specific Option:	_____	Not Applicable ☐
e. Credit Hours Outside of Major Subject in Related Field:	_____	Not Applicable ☐
f. Credit Hours in Technical or Prof. Support Electives:	_____	Not Applicable ☐
g. Minimum Credit Hours of Free/Supportive Electives:	_____	Not Applicable ☐

h. Total Credit Hours Required by Level:

100:	33	200:	19-37	300:	12-16	400-500:	9-15

i. Total Credit Hours Required for Graduation:	120 although students have the option to take additional couses for each option

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to those.

This is a new program proposal. See narrative for details.

15. List below the typical semester by semester program for a major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: **(e.g. "BIO 103; 3 credits")**	see attached document for each option	**YEAR 1 – SPRING:**	_____
YEAR 2 - FALL :	_____	**YEAR 2 – SPRING:**	_____
YEAR 3 - FALL:	_____	**YEAR 3 - SPRING:**	_____
YEAR 4 - FALL:	_____	**YEAR 4 - SPRING:**	_____

Signature Routing Log

General Information:

Major Name and Degree Title: Human Health Sciences BS degree

Proposal Contact Person Name: Sharon R. Stewart Phone: 218-0560 Email: srstew01@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Clinical Sciences	7/07/2011	Dr. Karen Skaff / 8-0585 / karenskaff@uky.edu	
College of Health Sciences	7/26/2011	Dr. Sharon Stewart / 80560 / srstew01@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

[4] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Proposal for New Degree Program

Baccalaureate Degree

in

Human Health Sciences

UK College of Health Sciences
Fall 2011

Table of Contents

Human Health Sciences Baccalaureate Degree Proposal
Executive Summary

The mission of the College of Health Sciences (CHS) is to *help the people of the Commonwealth of Kentucky and beyond to gain and retain the highest level of health through creative leadership and productivity in (healthcare-related) education, research, and service.* As part of its 2009-2014 Strategic Plan, the CHS addressed its mission by proposing Objectives to: 1) " increase the number and quality of undergraduate students to …. address the critical need for health professionals…"; and 2) "ensure that graduates…are prepared to succeed in professional and community settings." To meet its mission and consistent with these Objectives, the CHS is proposing the Human Health Sciences (HHS) baccalaureate program.

The HHS program is intended to fill a niche for students who aspire to careers in healthcare. Specifically, it is intended to prepare graduates to: 1) pursue healthcare careers available to students with a BS degree (e.g., mid-level management or supervision across healthcare environments, medical or pharmaceutical sales, community health advocacy); or 2) enter advanced degree programs in the disciplines of dentistry, pharmacy, physician assistants, and physical therapy. This program is not intended to replace other traditional pathways to healthcare careers, such as human nutrition, exercise science, biology, chemistry, psychology, or others. Instead, the program offers a unique alternative for those who seek careers in healthcare and the health professions.

Background

An investment in educating students for the healthcare industry is critically important because healthcare careers are among the most robust and fastest-growing employment sectors. In fact, the US Department of Labor predicts that healthcare in general will be a recession-proof, high-growth industry well into the next decade.

The health professions have long recognized the need to optimize the educational experience of graduates so they may function effectively in the 21st century healthcare environment. Nearly 15 years ago, the Pew Health Professions Commission published a report titled, *Recreating Health Professional Practice for a New Century.* The Commission identified 21 competencies necessary for effective healthcare delivery. Competencies focused on preparing healthcare professionals to work within interdisciplinary teams to provide high quality, culturally sensitive healthcare to an increasingly diverse society. To that end, the report noted that professionals must meet high ethical standards, be able to communicate and use information technology effectively, contribute to continuous improvement of healthcare, and provide leadership and advocacy for public policy that promotes and protects the health of the public (Pew, 1998).

Five years later, the Institute of Medicine echoed the Pew Commission document in its report, *Health Professions Education: A Bridge to Quality* (Greiner & Knebel, 2003). The report provided a vision for the education of health professionals that stated "all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics" (Greiner & Knebel, 2003).

The American Medical Association provided recommendations for optimizing the medical education environment, and interdisciplinary practice, now called interprofessionalism, was one area identified as

needing substantial attention (AMA, 2007). Other areas for improvement included continuous quality improvement, advocacy, information management and cultural competence.

Although the need for interprofessional competence was emphasized more than a decade ago, it continues to be cited as an area for improvement. In 2010, the Interprofessional Education Collaborative (IPEC) expert panel identified a common set of competencies to support interprofessional learning experiences and help prepare health professionals for team-based care. In a subsequent conference sponsored by the Health Resources and Services Administration (HRSA), the IPEC, and several foundations, participants devised action strategies to address the goal of interprofessional collaboration in healthcare education and practice. The Conference report noted that academic institutions have yet to provide health professionals with the knowledge and skills necessary to work collaboratively in today"s healthcare environment (Conference Proceedings, 2011).

The HHS program has been designed to respond to the recommendations provided by the task forces and associations over the past decade. The HHS will provide graduates with a strong foundation in the competencies necessary to deliver high quality healthcare in a dynamic environment. It is designed to be responsive to the rapid and ongoing changes in healthcare priorities and needs. The program focuses on development of knowledge and skills that include, but are not limited to:

- Ethical behavior in provision of all healthcare activities and services
- Effective participation within interprofessional teams
- Provision of culturally sensitive healthcare services
- Effective oral and written communication and use of information technology
- Attention to patient safety and healthcare quality
- Leadership and advocacy for improved healthcare

Graduates from the HHS degree program will leave with a comprehensive knowledge of healthcare and related issues and the initial competencies crucial for a successful career in healthcare. For those who seek admission to specialized clinical degree programs at the graduate or professional level, the program will provide the needed prerequisites in the sciences, mathematics, and social sciences for professional study while establishing the necessary background in the human health sciences.

CHS Response to UK's Undergraduate Education Priorities

The CHS addresses the need for a well prepared healthcare workforce by offering diverse programs that prepare students to enter the workforce directly upon attainment of their degree or to seek advanced degrees in health professions necessary for specialized healthcare careers. Our graduates make an immediate positive impact on the economy of the Commonwealth and beyond by improving the health of our citizens through direct patient care and/or through the ability to impact healthcare policy and practice.

The HHS program addresses UK"s goal to increase the enrollment, retention, and graduation rates for undergraduate students, particularly those who are high achieving. The intent of the program is to attract students with an interest in healthcare who might not otherwise come to UK through a distinctive, innovative program not typically offered at other colleges and universities in the region. The HHS program addresses several key points made in the recent *Report of the University Review Committee*, including:

- Expand honors- related programs, increase the positive experience for high achieving students and increase retention
  The HHS baccalaureate program is selective and gives preference to students with high GPAs and ACT scores, and also takes into consideration other qualities, such as leadership potential, community involvement, and demonstrated background and interest in healthcare. High-achieving students value the opportunity to be part of a cohort of excellent students, taking courses and engaging in co-curricular activities together. This program provides such an opportunity.

  Once the program is established on the Lexington campus, we plan to offer it at the Center for Excellence in Rural Health (CERH) in Hazard, Kentucky. Using interactive television and other distance technologies, we will be able to expand the program to students in rural Kentucky with an interest in healthcare who might not otherwise be able to take advantage of the program. The CHS has a longstanding, successful relationship with the Center. Since the 1980s, the CHS Division of Physical Therapy has offered its degree program at the CERH. We have also offered the Medical Laboratory Science degree in the past and will re-initiate the program beginning fall 2012. The CERH has the infrastructure to successfully offer degree programs (i.e., student affairs officers, library services, study spaces, computer labs, and distance learning classrooms).

  We will work directly with Hazard Community & Technical College to ensure that interested students take the appropriate prerequisite courses to enable them to transfer to the HHS degree program at the CERH upon completion of the associate's degree. The CHS will also work with colleges in the KCTCS network so that qualified students may seek transfer into the HHS degree program.

- Continue to innovate classroom learning through hands-on experiences, especially related to research and community outreach
  The HHS program focuses on the development of competencies related to interprofessional healthcare delivery. Numerous activities and assignments are threaded throughout the curriculum that highlight the knowledge and skills necessary for participating effectively as members of interprofessional teams. Activities and assignments are designed to give students multiple opportunities to engage in team-based experiences to problem-solve and creatively address healthcare-related issues and scenarios. The curriculum includes team oriented community experiences, service learning activities, observations, and related assignments. Students are required to take a research course focused on the human health sciences and can choose to engage in mentored research projects. International experiences in healthcare and independent study options are also available and strongly encouraged. Because the program is selective and the curriculum emphasizes experiential activities, classes cannot effectively accommodate more than 50-75 students. Limited class size supports more individual student-instructor interaction appealing to students and faculty.

- Begin to bridge the gap between undergraduate and professional programs, preparing students for graduate level work
  The HHS degree is intended to provide a seamless transition to graduate and professional work for students interested in health careers. Graduates of the HHS program will be employable with the BS degree and will be equally prepared to pursue entry into graduate and professional

programs to become dentists, pharmacists, physician assistants, physicians, or physical therapists. The reality is that not every student applying for an advanced degree will be successful. However, the nature of the curriculum is such that students will have a degree in an area of general interest (healthcare) that positions them well to consider healthcare careers requiring the BS degree. Additionally, the degree can serve as a starting point for applying for other equally critical careers in healthcare (e.g., public health, gerontology, medical laboratory sciences, etc.).

,

The HHS program will also bridge the gap between undergraduate and professional programs through careful and ongoing coordination with the dentistry, pharmacy, physician assistants, and physical therapy programs to make certain HHS students are properly prepared for the healthcare career they are pursuing. Ongoing advising will be provided to ensure a match between student interests and skills, success in the program, and career goals. Alternative educational and career paths will be discussed as appropriate.

The Proposal Development Process

The framework for the HHS degree was initially conceptualized in conversations between Dean Gonzalez (former CHS Dean) and other healthcare and university administrators in 2008. The Dean established a work group of CHS faculty and professional staff to discuss the concept, establish program goals, and prepare a general framework for the curriculum. Degree programs in the CHS along with other UK healthcare colleges (Pharmacy, Dentistry, Medicine, Public Health) provided input on how best to structure the program to ensure a high-quality bachelor‟s degree program that could also serve as a pathway for students applying to graduate and professional programs.

The CHS sought and received CPE approval for the program in spring 2009. At the same time, the College requested and received funding from the Provost for a Program Director. In spring 2010, the CHS gave up the Director position in the budget cut, and the proposal stalled. In 2011, the CHS was able to fund the Director position through internal reallocation. In addition, the potential for earning tuition incentive funds to help offer the program led the CHS to continue to move forward. Renewed conversations with the healthcare colleges and the CERH in Hazard indicated continued support for the program. Following meetings with each of these groups, the curriculum was reviewed and revised as needed. Letters of support from designated individuals in the Colleges of Dentistry, Medicine, Pharmacy, and Public Health and from the Director of the CERH are appended. The proposal was recommended for approval by the Department of Clinical Sciences and the CHS Academic Affairs Committee in late summer 2011 and was submitted to the Health Care Colleges Council (HCCC).

Program Structure within the CHS

The HHS program will be housed in the Division of Health Sciences Education and Research in the Department of Clinical Sciences. The Division contains the Clinical Leadership and Management (CLM) undergraduate program, a completer program for students with Associates Degrees who are employed in healthcare. The HHS program will be well positioned since several HHS and CLM courses are cross-listed. CLM faculty will have responsibility for delivering certain required and recommended HHS courses. The HHS Program Director will have administrative, instructional, research, and service commitments to the program.

HHS Degree Admissions and Advising

Admissions

Admission to the HHS program is expected to be highly competitive. Approximately one fourth of entering freshmen (~ 1000) indicate an interest in healthcare, but a relatively small number will pursue and obtain admission into a health professions program. Some do not have sufficient academic preparation and others may not have the aptitude, discipline or commitment to be competitive in a selective admissions process. Selective indicators will be used to attract the most qualified students who are likely to be successful in the program. Multiple entry points into the program are available since some students will not qualify for initial admission and other qualified students may not decide on healthcare majors until after their arrival on campus. Additionally, an ongoing, supportive advising program will be in place to ensure that students are able to identify a good match for their interests and skills as some students may not be best-suited for certain program options.

Entry Standards

Through the selective process, the HHS program plans to admit between 50 and 75 students per cohort. The application and selection process is used to identify students most likely to be interested and successful and provide a means for ensuring that the enrollment size will accommodate and support the highly interactive nature of the curriculum experience.

First Year Students. Led by the Assistant Dean of Student Affairs, the CHS has begun to move to holistic admissions. In holistic admissions, students are reviewed using both cognitive and non-cognitive characteristics. Preference is given to students with a 3.5 unweighted GPA or higher and a 28 ACT or higher score; however non-cognitive factors (e.g., volunteerism, shadowing with health professionals, leadership roles) play a significant role in the admissions process. Prospective students will complete a program application, a resume, a summary of any community service and/or healthcare experience, and a personal statement that includes their professional goals. Three letters of reference will also be required. Interviews will be conducted after applications are reviewed to allow student finalists to demonstrate their non-academic skills.

