

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 17, 2014 1:10 PM
To: Brothers, Sheila C
Subject: Bachelor's Public Health

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new Bachelor's program: Public Health, in the College of Public Health.

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

<http://linguistics.as.uky.edu/user/751>

NEW UNDERGRADUATE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"¹)

1. General Information:

College:	<u>Public Health</u>	Department:	_____
Major Name:	<u>Bachelor of Public Health</u>	Degree Title:	<u>Bachelor of Public Health</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Date of Contact with Assoc. Provost for Academic Administration ¹ :	<u>1/29/13</u>	Today's Date:	<u>2/25/13</u>
Accrediting Agency (if applicable):	<u>Council on Education in Public Health (CEPH)</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² : _____
Contact Person in the Dept:	<u>Richard A. Crosby</u>	Phone:	<u>218-2039</u> Email: <u>rcros2@uky.edu</u>

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	_____	<u>3</u>
Humanities	_____	<u>3</u>
Social Sciences	<u>CPH 201</u>	<u>3</u>
Natural/Physical/Mathematical	<u>BIO 103</u>	<u>3</u>
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	<u>MA 111</u>	<u>3</u>
Statistical Inferential Reasoning	<u>BST 330</u>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<u>GRN 250</u>	<u>3</u>
Global Dynamics	_____	<u>3</u>
Total General Education Hours		<u>30</u>

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

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.

NEW UNDERGRADUATE PROGRAM FORM

department(s).

Yes, some are offered by Arts and Sciences (letter attached) and some by College of Medicine (letter attached)

4. How will University Graduation Writing Requirement be satisfied?

<input type="checkbox"/> Standard University course offering	Please list: _____
<input checked="" type="checkbox"/> Specific course	Please list: <u>CPH 470</u>

5. How will college-level requirements be satisfied?

<input type="checkbox"/> Standard college requirement	Please list: _____
<input checked="" type="checkbox"/> Specific required course	Please list: <u>CPH 201</u>

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

BIO 103, BST 330, CLA 131, CPH 201, GRN 250, MA 111 (3 each = 18 hours)

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

CPH 310, CPH 320, CPH 440, CPH 470, CPH 472, HSM 241 (3 each = 18 hours)

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:

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: 6 hours from a limited selection of ANT, GEO and SOC courses; 12 hours from 200+ level ANA, BIO, CHE, PHY or PGY courses

11. Does program require technical or professional support electives?

Yes No

If so, describe, including credit hours: 15 hours from a selection of courses offered by the College of Public Health

12. Is there a minimum number of free credit hours or support electives?

Yes No

If so, describe, including credit hours: _____

13. Summary of Required Credit Hours.

a. Credit Hours of Premajor or Preprofessional Courses:	<u>18</u>	Not Applicable <input type="checkbox"/>
b. Credit Hours for Major Requirements:	<u>18</u>	
c. Credit Hours for Required Minor:	_____	Not Applicable <input checked="" type="checkbox"/>
d. Credit Hours Needed for Specific Option:	_____	Not Applicable <input checked="" type="checkbox"/>

NEW UNDERGRADUATE PROGRAM FORM

e. Credit Hours Outside of Major Subject in Related Field:	18	Not Applicable <input type="checkbox"/>
f. Credit Hours in Technical or Prof. Support Electives:	15	Not Applicable <input type="checkbox"/>
g. Minimum Credit Hours of Free/Supportive Electives:	_____	Not Applicable <input checked="" type="checkbox"/>
h. Total Credit Hours Required by Level:		
100:	9	200: 9
300:	9	400-500: 9
i. Total Credit Hours Required for Graduation: <u>120</u>		

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

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")	<u>BIO 103, 3 credits</u> <u>CIS/WRD 110, 3 credits</u> <u>CPH 201, 3 credits</u> <u>GRN 250, 3 credits</u> <u>MA 111, 3 credits</u>	YEAR 1 – SPRING:	<u>CIS/WRD 111, 3 credits</u> <u>BST 330, 3 credits</u> <u>CLA 131, 3 credits</u> <u>Public Health elective* #1, 3 credits</u> <u>Elective***, 3 credits</u>
YEAR 2 - FALL :	<u>CPH 310, 3 credits</u> <u>CPH 440, 3 credits</u> <u>Natural or Physical science major requirement #1, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u>	YEAR 2 – SPRING:	<u>CPH 320, 3 credits</u> <u>UK Core II, 3 credits</u> <u>Public Health elective* #2, 3 credits</u> <u>Natural or Physical science major requirement #2, 3 credits</u> <u>Elective***, 3 credits</u>
YEAR 3 - FALL:	<u>CPH 450, 3 credits</u> <u>Public Health elective* #3, 3 credits</u> <u>UK Core X, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u>	YEAR 3 - SPRING:	<u>UK Core I, 3 credits</u> <u>Public Health elective* #4, 3 credits</u> <u>Elective within the major** #1, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u>
YEAR 4 - FALL:	<u>CPH 472, 3 credits</u> <u>Natural or Physical science major requirement #3, 3 credits</u> <u>Elective within the major** #2, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u> <u>* choose from CPH 202, CPH 203, CPH 351, CPH 441, CPH 450, CPH 451G, CPH 423, GRN 585</u>	YEAR 4 - SPRING:	<u>CPH 470, 3 credits</u> <u>Public Health elective* #5, 3 credits</u> <u>Natural or Physical science major requirement #4, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u> <u>** choose from ANT 251, ANT 303, GEO 261, GEO 309, SOC 235, SOC 360</u> <u>*** choose electives to lead to the minimum total of 120 hours required for graduation</u>