Second and Third Year Students**.** Students may also apply for admission in Years 2 and 3, including those who were not successfully admitted in Year 1 and those who did not apply as freshmen. Applicants in this group are expected to have completed a General Chemistry course with a minimum overall GPA of 3.3. Students must submit the same documents required by freshmen applications (i.e., program application, resume, letters of reference, community service and medical experience documentation, and a personal statement) and complete an interview.

Transfer students wishing to enter the program will be encouraged to complete the general education requirements at their home institution in cases where an articulation agreement is in place with UK. Students should have completed a number of the undergraduate courses (e.g, chemistry, physics, psychology, etc.) required for application to a targeted graduate or professional program. Transfer students should acquire a 3.5 GPA and must have successfully completed a chemistry course. The documentation provided by entering freshmen will also be required.

Performance Criteria for Advancement

A particularly important feature of the HHS degree program is ongoing monitoring of student performance. Systematic review of each student‟s progress ensures sensitivity to possible changes in

career goals and interests. At the same time, it guarantees timely intervention for those students experiencing difficulty in prerequisite science courses or with grade point averages that could jeopardize admission into a professional program. Students will be counseled about academic supports available to them, provided with a realistic appraisal of the likelihood for admission to their graduate or professional program of choice, and informed about a variety of alternative career paths within and outside of healthcare, including careers available for those with a BS in the HHS and other options. The purpose is to identify the best match between the students‟ interests and skills and their chosen educational and career path.

Academic Concern

To persist within a healthcare focused curriculum, it is imperative that students address academic issues early to maximize opportunities for success. Certain "concern indicators" are proposed that can create developmental opportunities for students and advisors to discuss progress and develop and implement action plans.

Students who obtain a GPA between a 3.0 and a 3.2 will be placed in the category of academic concern. Those students will be required to take extra steps in achieving academic success. The following indicators would create reasonable "academic concern" on the part of the respective advisor:

- Student has one or more midterm grades of C or below
- Report that student has received a C, D, or F on any course examination
- Student obtains semester GPA between 3.0 and 3.2.
- Any form of Early Alert is reported toward the student

Advisor and student shall meet at the occurrence of an academic concern to develop a plan of action. These plans of action are mutually agreed upon between student and advisor to help bolster academic skills, avoid probationary measures, and contribute to overall success of student.

Depending upon occurrence, a plan could consist of any (or multiples) of the following measures:

- Attend at least 2 hours of supervised study time per week in areas of need
- Scheduling of additional advising appoints at key semester points
- Submission of academic progress reports to their academic advisor as prescribed
- Additional requirements will be determined on an individual basis
- Campus involvement assignments (not necessary including academic resource centers)

Failure to fulfill a plan of action may translate into automatic probationary status.

Academic Probation

Many other programs across campus require a certain level of academic rigor to maintain enrollment (e.g., College of Nursing, College of Engineering, Honors Program). In conceptualizing a probationary status for the HHS degree program, it is necessary to maintain a high standard for the students enrolled in this program. Further, students who hope to enter a professional or graduate program within the health care professions, must attain a high GPA. Thus, students must maintain a 3.0 or above overall GPA and complete each required course with a C or better to remain in good standing in the HHS program. Those

students who fail to achieve at least a 3.0 standing will be placed on probation. Students may be placed on program probation a total of two times during their academic career.

Students earning less than the required GPA and students failing to return to good academic standing after one semester of probationary status can be released from the program without an option to return (see appended flowchart of the process).

Students on program probation must:

- Attend at least 4 hours of supervised study time per week
- Schedule a monthly advising appointment with their academic advisor
    - During the add/drop window (August, January)
    - 4 weeks into the semester (September, February)
    - Eight weeks into the semester (October, March)
    - Prior to the final drop deadline (first week of November, first week of April)
    - Deadweek of each semester (December, April)
- Submit academic progress reports to their academic advisor at each advising session.
- Additional requirements will be determined on an individual basis.

Students who are unable to return to good academic standing will be suspended from the HHS degree program and supported in finding another academic major.

Release from the program

Students released from the HHS program will be advised about additional degree paths to consider, including relevant degree options. Students who qualify might consider a transition into the Clinical Leadership and Management (CLM) program located in the CHS. Graduates from the CLM program work as administrators or supervisors in various settings. Others may seek admission to the Medical Laboratory Sciences (MLS) or the Communication Sciences and Disorders (CSD) programs, both located in the CHS. A number of other healthcare related options are available outside the college and will be discussed.

Academic Appeals Council

Students who do not meet the minimum cumulative GPA requirements at the end of each academic semester may be released from the program with or without an option to return. Students have the right to appeal to remain in the program. The appeals committee meets twice annually. A student can file an appeal to remain in the program no more than two times. Appeals documents can be obtained from the program director. The appeals committee is made up of one faculty member from each of the graduate or professional option programs/colleges (Dentistry, Pharmacy, Physician Assistant Studies, and Physical Therapy). Three faculty members will serve on the hearing panel at any point in time, along with the CHS Assistant Dean of Student Affairs, the HHS Advisor, and two HHS students. Faculty and students are appointed each year by the Dean of the College of Health Sciences or the HHS Program Director.

Student Advising

A critical component of the new program is student advising, particularly during the first two years. Each student in the HHS program will meet with an advisor at least twice a semester. This allows the advisors and students to stay in close communication regarding student satisfaction and academic

progress. Support services will be offered as needed for students who are experiencing any difficulty, and counseling regarding educational and career alternatives will be provided for students who wish to pursue another option because of changing interests or who are having academic difficulty. The procedure for addressing student academic difficulties is described above.

The CHS employs two advisors and will add advisors as full program implementation is realized. Student recruitment and student programming will be the responsibility of the advisors. Advising forms for the options and Four-Year Plans for Each Option are appended.

Admission to Graduate and Professional Programs

Not all students in the HHS degree program will pursue admission to a graduate or professional program. Although the nature of our advising and monitoring ensures timely intervention, students pursuing advanced degrees are not guaranteed admission. During orientation, students will be told that completion of the Bachelor of Science in Human Health Science does not guarantee acceptance into any professional or graduate program. Student advisors will reinforce this at several intervals during the four-year curriculum and this statement will be placed in the student handbook.

HHS Degree Curriculum

The HHS program is carefully constructed to include course content and instructional delivery methods particularly well-suited for developing a strong foundation in the competencies necessary for providing high quality healthcare. As noted previously, these competencies include, but are not limited to:

- Ethical behavior in provision of all healthcare activities and services
- Effective participation on interprofessional teams
- Provision of healthcare services that are culturally competent
- Effective oral and written communication and use of information technology
- Attention to patient safety and healthcare quality
- Leadership and advocacy for patients and important healthcare issues

Program graduates will leave with a comprehensive knowledge of healthcare and related issues and the initial competencies essential to a career in the healthcare industry. For those who seek admission to specialized clinical degree programs at the graduate or professional level, the program provides the necessary prerequisites in science, math, and social science while providing the necessary background in the human health sciences.

Development of the HHS curriculum was driven by several guiding principles that included: 1) best practices in healthcare education; 2) requirements and expectations of the CHS and of specific professional degree programs (dentistry, pharmacy, physician assistant, medicine, and physical therapy); and 3) university guidelines and requirements.

The HHS program offers a 120 credit hour baccalaureate degree. However, students may choose to extend their program in order to include all courses recommended as prerequisites for targeted graduate or professional programs. The following section provides general information about the curriculum. The Human Health Sciences Coursework Summary (pp. 22-23) offers a concise view of the courses for each option. Advising Forms and Four-Year Plans for each option provide additional detail and are appended.

UK mandates that degree programs have a core credit hour requirement that represents at least 50% of the total program (minus UK Core). The HHS degree meets this requirement; 120 credits are required for graduation with 33 credits coming from UK Core and a total of 87 credits from elsewhere. Consequently, the HHS program must offer at least 44 credits as part of its core. In the HHS, there are 25 credits of non-HHS core coursework and 30 credits of HHS major requirements for a total of 55 credits. Thus, the HHS exceeds the UK requirement for core credit hours.

The Course Summary Table (pp. 22-23) provides an overview of courses for the UK Core, prerequisites unique to each option, recommended prerequisite courses for each option, required non-HHS courses for the major, required HHS courses for the major, and HHS electives. They are briefly described below.

UK Core – 33 credits

The UK Core Program consists of ten courses which can be taken at any point in the student"s course of study. The required UK Core courses across all options are displayed in the Summary Table; students may select the remaining courses based on their own interests.

1. Intellectual Inquiry – (4 courses)
   This requirement involves one course from each of the areas listed. Students in the HHS program will take courses in the natural/physical/mathematical sciences and the social sciences as part of both the UK Core requirements and those needed for the HHS degree: CHE 105/111 and PSY 100, respectively. Students choose which Humanities and Creativity & the Arts course they wish to take to fulfill the UK Core requirements.

   Inquiry into:
   - Humanities
   - Natural/Physical/Mathematical Sciences: **CHE 105/111**
   - Social Sciences: **PSY 100**
   - Creativity & the Arts.

2. Composition and Communication – (2 courses)
   This requirement is seen as particularly valuable to our students. Understanding how to write and communicate effectively are necessary for the healthcare professions.
   - CIS 110 or WRD 110
   - CIS 111 or WRD 111

3. Quantitative Foundations – (2 courses)
   These courses are equally valuable to students in the healthcare industry as changes in the industry are driven in large part by research. Becoming a critical consumer of research is a necessary skill.
   - Quantitative Reasoning: **MA 137**
   - Statistical Inferential Reasoning

4. Citizenship – (2 courses)
   This requirement supports the cultural competency themes running throughout the HHS curriculum and also serves as a base for the study abroad program option.
   - Community, Culture and Citizenship in the U.S.
   - Global Dynamics

Prerequisites Unique to Each Option – 10 to 25 credits depending on the option
These courses are consistent with the prerequisite requirements for each option program (Dentistry, Physician Assistants, Pharmacy, and Physical Therapy). Students will be advised accordingly to ensure they have met the course requirements for their program of interest.

Prerequisite Courses Recommended But Not Required for Options – 0 – 26 credits
Three options - Dentistry, Pharmacy, and Physical Therapy - have courses that are recommended, but not required. Students will be encouraged to take these courses, although taking them will extend their program. However, students completing the prerequisite recommended courses are traditionally more competitive for admission to professional programs.

Required Core Courses – Non-HHS - 25 credits
The HHS degree requires a core of non-CHS prerequisite courses intended to support students‟ preparation in the sciences and better prepare them for healthcare careers or entry into professional degree programs.

Required Courses for HHS Major – 30 credits
The Core is comprised of ten courses totaling 30 credits. All HHS degree seeking students are required to complete these courses. Required courses provide students with comprehensive knowledge of healthcare and related issues and the initial competencies essential for a career in healthcare. Courses have a particular focus on interprofessional healthcare delivery, making the HHS degree unique from other undergraduate degree programs at UK that serve as a pathway into the healthcare graduate and professional programs.

Option Related Major Requirements – 2 – 3 credits
Two options, Dentistry, Physician Assistant Studies, require an additional major course. For Dentistry, the course is HHS 450 Introduction to Dentistry (3 credits). For Physician Assistant Studies, the course is HHS 451 Introduction to Medicine (2 credits). These courses will be taught by faculty in the respective disciplines.

Recommended HHS Electives
Two courses, HHS 101 Survey of Health Professions I (1 credit) and HHS 102 Survey of Health Professions II (1 credit) are recommended but not required. Freshmen and sophomores will be directed into these two courses. HHS 101 provides an overview of the health professions and HHS 102 includes a shadowing experience that includes an interprofessional education emphasis.

Several elective courses are available in the major, and students will be advised based on the option of interest and availability in their program of study.

General Electives
The University has many courses that add to the students‟ course of study. These are listed on the Course Summary for information purposes only, recognizing that some have prerequisite courses or require permission of the instructor for enrollment.

Communication Requirement in the Major
The communication requirement for the major required by UK will be met through HHS 453 Cultural Competence in Healthcare. The specific assignments associated with CRM can be found in the syllabus for HHS 453, as well as in the CRM Program Certification Application.

Program Assessment and Evaluation
Academic Advisory Council
The Academic Advisory Council will meet bi-annually to review the HHS degree program and make recommendations for changes or additions to HHS program procedures and content. Among topics to be discussed will be recruitment and admission strategies, student quality and preparation for admission to the graduate and professional programs, job placement for students who select the BS as their terminal degree or who apply but fail to gain entry to their program of choice, adequacy of student advising, student support, modifications in prerequisite courses based on graduate and professional program changes, and curriculum content.

The council is comprised of the HHS Director, Assistant Dean of Student Affairs, three faculty teaching in the CHS HHS, one faculty member from each of the five represented fields of study, two students, and two professionals who employ program graduates.

Periodic Assessment
Each academic program within the CHS participates in the required periodic program review process overseen by the UK Office of Planning and Institutional Effectiveness. The purpose of program review is to improve the quality and effectiveness of teaching and learning, research, public service and operations. It does so by systematically examining missions, goals, objectives, resources, activities, processes and outcomes of programs and services (Administrative Regulations 1:4).

CHS academic units expend significant effort to ensure that program reviews provide a comprehensive picture of the program including clear alignment of the program‟s mission and goals with the allocation of resources (monetary, facilities and personnel) and outlined policies and procedures; feedback from a variety of constituency groups; and multiple measures of educational quality and productivity.

Student Learning Outcomes
Each academic program participates in the yearly assessment of student learning outcomes. The Assessment Liaisons for each program work closely with the CHS Director of Assessment to collect and analyze information about student learning and to use the results to inform curricular changes. Many programs include the review of student learning outcomes data as part of their curriculum committee meetings, faculty retreats, and overall planning sessions as a way to better understand what students are learning, under what conditions and pedagogies they learn best, and how to improve the educational environment.

Five student learning outcomes have been identified for the HHS Sciences undergraduate degree program. The following curriculum map outlines in which required courses each learning outcome is addressed.

HHS Degree Student Learning Outcomes

Performance Criteria	HHS 241 - Health and Medical Care Delivery Systems	HHS 405- Epidemiology and Biostatistics	HHS 350 - Health Policy & Politics	HHS 353 - Ethics in Health Practice	HHS 354 - Health Law	HHS 356 - Seminar in Interprofessional Healthcare	HHS 453 - Cultural Competence in Healthcare	HHS 361 – Patient Quality and Safety
Students will exhibit cultural competence when approaching, treating and providing care to patients/clients, family members and caregivers.			**X**				**X**	
Students will differentiate between the current healthcare delivery systems in the U.S and critique the political, societal, and legislative policies that effect delivery of healthcare services.	**X**		**X**		**X**			**X**
Students will distinguish between multiple healthcare professions and evaluate resources across disciplines for educating patients/clients, families, and caregivers regarding their healthcare.		**X**				**X**		**X**
Students will exhibit professional and ethical behavior and decision making when working with other healthcare professionals.	**X**	**X**		**X**	**X**		**X**	
Students will evaluate the fundamental concepts of healthcare quality and safety as they relate to patient care and best practices.								**X**

Program Impact on the University

The HHS program will have a positive effect on healthcare colleges seeking applicants for their graduate and professional programs, especially dentistry, pharmacy, physician assistants, and physical therapy. These colleges will have the opportunity to increase the diversity of their student cohort by including HHS graduates with a comprehensive knowledge of healthcare issues and orientation toward interprofessional healthcare that is lacking in students from most other disciplines. HHS graduates will also be competitive applicants for other healthcare second-bachelor degree and graduate programs, such as gerontology, medical laboratory sciences, and communication sciences and disorders.

Second, the program will impact the non-healthcare colleges offering required and recommended courses necessary for program completion. The College of Arts and Sciences will be particularly affected by the 50-75 additional HHS students in each cohort. Since these students are part of a new program, the Teaching Innovation and Incentive Fund (TIIF) will provide funding which can be used to cover additional instructional costs.

Finally, it is expected that enrollments in the most popular degree programs for students seeking admission to graduate and professional healthcare programs will be affected. The estimated loss of students to these programs (biology, chemistry, nutrition, exercise sciences/kinesiology, and psychology) was calculated by first determining the percent of students admitted to UK dentistry, pharmacy, physician assistant, and physical therapy from these programs.

The table below displays the estimated number of undergraduate degrees for students in the target healthcare programs. These data were provided by the target programs.

Student Undergraduate Degrees

Program	# Total Admits	# Non-UK Grad	# UK Grad	% UK Grads	Degree Earned (Number of Students)						
					Biology	Chem/ Biochem	Kines/ Ex Sci	Nutrition	Psych	Ag Biotech	Other
Physician Assistant	60	42	18	30%	4.5***	1	4	3.5***	4	0	1
Physical Therapy	65	41	24	37%	6	0	12	3	2	0	1
Dentistry	58**	18	40	69%	28	3.5***	1.3***	0	1.3	0	6.0
Pharmacy*	73**	16	57	78%	19	14	0	7	1.5	0	15.5
	256	**117**	**139**	**54%**	**57.5**	**18.5**	**17.3**	**13.5**	**8.8**	**0**	**23.5**

* Of the 135 Pharmacy students admitted, 73 have at least a bachelor"s degree. Those admitted to Pharmacy without a degree are not included in this table.

**Specific degrees earned by dentistry and pharmacy majors are tracked overall, not by UK/ non-UK grad categories

***Some students indicated more than 1 major

In summary,

- Of the 256 students admitted to the 4 target programs, 139 (~54%) are UK graduates, and
- Of the 139 UK graduates –
    - 57.5 (41%) were biology majors
    - 18.5 (13%) were chemistry or biochemistry majors
    - 17.3 (12%) were kinesiology/exercise science majors
    - 13.5 (10%) were nutrition majors
    - 08.8 (6%) were psychology majors
    - 23.5 (17%) were „other" majors

(Note: rounded the nearest percent)

Each HHS cohort is expected to include up to 75 students. Of the 75 students, we estimate that 50 would choose to attend UK regardless of the availability of the HHS program. We also estimate that 25 would be attracted specifically to the HHS program and would not have chosen to attend UK had they not been admitted to the HHS. Based on this assumption, we need to determine the academic majors the 50 students interested in the graduate and professional healthcare programs who would have chosen UK had the HHS not been available.

Assuming that the distribution of HHS students would approximate that of students admitted to the target programs, we can estimate that the number of students likely to enroll in the HHS program rather than the popular majors listed on the table to be as follows:

- Of the 50 HHS students –
    - 21 (41%) - biology majors
    - 7 (13%) - chemistry or biochemistry majors

- 6 (12%) - kinesiology/exercise science majors
- 5 (10%) - nutrition majors
- 3 (6%) - psychology majors
- 8 (17%) - „other" majors

Based on these calculations, biology is likely to lose the greatest number of students at 21 per cohort. Chemistry/ biochemistry is predicted to lose about 7 students and kinesiology/ exercise science may lose about 6 students. About 5 students might enroll in the HHS instead of nutrition, followed by 3 students from psychology. Eight would be lost from „other" programs. Since biology is the largest undergraduate degree program at UK, enrolling about 1,400 undergraduate students, kinesiology/ exercise sciences enrolls more than 600 students, and psychology enrolls more than 950 students (UK IRPE data for 2010-11), the affect of the HHS program on student enrollment in other programs appears to be modest. It should be noted that loss of student credit hour production due to loss of students in the major will be offset in some programs by an increase in the numbers of students enrolled in the UK Core and other HHS prerequisite required and recommended courses.

Resources to Offer the Program

The HHS program will be phased-in over a four-year period beginning with the freshman cohort. Once established, the program will extend to the CERH in Hazard. The process involved in the incremental implementation of the program, including the financial and human resources required, have been carefully considered.

Faculty and Staff

HHS Faculty. An interim Director may be appointed during the first year of implementation depending on when the program is approved. It is expected that the Interim Director will be a member of the CHS Faculty appointed about .3 FTE to the HHS Program. By year two, the HHS Director will be employed with 1 FTE to the HHS Program for administration and teaching, with some responsibility for research and service. By year four, it is anticipated that a second faculty member will be hired for the HHS Program at 1FTE, with teaching, research, and service responsibilities.

CHS and other Faculty and Staff. Because this is an interprofessional degree, faculty from across the CHS will teach in the HHS program. The two full-time faculty in the CLM program will have a significant presence in the HHS program since several courses are required for both the HHS and the CLM programs. Faculty in physical therapy, physician assistant studies, communication sciences and disorders, nutrition, and professional staff in the Office of Student Affairs will offer courses or modules in the Required Courses for the HHS Major Core. Additionally, adjunct and joint faculty in other Colleges (e.g., Dentistry, Law, Public Health) will offer portions of the program. Finally we are in discussion with the College of Public Health and the CHS Rehabilitation Sciences Ph.D. program regarding the assignment of doctoral students to specific modules or courses in which these students have knowledge and expertise or to cover courses in the present disciplinary programs (PT, CSD, etc.) when faculty in those disciplines teach in the HHS.

The Implementation Table depicts the *minimum* instructional FTE required to offer the Option Related Major Requirements, Required HHS Courses for the Major, and selected HHS Recommended Electives during the first four years of the program. We will offer more courses each year as resources are available, and the remaining HHS elective courses will be offered based on student demand. Once the program is fully implemented, the FTE requirement will remain stable at Year Four levels.

Implementation Table

	Course	Credit Hours	Projected Program/College Providing Instruction	FTE (using .12/3 Cr Hr CHS Standard)
Year One				
Fall	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
Spring	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
			Total Year One FTE = .08	
Year Two				
Fall	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 241 Health & Medical Care Delivery Systems	3	HHS/CLM	.12
	HHS 353 Ethics in Healthcare	2	HHS/CLM	.08
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
Spring	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 350 Health Policy and Politics	3	HHS/CLM	.12
	HHS 354 Health Law	3	Adjunct/Joint	.12
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
			Total Year Two FTE: .64	
Year Three				
Fall	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 241 Health & Medical Care Delivery Systems	3	HHS/CLM	.12
	HHS 353 Ethics in Healthcare	2	HHS/CLM	.08
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 454 Research in Human Health Sciences	3	CSD	.12
	HHS 405 Epidemiology and Biostatistics	3	HHS/CLM	.12
	HHS 356 Seminar in Interprofessional Healthcare 1	1	PT	.04
	HHS 450 Introduction to Dentistry	3	Dentistry	.12
	HHS 451 Introduction to Medicine	2	Medicine/PAS	.08
Spring	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 354 Health Law	3	Adjunct/Joint	.12
	HHS 350 Health Policy and Politics	3	HHS/CLM	.12
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 453 Cultural Competence in Healthcare	3	CHS Staff	.12
	HHS 356 Seminar in Interprofessional Healthcare 2	1	PT	.04
			Total Year Three FTE: 1.28* *Dentistry to provide .12 of total	

Year Four				
Fall	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
	HHS 241 Health & Medical Care Delivery Systems	3	HHS/CLM	.12
	HHS 353 Ethics in Healthcare	2	HHS/CLM	.08
	HHS 454 Research in Human Health Sciences	3	CSD	.12
	HHS 405 Epidemiology and Biostatistics	3	HHS/CLM	.12
	HHS 356 Seminar in Interprofessional Healthcare 1	1	PT	.04
	HHS 356 Seminar in Interprofessional Healthcare 3	1	PT	.04
	HHS 361 Healthcare Quality & Patient Safety	3	PAS	.12
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 450 Introduction to Dentistry	3	Dentistry	.12
	HHS 451 Introduction to Medicine	2	Medicine/PAS	.08
Spring	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 354 Health Law	3	Adjunct/Joint	.12
	HHS 350 Health Policy and Politics	3	HHS/CLM	.12
	HHS 453 Cultural Competence in Healthcare	3	HHS Staff	.12
	HHS 356 Seminar in Interprofessional Healthcare 2	1	PT	.04
	HHS 356 Seminar in Interprofessional Healthcare 4	1	PT	.04
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 443 Health Information Management	3	HHS	.12
			Total Year Four FTE: 1.56 ***Anticipated Teaching Distribution for required courses:*** CLM/HHS .52 FTE (3 3-cr hr; 1 2-cr hr;2 1-cr hr courses) HHS only .12 FTE (1 3-cr hr course) CSD .12 FTE (1 3-cr hr course) PT .16 FTE (4 1-cr hr courses) PAS .12 FTE (1 3-cr hr course) CNU .08 FTE (2 1-cr hr courses) CHS staff .12 FTE (1 3-cr hr course) Med/Den/Othert .32 FTE (2 3-cr hr; 1 2-cr hr courses)	

Funding Support

Through the years, the CHS has made strategic decisions regarding support of its academic programs. These decisions have resulted in a realignment of resources for faculty and programs. The cost savings resulting from these decisions provide funds that will be reallocated to support the hiring of the HHS Director and one full-time student advisor. (During year one of the implementation, an interirm HHS Director will be employed at .3 FTE while the search for a full time Director is underway). Funds to support part-time instruction will be provided through internal reallocation.

Full time faculty lines will be added using funding from the Teaching Innovation and Incentive Funding Program (TIIF). The Incentive Fund program provides for tuition return to the academic units at $120/Student Credit Hour (SCH). With a modest enrollment of 50 students per required class, we expect

that sufficient TIIF funds will be available during year three to employ another HHS faculty member. The TIIF funds become recurring after two years provided the program generating the funds demonstrates stability.

Creative strategies can be used to assist with costs involved in offering HHS elective courses, including scheduling selected courses during summer school and wintersession. A portion of the tuition dollars earned for summer school and winter session is returned to the academic unit. Courses offered through distance learning may also result in additional funds for the CHS. The formulas used to offset costs associated with course delivery will provide the CHS with additional revenue to pay part-time instructors and faculty during their off-contract month(s) to teach these courses.

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Questions and Answers about the HHS Degree Program

The following is an update of talking points that were provided to CHS faculty and staff in response to questions and comments posed by faculty and administrators in other colleges about aspects of the HHS degree program proposal.

Concern 1. ***UK already has several degree programs that serve as pathways for students to enter the health professions graduate and professional programs. This program is redundant.***

This program will provide an alternative route for students seeking careers in the health professions. Graduates from the HHS degree program will leave with a comprehensive knowledge of healthcare and related issues and the initial competencies crucial for a successful career in healthcare. For those who seek admission to specialized clinical degree programs at the graduate or professional level, the program will provide the needed prerequisites in the sciences, mathematics, and social sciences for professional study while establishing the necessary background in the human health sciences. The content is unique and not redundant.

Concern 2. ***The program affect enrollment by pulling good students away from existing programs. The program admits students as freshmen; other programs may not admit students until the Junior year. You will enroll the students in your program before others have a chance to enroll them.***

This program is designed to enroll a total of 50-75 students each year. Students entering graduate/professional healthcare programs come from a variety of disciplines, and many come from other institutions. Based on an examination of the demographics for students entering the health professions graduate and professional programs at UK, we anticipate that the HHS program will have a modest impact on other program student enrollment, particularly for programs that enroll large numbers of students. We expect to attract students who are uniquely interested in a program that focuses on interprofessional healthcare; many students will continue to select the more traditional routes, such as nutrition, biology, psychology, and kinesiology.

The HHS is a selective enrollment program that gives priority to students with high ACT scores and high GPAs. The courses in the degree program involve a number of experiential small-group and hands-on activities. Due to the selective enrollment, nature of the courses, and existing commitment of faculty to their disciplinary programs (e.g., CSD, CNU, CLM, MLS, PT, PA, etc.), our student numbers are expected to remain stable at 50-75. When fully operational, the total number of students in all 4 years of the program will be approximately 300.

Concern 3. T***he program will siphon resources that could otherwise go to existing programs that need the resources.***

The new HHS program will require a modest investment of resources. The CHS proposes to employ an HHS Program Director and an additional HHS faculty member to support the program along with an additional student advisor. The CHS will fund these positions through internal reallocation and TIIF funding. It should be noted that several faculty and professional staff have already agreed to teach courses that are in their areas of expertise. Costs associated with changes in course assignments (part-time faculty, Gas, etc.) will be addressed internally.

Concern 4. ***When given the choice between the HHS and undergraduate programs outside the CHS, students will select the HHS program because they believe that graduating from a program in the CHS will give them an advantage. This is unfair to programs outside the CHS.***

As part of our advising process, students will be informed of all their options, including those outside the CHS. The HHS will prepare students for careers in programs outside the CHS (dentistry, pharmacy) as well as programs within the CHS (PT and PA). It is possible that some students, particularly those in PA and PT, may see an advantage to obtaining their undergraduate degree in a program in the CHS, but others will not.

Concern 5. ***Graduates from the HHS Program who are unsuccessful in gaining entry to graduate/professional programs will not be able to obtain employment. The HHS degree is not marketable.***

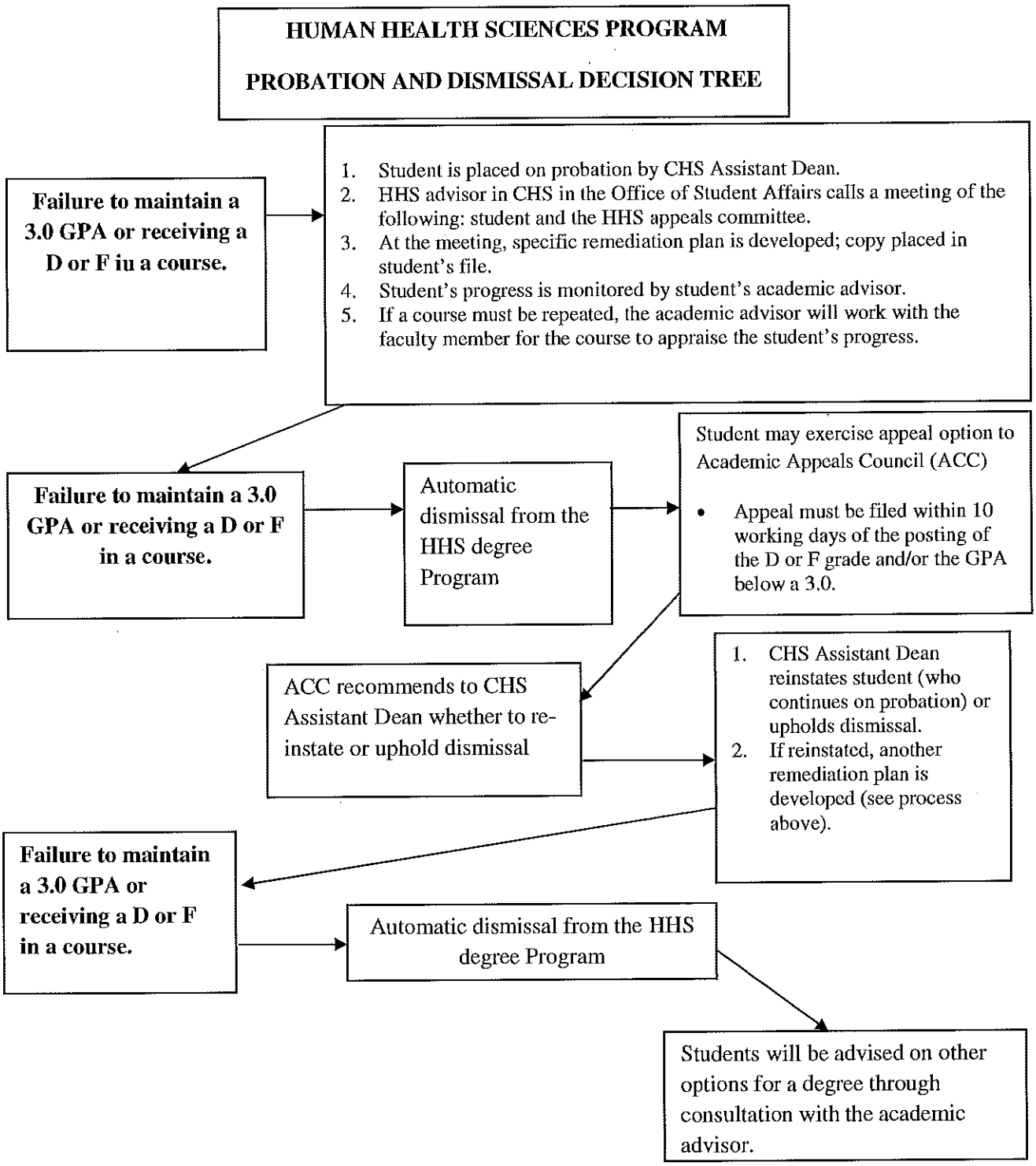
Students who do not gain entry to a graduate or professional program will earn an undergraduate degree related to their interest in healthcare. Their academic preparation and experiences will make them competitive for employment in various health-related fields. Examples include: mid-level management and supervisory positions, medical or pharmaceutical sales, health insurance, health navigators or other community health roles, healthcare data management, etc. The degree may also serve as a jumping off point for a second bachelor's degree or a graduate degree in another health-related field, such as public health or medical laboratory sciences. The HHS degree will be appealing for some students who prefer a degree related to their area of interest (healthcare) over a degree that serves only as a pathway to a graduate or professional program, but does not prepare them for a career in healthcare.

Human Health Sciences Course Summary

Human Health Sciences Coursework				
UK Core	33 Total Credit Hours **PSY 100**: Into to Psychology (4) **MA 137**: Calculus I with Life Science Applications (4) **CHE 105 & 111**: General Chem I (3) & Lab (1) **Comp and Com I & II** All other courses can be chosen at the students discretion within the UK Core curriculum			
Required Core Courses (Non-HHS) Total Hours (25)	**CHE 107/113**: General Chem II (3) and Lab (2) **BIO 148, BIO 152, BIO 155**: Introductory Biology (3), Principles of Biology II (3), Lab for Intro Biology (1) **CLA 131**: Medical Terminology from Greek and Latin (3) **PHY 211, PHY 213**: General Physics I & II (5 hours each; 10 total)			
Required Courses for HHS Major Total Core Hours (30)	HHS 241 Health & Medical Care Delivery Systems (3) HHS 350 Heath Policy & Politics (3) HHS 353 Ethics in Healthcare (2) HHS 354 Health Law (3) HHS 356 Seminar in Interprofessional Healthcare (1, must enroll for 4 credits) HHS 361 Healthcare Quality and Patient Safety (3) HHS 405 Epidemiology & Biostatistics (3) HHS 443 Health Information Management (3) HHS 453 Cultural Competence in Healthcare (3) HHS 454 Research in Human Health Science (3)			
HHS Recommended Electives	HHS 101 Survey of Health Professions I (1) HHS 102 Survey of Health Professions II (Shadowing Experience) (1) HHS 362 Interdisciplinary Health Advocacy (1, repeatable up to 4 credits) HHS 395 Independent Study (1-3) HHS 455 Research Experience in Human Health Sciences (1-3) HHS 470 International Experience in Health Sciences (1-6) HHS 480 Seminar in Human Health Sciences (1-3)			
Options	Dentistry	Physician Assistant	Pharmacy	Physical Therapy
Option Related Major Requirements	HHS 450 Introduction to Dentistry (3)	HHS 451 Introduction to Medicine (2)	None Required	
Required Pre-requisites by Option	Dentistry-18 Hours **BIO 208/209 (or 308/209)**: Principles of Microbiology (3) or General Microbiology (3) with Lab (2) **BCH 401G**: Fundamentals of Biochemistry (3) **CHE 230/231** Organic Chemistry I (3) with lab (2) **CHE 232/233** Organic Chemistry II (3) with lab (2)	PA – 25 Hours **STA 291**: Statistical Methods (3) **CHE 230/231** Organic Chemistry I (3) with lab (2) **BIO 208/209 (or 308/209)**: Principles of Microbiology (3) or General Microbiology (3) with Lab (2) **ANA 209**: Principles of Human Anatomy (3) **PGY 206**: Elementary Physiology (3) **PSY 223**: Developmental Psychology (3) **BCH 401G**: Fundamentals of Biochemistry (3)	Pharmacy- 24 Hours **ANA 209**: Principles of Human Anatomy (3) **BIO 208/209 (or 308/209)**: Principles of Microbiology (3) or General Microbiology (3) with Lab (2) **CHE 230/231**: Organic Chemistry I (3) with lab (2) **CHE 232/233**: Organic Chemistry II (3) with lab (2) **ECO 201**: Principles of Economics I (3) **STA 291**: Statistical Methods (3)	Physical Therapy – 10 Hours **BIO 304**: Principles of Genetics (4) **PSY 223**: Developmental Psychology (3) **STA 291**: Statistical Methods (3)

Pre-requisites Recommended (but not required) for Each Option	Total hours- 26 **ANA 209**: Principles of Human Anatomy (3) **BIO 542:** Histology (5) **PGY 206**: Elementary Physiology (3) **BIO 304**: Principles of Genetics (4) **BIO 315:** Cell Biology (4) **BIO 494G:** Immunobiology (3)	None Recommended	Total hours-10 **PGY 206**: Elementary Physiology (3) **BCH 401G**: Fundamentals of Biochemistry (3) **BIO 304**: Principles of Genetics (4)	Total Hours-3 **ANA 209**: Principles of Human Anatomy (3)
Non-HHS Sample Electives				
Sample Electives	**Public Health courses that also satisfy UK Core** *UKC 131 Disease Detectives: Public Health through Popular Film (3)* *CPH 201: Introduction to Public Health (3)* **Other** BIO 304 Principles of Genetics (4) CD 220 Sign Language I (3)* CD 230 Sign Language II (3)* CLM 351 Health Services Administration (3)* CLM 355 Financial Management of Health Care Institutions (3)* CLM 444 Leadership & Human Resource Management (3)* CLM 445 Quality & Productivity Improvement & Evaluation (3)* CLM 452 Community & Institutional Planning for Health Services Delivery (3)* CNU 500 Integrative Care (1-3)* (AT, CD, HS, PAS 500) CNU 502 Obesity: Cell to Community (2)* CSC 528 Lab Procedures (2)* KHP 420G Physiology of Exercise (3) MLS 460 Clinical Hematology (3)* MLS 461 Clinical Microbiology (3)* MLS 462 Clinical Chemistry (3)* MLS 463 Immunohematology (3)* NFS 311 Nutritional Biochemistry (3) SPA 151 Spanish for Health Professionals (3) * denotes courses in other College of Health Sciences disciplines			
TOTAL Credits	**120 Credits. See individual 4-year plans for total credits per options. Depending on the option, some students will be advised to take additional courses that will exceed the 120 credit hours required for the degree.**			

Student Probation and Release Policy



BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES
Proposed Course Descriptions for Minor Course Changes

HHS/HSE 101 SURVEY OF HEALTH PROFESSIONS I (1)
An introduction to the health sciences professions including an exploration of health sciences careers.

HHS/CLM/HSM 241 HEALTH AND MEDICAL CARE DELIVERY SYSTEMS (3)
Review of the wellness-illness spectrum and the societal response in terms of health services. Topics to be covered include the nature and functions of health services agencies and professionals, and the impact of social, political, economic, regulatory, and technological forces. Also includes a discussion of major health problems and related healthcare programs.

HHS/CLM 350 HEALTH POLICY AND POLITICS (3)
This course will address the development of past and current U.S. health policies within the context of historical, economic, cultural, and political environments. The political process and the roles and responsibilities of the executive, legislative, and judicial branches of government will be examined. The power and influence that politics, money, the media, and special interest groups have had, and continue to have, upon the development of national and state health policies will be discussed and analyzed. Prereq: Student in CLM or HHS program or permission of instructor.

HHS/CLM/HSM 354 HEALTH LAW (3)
Introduction to concepts of administrative and tort law applicable to healthcare settings. Topics to be considered include governance, patient rights, informed consent, medical/moral problems, malpractice, tax laws, contracts, labor law, regulation and institutional liability. Prereq: Admission to CLM or HHS program or permission of instructor.

HHS/ CLM 405 EPIDEMIOLOGY AND BIOSTATISTICS (3)
This course will provide a foundation in the principles and methods of the epidemiological investigation of disease with special emphasis on the distribution and dynamic behavior of disease in a population. Etiologic factors, modes of transmission and pathogenesis will be examined. Topics to be covered include epidemics and the spread of infectious disease, epidemiological aspects of non-infectious disease; rates of morbidity and mortality, sensitivity, specificity, and predictive values' strategies used in epidemiological studies to include measures of disease effect, validity, reliability; sampling methods and computer-based biostatistical analysis that emphasize the generalized linear mode and forms of SEM as appropriate for an upper division undergraduate course. Prereq: Admission to CLM of HHS program or consent of instructor.

NOTE: Forms Submitted Separately.

BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES
Proposed Course Descriptions for New Courses and Major Course Changes

HHS 102 SURVEY OF HEALTH PROFESSIONS II: SHADOWING EXPERIENCE (1)
This course provides students with opportunities to explore the health sciences professions. It assists students in developing beginning observation, recording, and reporting skills appropriate to the professions selected for their on-the-job shadowing experiences.

HHS/CLM 353 ETHICS IN HEALTHCARE (2)
The course will include a study of moral reasoning and ethical theories in medical ethics. Ethical issues arising in the practice of healthcare delivery will be examined. Codes of ethics and the health professional's obligations to patients, colleagues, employing institutions and the community will be considered, and relevant case studies will be analyzed.

HHS 356 SEMINAR IN INTERPROFESSIONAL HEALTHCARE (1)
A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities. Topics will include an exploration of individual perceptions and experiences of health, wellness, and quality of life throughout the lifespan and resources available to achieve health. A minimum of 3 hours of seminar is required, and at least 1 seminar must be taken in the final year of the program. Prereq: Admission to the HHS Program of consent of instructor.

HHS 361 HEALTHCARE QUALITY & PATIENT SAFETY (3)
This course provides students an opportunity to study how healthcare quality and patient safety has changed over the last 10 years, how human error and 'high-reliability organizations' (e.g., hospitals) interact, how changes to our healthcare system have affected care, and how quality/safety/improvement theories from other industries are impacting healthcare. Prereq: Admission to the HHS Program of consent of instructor.

HHS 362 INTERDISCIPLINARY HEALTH ADVOCACY (1)
The course will provide experiences as a health navigator for students in the health sciences. Students will work with patients who are seeking advice about the availability of health resources, health services, and health information. Students will be trained in skills needed to become effective health navigators, will work with communities to develop and maintain a health resources data base, an will serve as motivational coaches to patients to attain health lifestyles. Prereq: Admission to HHS Program of consent of instructor.

HHS 395 INDEPENDENT STUDY (1-3)
Independent study for undergraduate students with an interest in a specific problem, topic, or issue in human health sciences. Prereq: Admission to HHS Program of consent of instructor.

HHS 443 HEALTH INFORMATION MANAGEMENT (3)
This course provides students with an opportunity to understand and address the challenges associated with healthcare change and improvement intended by the Recovery Act of 2009. Students will focus on clinician and clinical leader roles in the implementation of an Electronic Medical Record. The course

includes material relating to Personal Health Record (PHR) models, architectures, market forces, and law. Students will understand the advantages for using the electronic medical record and mechanisms for planning successful implementation. Prereq: Admission to HHS Program or consent of instructor.

HHS 450 INTRODUCTION TO DENTISTRY (3)
This course is an introduction to the profession of dentistry and provides a brief overview of some pre-clinical dental courses that are taught in the first two years of dental school. The student will be familiarized with basic dental terminology, current issues in dentistry, and the latest techniques and technology used in clinical settings. The student will have the opportunity to develop manual dexterity and learn basic clinical etiquette and safety procedures. This course serves as a foundation for students interesting in pursuing a career in dentistry or for those who want to enhance their knowledge of oral health prior to entering any health field. Prereq: Admission to HHS Program or consent of instructor. Two semesters of biology with Lab and Human Anatomy recommended, but not required.

HHS 451 INTRODUCTION TO MEDICINE (2)
The course will provide students with the skills to complete patient interviews and take the medical history. A limited number of physical examination maneuvers will be discussed; the focus will be on gaining an understanding of why a complete and accurate medical history and physical examination are key to quality medical practice. The course will cover the scope of practice and ethical codes for physicians and physician assistants. Prereq: Admission to HHS Program or consent of instructor.

HHS 453 CULTURAL COMPETENCE IN HEALTHCARE (3)
This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate healthcare will be reviewed. Prereq: Admission to HHS Program of consent of instructor

HHS 454 RESEARCH IN HUMAN HEALTH SCIENCES (3)
An introduction to basic methods for undertaking research on issues related to health, healthcare, and within health services organizations and systems. Students will become critical consumers of research by learning how to evaluate and apply the results of health research conducted by others. The course will also assist those who will be carrying out clinical research or program evaluation within health delivery systems. Prereq: Admission to HHS Program of consent of instructor

HHS 455 RESEARCH EXPERIENCES HEALTH SCIENCES (1-3)
Students complete a mentored, self-directed research experience. Students work with faculty to develop an experience of mutual scientific interest. The nature of the experience and the subsequent activities and expected outcomes are defined and outlined in the research contract between the student and mentor. Prereq: Consent of instructor

HHS 470 INTERNATIONAL EXPERIENCE IN HUMAN HEALTH SCIENCES (1-6)
This course provides students with opportunities to explore international issues in healthcare through study and international travel. Course content and organization will depend on the topic to be studied and credit hours. Prereq: Admission to the HHS Program or consent of instructor.

HHS/CLM 480 SEMINAR IN HUMAN HEALTH SCIENCES (1-3)
Study and analysis of current and topical problems and issues regarding the roles, trends and research for healthcare professionals. May be repeated to a maximum of 6 credits. Prereq: Admission to CLM or HHS Program or consent of instructor.

BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES
Course Descriptions for Sample Outside Electives

BIO 304 PRINCIPLES OF GENETICS (4)
A study of the physical and chemical aspects of the genetic material and their relationship to the expression and inheritance of the phenotype. Lecture, three hours; recitation, two hours per week. Prereq: BIO 150, BIO 152, and BIO 315.

CD 220 SIGN LANGUAGE I (3)
An introductory course in American Sign Language (ASL), the native language of the Deaf community in America. This course lays a foundation for effective, respectful participation in a culturally and linguistically diverse society. The course will employ an immersion approach to develop basic skills in conversational ASL and fingerspelling, as well as an appreciation of the basic grammatical principles of ASL, the historical and cultural background of the language, linguistic and ethical principles related to use of ASL and the role of Deaf culture in society. Prereq: CODI or HHS majors or permission of the instructor.

CD 230 SIGN LANGUAGE II (3)
An intermediate level course in American Sign Language (ASL), the native language of the Deaf community in America. This course will use and immersion approach to develop skills in conversational ASL and fingerspelling, as well as an appreciation of the grammatical principles of ASL, the historical and cultural background of the language, linguistic and ethical principles related to use of ASL, appropriate use of interpreters, and the role of the Deaf culture in society. Prereq: Successful completion of CD 220 (ASL I) or permission of the instructor.

CLM 351 HEALTH SERVICES ADMINISTRATION (3)
Theories and practices of administration in healthcare institutions with special emphases on organizational behavior and analyses of various administrative processes and techniques. Prereq: Professional program status (which includes an earned Associate Degree in a healthcare discipline and one year of post-degree work in a healthcare setting) or consent of instructor. (Same as HSM 351.)

CLM 355 FINANCIAL MANAGEMENT OF HEALTHCARE INSTITUTIONS (3)
A review of financial management practices in healthcare institutions. Course will analyze regulatory and third party reimbursement for financial management, financial management practices, impact of financing mechanisms and practices on health services decision making. Prereq: Professional program status (which includes an earned Associate Degree in a healthcare discipline and one year of postdegree work in a healthcare setting) or consent of instructor. (Same as HSM 355.)

CLM 444 LEADERSHIP AND HUMAN RESOURCE MANAGEMENT (3)
This course focuses on clinical leadership and managerial roles and responsibilities, with particular emphasis on organizational design, theory, and behavior. Human resource management, team leadership, and strategies for promoting employee motivation, loyalty, and productivity will be discussed. Other topics to be discussed include writing a business plan, financial and budgetary

considerations, public relations, and quality and productivity. Laboratory compliance, government regulations, and accreditation will also be covered. Prereq: Admission to the CLM Program or consent of instructor.

CLM 445 QUALITY AND PRODUCTIVITY IMPROVEMENT AND EVALUATION (3)
A core program course that focuses on leadership and management knowledge, skills, and practices that promote clinical quality, efficiency, and productivity. Methods to measure, monitor, and evaluate quality and productivity will be discussed. Prereq: Admission to the CLM Program or consent of instructor.

CLM 452 COMMUNITY AND INSTITUTIONAL PLANNING FOR HEALTH SERVICES DELIVERY (3)
Theoretical foundations for health planning. History of health planning and regulation. Specific attention will be given to integration of institutional planning with community health planning. Prereq: Professional program status (which includes an earned Associate Degree in a healthcare discipline and one year of post-degree work in a healthcare setting) or consent of instructor. (Same as HSM 452.)

CNU 500 INTEGRATIVE CARE FOR HEALTH SCIENCES (1-3)
Integrative care involves using the best possible treatments from both complementary/alternative and allopathic medicine, based on the patient's individual needs and condition. The selection of healthcare providers should be based on good science and this course will introduce students to complementary and alternative healthcare providers and the practices and beliefs of these practices as well as the scientific evidence in support of these practices. The course integrates successes from both worlds and describe the safest, least invasive, most cost-effective approach while incorporating a holistic understanding of the individual. May be repeated to a maximum of 3 credits (1 credit didactic and up to two credits experiential/research). (Same as AT 500, HS 500, CLS 500, CD 500, PAS 500.)

CNU 502 OBESITY C2C: CELL TO COMMUNITY (Subtitle required) (2)
This course will provide an overview of the obesity epidemic from an applied clinical as well as public health perspective. Topics to be covered include etiology, pathophysiology, evaluation, treatment, management, and prevention of obesity throughout the lifecycle.

CSC 528 LABORATORY TECHNIQUES FOR CLINICAL SCIENCES STUDENTS (2)
Basic clinical laboratory principles and techniques; includes laboratory safety, sterilization procedures, pipetting, microscopy, routine culture and staining procedures, chamber counts, laboratory math calculations and statistics. Consent of instructor required for non-CS or non-CLS students.

KHP 420G PHYSIOLOGY OF EXERCISE (3)
An in-depth study of the immediate and long-term effects of exercise on the human organism. Lecture, two hours; laboratory, two hours. Prereq: ANA 209, PGY 206 or equivalent. Junior, senior or graduate standing.

MLS 460 CLINICAL HEMATOLOGY (3)
This course is a study of the formed elements of the blood including the practice of routine and specialized test procedures. Anemias, leukemias and non-malignant disorders are discussed and emphasis is placed on the correlation of hematology test results with these diseases and disorders. Prereq: Admission to MLS program or consent of instructor.

MLS 461 CLINICAL MICROBIOLOGY (3)
The study of medically significant microbiology, including normal flora and pathogens. Lectures also cover microbial physiology, interactions between host and pathogenic microorganisms and the clinical and epidemiological consequences of these interactions. Clinical bacteriology knowledge will be applied through case studies. Prereq: Admission to MLS program or consent of instructor.

MLS 462 CLINICAL CHEMISTRY (3)
This course focuses on the study of the theory and practice of routine and specialized clinical chemistry laboratory testing. This will include discussion of quality assurance issues and instrumentation principles, problem-solving scenarios, and an emphasis on accuracy and confidentially of potential laboratory findings. Prereq: Admission to MLS Program or consent of the instructor.

MLS 463 IMMUNOHEMATOLOGY (3)
This course consists of the primary principles and practices of blood banking which include blood group systems, antibody detection and identification, compatibility testing, quality control requirements, instrumentation, blood transfusion, donor selection and component preparation. In addition, the course will focus on advanced immunohematology topics including transfusion therapy, apheresis, and component therapy, hemolytic diseases, histocompatibiltiy (HLA) testing and federal regulation of bloodbanking. Prereq: Admission to MLS Program or consent of the instructor.

NFS 311 NUTRITIONAL BIOCHEMISTRY (3)
An introductory study of the biochemical basis of nutrition-the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes. Prereq: CHE 236; PGY 206 must be taken concurrently or prior to NFS 311.

SPA 151 SPANISH FOR HEALTH PROFESSIONALS (3)
The course will teach Spanish terminology and basic grammar related to medical patients, including vocabulary for diagnosis and treatment. Prereq: Prior college or high school Spanish or other experience with the Spanish language roughly equivalent to one semester of college study.

HHS Advising Sample Forms for Each Option

Pre-Dental
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant

University of Kentucky
College of Health Sciences Course Requirement Checklist
Pre-Dental Students

Name_____ **Major:** _____ **SID:** _____

UK Core Program				
I. Intellectual Inquiry				
Course	**Credits**	**Semester Taken**	**Grade**	**Notes**
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences – PSY 100 Into to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I and lab	4			
II. Composition & Communication				
Composition & Communication I	3			
Composition & Communication II	3			
III. Quantitative Reasoning				
Quantitative Foundations – MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
IV. Community, Culture & Citizenship in the USA				
US Citizenship	3			
Global Dynamics	3			
TOTAL UK CORE CREDITS	**33**			
Required Core Courses – Non HHS				
Course	**Credits**	**Semester Taken**	**Grade**	
General Chemistry II & Lab CHE 107 & 113	5			
Introductory Biology BIO 148	3			
Principles of Biology II & Lab BIO 152 & BIO 155	4			
General Physics I PHY 211	5			
General Physics II PHY 213	5			
Medical Terminology CLA 131	3			
Total HHS Prerequisites	**25**			
Prerequisites Unique to Dental Option				
Organic Chemistry I and lab CHE 230 & 231	5			
Organic Chemistry II and lab CHE 232 & 233	5			
Microbiology and lab BIO 208 & 209 (or 308 & 209)	5			
Fundamentals of Biochemistry BCH 401G	3			
Total Dental School Prerequisites	**I8**			

TOTAL PREREQUISITE CREDITS		43		
Required Courses for HHS Core				
Course		**Credits**	**Semester Taken**	**Grade**
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
Option Related Major Requirements				
HHS 450	Introduction to Dentistry	3		
TOTAL HHS CORE CREDITS		33		
Human Health Sciences Major Electives & Non HHS Coursework Electives				
Course		**Credits**	**Semester Taken**	**Grade**
Major Electives				
HHS 101 Survey of Health Professions I (recommended for all majors)		1		
HHS 102 Survey of Health Professions II (recommended for all majors)		1		
HHS 362 Interdisciplinary Health Advocacy		1 (repeatable up to 4)		
HHS 455 Research Experience in Human Health Sciences		1-3		
HHS 480 Seminar in Human Health Sciences		1-3		
HHS 470 International Experience in Health Sciences		1-6		
CLM 351 Health Services Administration		3		
CLM 355 Financial Management of Health Care Institutions		3		
HHS 395 Independent Study		1-3		
Non-HHS Coursework/Electives				
BIO 304 Principles of Genetics		4		
CD 220 Sign Language I		3		
CD 230 Sign Language II		3		
CLM 351 Health Services Administration		3		
CLM 355 Financial Management of Health Care Institutions		3		
CLM 444 Leadership & Human Resource Management		3		
CLM 445 Quality & Productivity Improvement & Evaluation		3		
CLM 452 Community & Institutional Planning for Health Services Delivery		3		
CNU 500 Integrative Care (AT, CD, HS, PAS 500)		1-3		
CNU 502 Obesity: Cell to Community		2		
CSC 528 Lab Procedures		2		
KHP 420G Physiology of Exercise		3		
MLS 460 Clinical Hematology		3		
MLS 461 Clinical Microbiology		3		
MLS 462 Clinical Chemistry		3		
MLS 463Immunohematology		3		
NFS 311 Nutritional Biochemistry		3		
SPA 151 Spanish for Health Professionals		3		
Pre-Dental Recommended Electives				
Course		**Credits**	**Semester**	**Grade**

		Taken	
ANA 209 Principles of Human Anatomy	**3**		
BIO 542 Histology	**5**		
BIO 315 Cell Biology	**4**		
BIO 615 Molecular Biology	**3**		
BIO 494G Immunobiology	**3**		
PGY 206 Elementary Physiology	**3**		
BIO 304 Principles of Genetics	**4**		
UK 101 Academic Orientation	**1**		

Credit Summary

33	UK Core	___	Pre-Dental Electives (9 credit hours)
43	Pre-requisites	___	**Total**
33	Core		
2	Major Electives	**120**	

University of Kentucky
College of Health Sciences Course Requirement Checklist
Pre-Pharmacy Students

Name_____ **Major:** _____ **SID:** _____

UK CORE Program				
I. Intellectual Inquiry				
Course	**Credits**	**Semester Taken**	**Grade**	**Notes**
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences – PSY 100 Intro to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I & lab	4			
II. Composition & Communication				
Composition & Communication I	3			
Composition & Communication II	3			
III. Quantitative Reasoning				
Quantitative Foundations – MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
IV. Community, Culture & Citizenship in the USA				
US Citizenship	3			
Global Dynamics	3			
TOTAL UK CORE CREDITS	**33**			

Required Core Courses Non HHS			
Course	**Credits**	**Semester Taken**	**Grade**
General Chemistry II & Lab CHE 107 & 113	5		
Introductory Biology BIO 148	3		
Principles Biology II & Lab BIO 152 & BIO 155	4		
General Physics I PHY 211	5		
General Physics II PHY 213	5		
Medical Terminology CLA 131	3		
Total HHS Prerequisites	25		
Prerequisites Unique to Pharmacy	**Option**		
Organic Chemistry I and lab CHE 230 & 231	5		
Organic Chemistry II and lab CHE 232 & 233	5		
Principles Microbiology and lab BIO 208 & 209 (or 308 & 209)	5		
Principles of Economics ECO 201	3		
Principles of Human Anatomy ANA 209	3		
Statistical Methods STA 291	3		
Total Pharmacy School Prerequisites	24		

TOTAL PREREQUISITE CREDITS		49		
Required Courses for HHS Core				
Course		**Credits**	**Semester Taken**	**Grade**
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
TOTAL HHS CORE CREDITS		**30**		
Human Health Sciences Major Electives & Non HHS Coursework Electives				
Course		**Credits**	**Semester Taken**	**Grade**
Major Electives				
HHS 101 Survey of Health Professions I (recommended for all majors)		1		
HHS 102 Survey of Health Professions II (recommended for all majors)		1		
HHS 362 Interdisciplinary Health Advocacy		1 (repeatable up to 4)		
HHS 395 Independent Study		1-3		
HHS 455 Research Experience in Human Health Sciences		1-3		
HHS 480 Seminar in Human Health Sciences		1-3		
HHS 470 International Experience in Health Science		1-6		
Non-HHS Coursework/Electives				
BIO 304 Principles of Genetics		4		
CD 220 Sign Language I		3		
CD 230 Sign Language II		3		
CLM 351 Health Services Administration		3		
CLM 355 Financial Management of Health Care Institutions		3		
CLM 444 Leadership & Human Resource Management		3		
CLM 445 Quality & Productivity Improvement & Evaluation		3		
CLM 452 Community & Institutional Planning for Health Services Delivery		3		
CNU 500 Integrative Care (AT, CD, HS, PAS 500)		1-3		
CNU 502 Obesity: Cell to Community		2		
CSC 528 Lab Procedures		2		
KHP 420G Physiology of Exercise		3		
MLS 460 Clinical Hematology		3		
MLS 461 Clinical Microbiology		3		
MLS 462 Clinical Chemistry		3		
MLS 463Immunohematology		3		
NFS 311 Nutritional Biochemistry		3		
SPA 151 Spanish for Health Professionals		3		
Pre-Pharmacy Recommended Electives				
Course		**Credits**	**Semester Taken**	**Grade**
BCH 401G Fundamentals of Biochemistry		3		
BIO 304 Principles of Genetics		4		
PGY 206 Elementary Physiology		3		
UK 101 Academic Orientation		1		

Credit Summary

33	UK Core		Outside Recommended Electives (6 credits)
49	Pre-requisites		
30	Core		**Total**
2	Major Electives	**120**	

University of Kentucky
College of Health Sciences Course Requirement Checklist
Pre-Physical Therapy Students

Name_____ **Major:** _____ **SID:** _____

UK CORE Program				
I. Intellectual Inquiry				
Course	**Credits**	**Semester Taken**	**Grade**	**Notes**
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences – PSY 100 Intro to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I & lab	4			
II. Composition & Communication				
Composition & Communication I	3			
Composition & Communication II	3			
III. Quantitative Reasoning				
Quantitative Foundations – MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
IV. Community, Culture & Citizenship in the USA				
US Citizenship	3			
Global Dynamics	3			
TOTAL UK CORE CREDITS	**33**			

Required Core Courses Non-HHS			
Course	**Credits**	**Semester Taken**	**Grade**
General Chemistry II & Lab CHE 107 & 113	5		
Introductory Biology BIO 148	3		
Principles of Biology II & Lab BIO 152 & BIO 155	4		
General Physics I PHY 211	5		
General Physics II PHY 213	5		
Medical Terminology CLA 131	3		
Total HHS Prerequisites	25		
Prerequisites Unique to Physical Therapy Option			
Developmental Psychology PSY 223	3		
Statistical Methods STA 291	3		
Principles of Genetics BIO 304	4		
Total PT Prerequisites	10		

TOTAL PREREQUISITE CREDITS	35		

Required Courses for HHS Core

Course		Credits	Semester Taken	Grade
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
	TOTAL HHS CORE CREDITS	**30**		

Human Health Sciences Major Electives & Non HHS Coursework Electives

Course	Credits	Semester Taken	Grade
Major Electives			
HHS 101 Survey of Health Professions I (recommended for all majors)	1		
HHS 102 Survey of Health Professions II (recommended for all majors)	1		
HHS 362 Interdisciplinary Health Advocacy	1 (repeatable up to 4)		
HHS 455 Research Experience in Human Health Sciences	1-3		
HHS 480 Seminar in Human Health Sciences	1-3		
HHS 470 International Experience in Health Sciences	1-6		
HHS 395 Independent Study	1-3		
Non-HHS Coursework/Electives			
BIO 304 Principles of Genetics	4		
CD 220 Sign Language I	3		
CD 230 Sign Language II	3		
CLM 351 Health Services Administration	3		
CLM 355 Financial Management of Health Care Institutions	3		
CLM 444 Leadership & Human Resource Management	3		
CLM 445 Quality & Productivity Improvement & Evaluation	3		
CLM 452 Community & Institutional Planning for Health Services Delivery	3		
CNU 500 Integrative Care (AT, CD, HS, PAS 500)	1-3		
CNU 502 Obesity: Cell to Community	2		
CSC 528 Lab Procedures	2		
KHP 420G Physiology of Exercise	3		
MLS 460 Clinical Hematology	3		
MLS 461 Clinical Microbiology	3		
MLS 462 Clinical Chemistry	3		
MLS 463Immunohematology	3		
NFS 311 Nutritional Biochemistry	3		
SPA 151 Spanish for Health Professionals	3		
PT Recommended Electives			
ANA 209 Principles of Human Anatomy	3		
UK 101 Academic Orientation	1		

Credit Summary

33	UK Core	____	PT & Outside Recommended Electives (20 credit hours)
35	Pre-requisites		
30	Core	____	**Total**
2	Major Electives	**120**	

University of Kentucky
College of Health Sciences Course Requirement Checklist
Pre-Physicians Assistant Students

Name_____ **Major:** _____ **SID:** _____

UK CORE Program				
I. Intellectual Inquiry				
Course	**Credits**	**Semester Taken**	**Grade**	**Notes**
Intellectual Inquiry in the Arts & Creativity	**3**			
Intellectual Inquiry in the Humanities	**3**			
Intellectual Inquiry in the Social Sciences – PSY 100 Intro to Psychology	**4**			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I & lab	**4**			
II. Composition & Communication				
Composition & Communication I	**3**			
Composition & Communication II	**3**			
III. Quantitative Reasoning				
Quantitative Foundations– MA 137 Calculus I with Life Science Applications	**4**			
Statistical Inferential Reasoning	**3**			
IV. Community, Culture & Citizenship in the USA				
US Citizenship	**3**			
Global Dynamics	**3**			
TOTAL UK CORE CREDITS	**33**			

Required Core Courses Non-HHS			
Course	**Credits**	**Semester Taken**	**Grade**
General Chemistry II & Lab CHE 107 & 113	**5**		
Introductory Biology BIO 148	**3**		
Principles of Biology II & Lab BIO 152 & BIO 155	**4**		
General Physics I PHY 211	**5**		
General Physics II PHY 213	**5**		
Medical Terminology CLA 131	**3**		
HHS Program Prerequisites	**25**		
Prerequisites Unique to PA Option			
Organic Chemistry I and lab CHE 230 & 231	**5**		
Principles of Human Anatomy ANA 209	**3**		
Elementary Physiology PGY 206	**3**		
Developmental Psychology PSY 223	**3**		
Fundamentals of Biochemistry BCH 401 G	**3**		
Statistics STA 291	**3**		
Microbiology & Lab BIO 208 & 209	**5**		

	Total PA Program Prerequisites	25		
	TOTAL PREREQUISITE CREDITS	**50**		
Required Courses for HHS Core				
Course		**Credits**	**Semester Taken**	**Grade**
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
Option Related Major	**Requirements**			
HHS 451	Introduction to Medicine (Discipline only)	2		
	TOTAL HHS CORE CREDITS	**32**		
Human Health Sciences Major Electives & Non HHS Coursework Electives				
Course		**Credits**	**Semester Taken**	**Grade**
Major Electives				
HHS 101 Survey of Health Professions I (recommended for all majors)		1		
HHS 102 Survey of Health Professions II (recommended for all majors)		1		
HHS 362 Interdisciplinary Health Advocacy		1 (repeatable up to 4)		
HHS 455 Research Experience in Human Health Sciences		1-3		
HHS 480 Seminar in Human Health Sciences		1-3		
HHS 470 International Experiences in Health Sciences		1-6		
CLM 351 Health Services Administration		3		
CLM 355 Financial Management of Health Care Institutions		3		
HHS 395 Independent Study		1-3		
Non-HHS Coursework/Electives				
BIO 304 Principles of Genetics		4		
CD 220 Sign Language I		3		
CD 230 Sign Language II		3		
CLM 351 Health Services Administration		3		
CLM 355 Financial Management of Health Care Institutions		3		
CLM 444 Leadership & Human Resource Management		3		
CLM 445 Quality & Productivity Improvement & Evaluation		3		
CLM 452 Community & Institutional Planning for Health Services Delivery		3		
CNU 500 Integrative Care (AT, CD, HS, PAS 500)		1-3		
CNU 502 Obesity: Cell to Community		2		
CSC 528 Lab Procedures		2		
KHP 420G Physiology of Exercise		3		
MLS 460 Clinical Hematology		3		
MLS 461 Clinical Microbiology		3		
MLS 462 Clinical Chemistry		3		
MLS 463Immunohematology		3		
NFS 311 Nutritional Biochemistry		3		
SPA 151 Spanish for Health Professionals		3		
Pre- Physician Assistant Recommended Electives				

UK 101 Academic Orientation	1		

Credit Summary

33	UK Core	___	Outside Recommended Electives (3 credit hours)
50	Pre-requisites		
32	Core	___	**Total**
2	Major Electives	**120**	

Four-Year Plans for Each Option

Pre-Dental
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physican Assistant

Human Health Science: 4-Year Plan for Dentistry Option
120 Credits

Year	Fall Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for Dentistry	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	Spring Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for Dentistry	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS
First	WRD/CIS 110 Comp & Com I (UK Core)	3	X							WRD/CIS111 Comp & Com II	3	X						
	MA 137 Calculus (Quant Reasoning) (UK Core and Pre-req)	4	X							CHE 105 Gen Chem I (Nat, Phys, Math Sc)	3	X	X					
	BIO 148 Introductory Biology	3		X						CHE 111 Gen Chem I lab (Pre-req)	1	X	X					
	UK 101	1						R		BIO 152 Principles of Bio II (Pre-req)	3		X					
	Global Dynamics (choose 1) (UK Core)	3	X							BIO 155 Lab for Intro Biology (Pre-req)	1		X					
	HHS 101 Survey of Health Professions (recommended)	1					X			US Citizenship (Choose 1) (UK CORE)	3	X						
										HHS 102 Survey of Health Profs II (Shadowing) (recommended)	1					X		
	TOTAL	15								TOTAL	15							
Second	Arts & Creativity (Choose 1) (UK CORE)	3	X							HHS 354 Health Law (core)	3							X
	CHE 107 Gen Chem II (Pre-req)	3		X						CHE 230 Organic Chem I (Pre-req)	3			X				
	CHE 113 Gen Chem II lab (Pre-req)	2		X						CHE 231 Organic Chem I lab (Pre-req)	2			X				
	Humanities (choose 1) (GE)	3	X							PHY 211 General Physics I (Pre-req)	5		X					
	HHS 241 Health & Medical Care Delivery Sys. (core)	3							X	HHS 350 Health Policy & Politics (core)	3							X
	HHS 353 Ethics in Healthcare (core)	2							X	Statistical Inferential Reasoning (UK CORE)	3	X						
	TOTAL	16								TOTAL	19							
Three																		
	CLA 131 Medical Terminology (Pre-req)	3		X						CHE 232 Organic Chem II	3			X				
	PHY 213 General Physics II (Pre-req)	5		X						CHE 233 Organic Chem II lab	2			X				
	HHS 454 Research in Human Health Sciences (core)	3							X	BIO 315 Cell Biology	4				R			
	HHS 405 Epidemiology & Biostatistics (core)	3							X	HHS 453 Cultural Competence in Healthcare (core and communication requirement within the major)	3							X
	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X
	BIO 304 Principles of Genetics (Recommended Pre-req)	4				R				BIO 208 Principles of Microbiology (Pre-req)	3			X				
										BIO 209 Microbiology Lab(Pre-req)	2			X				
	TOTAL	19								TOTAL	18							

Four	HHS 356 Seminar in Interprofessional Healthcare (core)	1						X	HHS 356 Seminar in Interprofessional Healthcare (core)	1								X
	HHS 450 Introduction to Dentistry (discipline)	3						X	HHS 443 Health Information Mgmt (core)	3								X
	BCH 401G Fundamentals of Biochemistry (Pre-req)	3			X				PGY 206 Elementary Physiology (recommended Pre-req)	3				R				
	PSY 100 Introduction to Psychology (social science) (UK CORE)	4	X						BIO 542 Histology (recommended pre-req)	5				X				
	HHS 361 Healthcare Quality & Patient Safety (core)	3						X	BIO 494 G Immunobiology	3				R				
									ANA 209 Principles of Human Anatomy (recommended Pre-req)	3				R				
	TOTAL	14							TOTAL	18								

OVERALL TOTAL 120
Recommended Course Credit (R)= 18

Human Health Science: 4-Year Plan for Pharmacy Option
120 Credits

Year	Fall Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for Pharmacy	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	Spring Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for Pharmacy	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS
First	WRD/CIS 110 Comp & Com I (UK CORE)	3	X							WRD/CIS 111 Comp & Com II (UK CORE)	3	X						
	MA 137 Calculus (Quant Reasoning UK CORE and Pre-req)	4	X							CHE 107 Gen Chem II (Pre-req)	3		X					
	CHE 105 Gen Chem I (Nat, Phys, Math Sc and Pre-req)	3	X	X						CHE 113 Gen Chem II lab (pre-req)	2		X					
	CHE 111 Gen Chem I Lab (pre-req)	1	X	X						BIO 152 Principles of Bio II (Pre-req)	3		X					
	UK 101	1						R		BIO 155 lab for Intro Biology (pre-req)	1		X					
	BIO 148 Introductory Biology (Pre-req)	3		X						HHS 102 Survey of Health Professions II (Shadowing) (recommended)	1					X		
	HHS 101 Survey of Health Professions (recommended)	1					X			Statistical Inferential Reasoning (UK CORE)	3	X						
	TOTAL	16								TOTAL	16							
Second	HHS 241 Health & Medical Care Delivery Systems (core)	3							X	HHS 350 Health Policy & Politics (core)	3							X
	Humanities (choose 1) (UK CORE)	3	X							PHY 211 General Physics (Pre-req)	5		X					
	HHS 353 Ethics in Healthcare (core)	2							X	HHS 354 Health Law (core)	3							X
	CHE 230 Organic Chem I (pre-req)	3			X					CHE 232 Organic Chem II (Pre-req)	3			X				
	CHE 231 Organic Chem I lab (Pre-req)	2			X					CHE 233 Organic Chem II lab (Pre-req)	2			X				
	US Citizenship (choose 1) (UK CORE)	3	X															
	TOTAL	16								TOTAL	16							
Three	STA 291 Statistical Methods (Pre-req)	3			X					BIO 208 Principles of Microbiology (Pre-req)	3			X				
	HHS 405 Epidemiology & Biostatistics (core)	3							X	BIO 209 Microbiology Lab (Pre-req)	2			X				
	HHS 454 Research in Human Health Sciences (core)	3							X	ECO 201 Principles of Economics I (Pre-req)	3			X				
	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X	HHS 453 Cultural Competence in Healthcare (core and communication requirement within the major)	3							X
	PHY 213 General Physics II (Pre-req)	5		X						HHS 356 Seminar in Interprofessional Healthcare (core)	1							X
	CLA 131 Medical Terminology (Pre-req)	3		X						ANA 209 Principles of Human Anatomy (Pre-req)	3			X				

	TOTAL	18							TOTAL	15									
Four	HHS 356 Seminar in Interprofessional Healthcare (core)	1						X	HHS 356 Seminar in Interprofessional Healthcare (core)	1									X
	HHS 361 Healthcare Quality & Patient Safety (core)	3						X	BIO 304 Principles of Genetics (recommended pre-req)	4					R				
	Global Dynamics (choose 1) (UK CORE)	3	X						PGY 206 Elementary Physiology (recommended pre-req)	3					X				
	BCH 401 G Fundamentals of Biochemistry (recommended Pre-req)	3				X			HHS 443 Health Information Mgmt (core)	3									X
	PSY 100 Introduction to Psychology (social science) (UK CORE)	4	X						Arts & Creativity (Choose 1) (UK CORE)	3	X								
	TOTAL	14							TOTAL	14									
OVERALL TOTAL = 120 **Recommended Course Credit (R)= 5**																			

Human Health Science: 4-Year Plan for Physical Therapy Option
120 Credits

Year	Fall Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for PT	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	Spring Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for PT	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS
First	WRD/CIS 110 Comp & Com I (UK CORE)	3	X							WRD/CIS 111 Comp & Com II (UK CORE)	3	X						
	MA 137 Calculus (Quant Reasoning) (UK CORE & Pre-req)	4	X							CHE 105 Gen Chem I (Nat, Phys, Math Sc UK CORE & Pre-req)	3	X	X					
	BIO 148 Introductory Biology (pre-req)	3		X						CHE 111 Gen Chem I lab (Pre-req)	1	X	X					
	PSY 100 Introduction to Psychology (social science) (UK CORE & Pre-req)	4	X	X						BIO 152 Principles of Bio II (Pre-req)	3		X					
	UK 101 (recommend)	1						X		BIO 155 Lab for Intro to Biology (Pre-req)	1		X					
	HHS 101 Survey of Health Professions (recommended)	1					X			Psy 223 Development Psychology (Pre-req)	3			X				
										HHS 102 Survey of Health Profs II (Shadowing) (recommended)	1					X		
	TOTAL	16								TOTAL	15							
Second	HHS 241 Health & Medical Care Delivery Systems (core)	3							X	Statistical Inferential Reasoning (UK CORE)	3	X						
	CHE 107 Gen Chem II (Pre-req)	3		X						HHS 350 Health Policy & Politics (core)	3							X
	CHE 113 Gen Chem II lab (pre-req)	2		X						PHY 211 General Physics (Pre-req)	5		X					
	CLA 131 Medical Terminology (Pre-req)	3		X						HHS 354 Health Law (core)	3							X
	HHS 353 Ethics in Healthcare (core)	2							X									
	TOTAL	13								TOTAL	14							
Three	PHY 213 General Physics II (pre-req)	5		X						Humanities (choose1) (UK CORE)	3	X						
	HHS 405 Epidemiology & Biostatistics (core)	3							X	STA 291 Statistical Methods (pre-req)	3			X				
	HHS 454 Research in Human Health Sciences (core)	3							X	HHS 453 Cultural Competence in Healthcare (core and communication requirement within the major)	3							X
	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X
	Elective	3						X		Elective	3						X	
										ANA 209 Principles of Human Anatomy (recommended pre-req)	3				X			
	TOTAL	15								TOTAL	16							

Four	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X
	HHS 361 Healthcare Quality & Patient Safety (core)	3							X	Elective	1						X	
	Global Dynamics (choose 1) (UK CORE)	3	X							HHS 443 Health Information Mgmt (core)	3							X
	US Citizenship (choose 1) (UK CORE)	3	X							BIO 304 Principles of Genetics (recommended pre-req)	4			X				
	Elective	3						X		Elective	3						X	
	Arts & Creativity (Choose 1) (GE)	3	X							Elective	3						X	
	TOTAL	16								TOTAL	15							
OVERALL TOTAL= 120																			

Human Health Science: 4-Year Plan for Physician Assistant Studies Option
120 Credits

Year	Fall Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for PA	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	Spring Semester	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for PA	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS
First	WRD/CIS 110 Comp & Com I (UK CORE)	3	X							WRD/CIS 111 Comp & Com II (UK CORE)	3	X						
	MA 137 Calculus (Quant Reasoning) (UK CORE)	4	X							CHE 107 Gen Chem II (Pre-req)	3		X					
	CHE 105 Gen Chem I (Nat, Phys, Math Sc) (UK CORE and Pre-req)	3	X	X						CHE 113 Gen Chem II lab	2		X					
	CHE 111 Gen Chem I lab (Pre-req)	1	X	X						BIO 148 Introductory Biology (Pre-req)	3		X					
	UK 101 (recommended)	1						R										
	PSY 100 Introduction to Psychology (social science UK CORE and Pre-req))	4	X	X						HHS 102 Survey of Health Profs II (Shadowing) (recommended)	1					X		
	HHS 101 Survey of Health Professions	1					X											
	TOTAL	17								TOTAL	12							
Second	HHS 241 Health & Medical Care Delivery Sys. (core)	3							X	HHS 354 Health Law (core)	3							X
	HHS 353 Ethics in Healthcare (core)	2							X	PHY 211 General Physics (pre-req)	5		X					
	Bio 152 Principles of Bio II (Pre-req)	3		X						HHS 350 Health Policy & Politics (core)	3							X
	Bio 155 Lab for Intro to Biology (Pre-req)	1		X						BIO 208 Principles of Microbiology (Pre-req)	3			X				
	CHE 230 Organic Chem I (pre req)	3			X					BIO 209 Microbiology Lab (Pre-req)	2			X				
	CHE 231 Organic Chem I lab (pre-req)	2			X													
	TOTAL	14								TOTAL	16							
Three	PSY 223 Developmental Psy (pre-req)	3			X					Humanities (choose 1) (UK CORE)	3	X						
	HHS 405 Epidemiology & Biostatistics (core)	3							X	STA 291 Statistical Methods (Pre-req)	3			X				
	HHS 454 Research in Human Health Sciences (core)	3							X	US Citizenship (Choose 1) (UK CORE)	3	X						
	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X	HHS 453 Cultural Competence in Healthcare (core and communication requirement within the major)	3							X
	PHY 213 General Physics II (pre-req)	5		X						HHS 356 Seminar in Interprofessional Healthcare (core)	1							X
										PGY 206 Elementary Physiology (pre-req)	3			X				
	TOTAL	15								TOTAL	16							

Four	HHS 356 Seminar in Interprofessional Healthcare (core)	1						X	HHS 356 Seminar in Interprofessional Healthcare (core)	1							X
	HHS 451 Intro to Medicine (discipline)	2						X									
	HHS 361 Healthcare Quality & Patient Safety (core)	3						X	Global Dynamics (choose 1) (UK CORE)	3	X						
	Arts & Creativity (Choose 1) (UK CORE)	3	X						Statistical Inferential Reasoning (UK CORE)	3	X						
	BCH 401G Fundamentals of Biochemistry (Pre-req)	3			X				HHS 443 Health Information Mgmt (core)	3							X
	ANA 209 Principles of Human Anatomy (Pre-req)	3			X				CLA 131 Medical Terminology (Pre-req)	3		X					
									SPA 151 Spanish for the Health Pro	3						X	
	TOTAL	15							TOTAL	16							
OVERALL TOTAL = 120 **Recommended Course Credit (R)=1**																		

Letters of Support

Center for Excellence in Rural Health – Fran Feltner, Director
College of Dentistry – Cynthia Beeman, Associate Dean
College of Pharmacy – Kelly Smith, Associate Dean
College of Public Health – Steve Wyatt, Dean
College of Arts & Sciences – Mark Kornbluh, Dean

UKHealthCare

April 11, 2011

Lori Gonzalez, Ph.D.
Dean & Professor
College of Health Sciences University of Kentucky
900 S. Limestone, 123 CWT
Lexington, KY 40536-0200

Dear Dr. Gonzalez:

The University of Kentucky Center for Excellence in Rural Health-Hazard (UK CERH-H) was established by legislative mandate to address health disparities in rural Kentucky, including a chronic shortage of health professionals and residents' poor health status. The UK CERTH-H accomplishes this through health professions education, health policy research, health care service and community engagement.

One of the goals of the new College of Health Sciences baccalaureate degree program, Human Health Sciences, is to make it available to students in eastern Kentucky through the UK CERH-H, thereby assisting us in meeting our mission of addressing the chronic shortage of health professionals. Graduates of this program will be prepared to obtain advanced degrees in health professions or to seek on the health of Kentuckians and have an immediate positive impact on the economy of the state as well.

The College of Health Sciences faculty will work directly with faculty and administrators at the Hazard Community & Technical College, also located in Hazard, to ensure that students take the appropriate pre-requisites to enable them to transfer to the HHS degree program following completion of the associate's degree.

Being located in the eastern part of the state, we are uniquely qualified to bridge the gap between promising rural students and the College of Health Sciences. When feasible for both the UK CERH-H and the HHS program, classes will offered via distance learning and UK CERH-H will provide infrastructure for the program, such as, student affairs officers, library services, study spaces, computer labs, and distance learning classrooms.

As These Human Health Sciences graduates are admitted to advanced health profession programs, they will make a direct impact on healthcare through direct patient care or through working to influence health care policies.

Sincerely,

Frances J Feltner

Fran Feltner, MSN, RN
Interim Director, UK Center for Excellence in Rural Health-Hazard
Department of Family and Community Medicine

UNIVERSITY OF KENTUCKY

Office of Academic Affairs
Chandler Medical Center
Room M132, College of Dentistry
Lexington, KY 40536-0297
(859) 323-5656
www.uky.edu/Dentistry/

April 22, 2011

Lori Gonzalez, PhD
Dean & Professor
College of Health Sciences
University of Kentucky
900 S. Limestone, 123 CWT
Lexington, KY 40536-0200

Dear Lori,

I am writing on behalf of the College of Dentistry to offer our support for the new "Human Health Sciences" degree program. The thorough manner in which you and your team have approached laying the groundwork for this exciting new program is evident as one reads the Executive Summary that you have provided. As outlined in the Executive Summary, the program was vetted through the College of Dentistry Admissions Committee and Curriculum Committee, where it was met with interest and enthusiasm by both groups. The coursework you have organized should provide incoming students with the foundational knowledge in basic sciences, as well as a breadth of courses and experiences that will have them well prepared to enter professional school. Our College will look forward to interacting with the first class that enrolls in the HHS degree.

Wishing you the best of success with this new endeavor!

Sincerely,

Cynthia S. Beeman, DDS, PhD
Associate Dean for Academic Affairs
University of Kentucky College of Dentistry

UNIVERSITY OF KENTUCKY

College of Pharmacy
Office of Academic and Student Affairs
789 S. Limestone
Lexington, KY 40536-0596
Office: (859) 257-2521
Fax: (859) 257-7297
ksmit1@email.uky.edu
pharmacy.mc.uky.edu

MEMORANDUM

TO: Dean Lori Gonzalez
College of Health Sciences

FROM: Kelly M. Smith, PharmD
Associate Dean, Academic & Student Affairs

DATE: April 12, 2011

RE: Proposed Human Health Sciences Degree

I wish to convey the full support of the College of Pharmacy for the Human Health Sciences degree proposed by the College of Health Sciences. The degree proposal has been reviewed by our student recruitment and admissions team members, as well as our professional degree Curriculum Committee. All groups have found the proposal to be favorable and in keeping with our goals to attract the best, brightest and most prepared students to our curriculum, as well as to provide a potential course of study to those who are not successful in their pursuit of a pharmacy degree.

Our reviewers identified several key benefits of the HHS degree from the pharmacy perspective:

- *A true degree home for pre-pharmacy students.* Because there is no pre-pharmacy degree at UK, students interested in pharmacy are advised to find a degree that is similar to the pre-pharmacy prerequisites. That may land a student in a non healthcare course of study, and delay their ability to pursue or confirm the broader field of healthcare as their primary field of interest. The HHS degree would provide early exposure to the health sciences, thus allowing students to either confirm or rule out their broad healthcare interest, as well as explore a number of careers, pharmacy included. The resultant ability to admit students that have a solid health sciences foundation would certainly be attractive.
- *Strengthened advisor support for pre-pharmacy students.* The potential resources that will be allocated to support HHS degree students will be helpful to those that are considering pharmacy as a career, as advisors can continue to steer them to the necessary considerations, as well as perhaps explore other fields, particularly if their academic talents do not appear well-suited to the pharmacy profession.
- *Degree completion option.* Many of our entry-level professional students (57% in the Class of 2015) have not completed a baccalaureate degree program upon entry into the College of Pharmacy. Thus, their first degree completion is a professional degree. While not all of these

students are UK undergraduates, many are, and many enroll as an undergraduate with the intent of applying to pharmacy school. The time and effort they have spent in a degree program (remembering that there is no pre-pharmacy degree or course of study), as well as those same resources invested in each student by the University, are therefore not formally recognized. The HHS degree program could allow students who are investing three to four years in meeting pre-pharmacy requirements the opportunity for degree completion with but a small amount of additional coursework.

- *Degree continuation option.* Hundreds of undergraduate students enter or transfer to UK with aspirations of pursuing a pharmacy degree, yet not all are successful in gaining admission to the College of Pharmacy. Additionally, there is a small attrition rate from our College due to academic struggles. Providing a course of study that synchronizes well with pre-pharmacy course requirements, exposes students to a variety of health career options, and yields the potential for degree completion with meaningful career options at graduation are desirable characteristics of the HHS degree.
- *Interprofessional approach.* The interprofessional nature of the proposed degree and corresponding course of study is in keeping with contemporary health professions training, and in particular the accreditation standards for professional pharmacy degree programs. Immersing future pharmacy students in interprofessional education models would well prepare them for continued similar instruction in the College of Pharmacy, as well as the practice environment.

We look forward to collaborating with the College of Health Sciences as the HHS degree is approved and implemented.

UNIVERSITY OF KENTUCKY

MEMORANDUM

College of Public Health
Office of the Dean
121 Washington Avenue, Suite 112
Lexington, KY 40536-0003
859 218-2247
fax 859 323-5698
www.ukcph.org

TO: Dean Lori Gonzalez
College of Health Sciences

FROM: Dean Stephen W. Wyatt
College of Public Health

DATE: April 12, 2011

RE: Undergraduate Degree Offering: Human Health Sciences

I am pleased to support the College of Health Sciences new undergraduate degree offering. The College of Public Health appreciated the opportunity to review the proposed curriculum and provide feedback. We are also appreciative of your willingness to provide for two public health courses in the core curriculum, to respond to a CPH faculty request. The two courses will be designated by the CPH prefix and will contain the following content:

1) CPH 201 Introduction to Public Health;

2) HSM 250 Introduction to Epidemiology
(Note: course proposal will be put forward to change prefix from HSM to CPH)

We introduced this concept (two core public health courses) at the College of Public Health's September 9, 2009 Administrative Council Meeting. Thank you for your willingness to modify the curriculum to address issues raised by public health faculty. We also appreciate your willingness to identify funds to provide stipends for graduate (Ph.D.) or professional (Dr. P.H.) students to assist with delivering these courses.

Cc: Dr. Linda Alexander

January 16, 2012

Dr. Sharon Stewart, Interim Dean
College of Heath Sciences
123E Charles T. Wethington Bldg.
CAMPUS 0200

Dear Interim Dean Stewart:

This letter is to confirm our discussions regarding the HHS undergraduate major. The College of Arts and Sciences has no objections or concerns about the resource demands on A&S for the additional students that would major in the new HHS undergraduate major. We will make all of the accommodations necessary to accommodate additional students in our gateway science and math classes.

The College's concerns with the proposed new major focused on its appropriateness as a pre-professional program for students headed to medical school. My understanding is that this track has been removed from the proposal and that the program will not be marketed to pre-med students. This alleviates our concerns and we are pleased to support the development of this new undergraduate major.

Sincerely yours,

Mark Lawrence Kornbluh
Dean

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cc: Kumble Subbaswamy, Provost
Anna Bosch, Associate Dean for Undergraduate Programs