NEW UNDERGRADUATE PROGRAM FORM
Signature Routing Log

General Information:

Major Name and Degree Title: Bachelors of Public Health

Proposal Contact Person Name: Richard A. Crosby Phone: 218-2039 Email: crosby@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
Academic Affairs Committee	2/21/13	Steven R. Browning, PhD / 218-2235 / srbrown@email.uky.edu	
Faculty Council	2/22/13	Steven T. Flemming, PhD / 218-2229 / stflem2@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	4/30/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council	3/19/13	Cynthia Beeman	
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.

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): <input checked="" type="checkbox"/> Undergraduate* <input type="checkbox"/> Masters* <input type="checkbox"/> Doctoral* <input type="checkbox"/> Professional*
2.	Have you contacted the Associate Provost for Academic Administration (APAA)? YES <input checked="" type="checkbox"/> Date of contact: 1/28/13 NO <input type="checkbox"/> (Contact the APAA prior to filling out the remainder of this form.)
3.	Degree Title: Bachelor of Public Health
4.	Major Title: Bachelor of Public Health
5.	Option:
6.	Primary College: College of Public Health
7.	Primary Department:
8.	CIP Code (supplied by APAA) 51.2201
9.	Accrediting Agency (if applicable): Council on Education for Public Health
10.	Who should be contacted for further information about the proposed new degree program: Name: Richard A Crosby Email: crosby@uky.edu Phone: 218-2039
11.	Has the APAA determined that the proposed new degree program is outside UK's band? <input checked="" type="checkbox"/> YES (Continue with the Section II* on a separate sheet.) <input type="checkbox"/> 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.

REQUEST TO CLASSIFY PROPOSED PROGRAM

Answers to the questions below are also required by Kentucky's Council on Postsecondary Education for proposed new programs outside of UK's band. Please visit their website (<http://cpe.ky.gov/planning/keyindicators/>) for more information about the questions.

IV. Academic Program Approval Checklist

1. Are more Kentuckians prepared for postsecondary education?

A. Entrance requirements:

1. Test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.).
2. High school/college GPA.
3. Other required discipline knowledge unique to the proposed program.

B. Transfer requirements:

1. College transfer GPA.
2. Recommended/required preparatory courses (prerequisite courses).

C. Recruitment plans

1. Plans to ensure success of students coming from "feeder institutions" (either colleges or high schools).
2. Recruitment and marketing strategies to enroll a diverse student population.

2. Are more students enrolling?

A. Explain the demand for the program by providing the following information:

1. Anticipated number of students from other majors (including undeclared).
2. New students entering the programming (including transfers).

B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues.)

C. Contact the Associate Vice President for Employment Equity to obtain EEO plan and status information.

3. Are more students advancing through the system?

A. What is the anticipated time-to-graduation for full-time students entering the program?

B. Explain any cooperative or practicum experience required to complete the program.

C. Why do you desire to offer the program? (See 2A) Why is UK the right place to offer this program?

1. Include a list of other Kentucky institutions offering similar or related programs at this and other levels.

2. List courses from in-state institutions that will transfer into the program.

- a. 48 Hour General Education Transfer Component.
- b. 12 Hour Transfer Articulation Agreement.

REQUEST TO CLASSIFY PROPOSED PROGRAM

3. List courses offered that will transfer into similar programs at other state institutions.

4. Provide information about completed, signed articulation agreements.

D. Delivery

1. What plans are in place for delivering this program through the Kentucky Virtual University or other distance learning technologies? (Council on Postsecondary Education wants special attention given to KVVU courses.)

2. What courses can be offered in a non-traditional mode?

E. Collaborative Efforts

1. Future proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.

2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

4. Are we preparing Kentuckians for life and work?

A. How does the program prepare Kentuckians for life and work?

B. What are the accreditation expectations for this program?

C. Are there licensure, certification or accreditation requirements for graduates of this program?

D. What are the projected degree completions?

5. Are Kentucky's people, communities and economy benefiting?

A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests).

B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

C. What other benefits to the Kentucky's community and economy will the program provide?

D. Explain specific benefits of the program.

Section II Question I

The need for public health undergraduate programs is a high priority both nationally and in Kentucky. The *raison d'être* for the founding of the College of Public Health in 2003 was derived from countless national reports replete with statistics reflecting Kentucky's poor health status. A 2007 report by the United Health Foundation ranked Kentucky as one of the unhealthiest states (43rd) in the United States. Kentucky's all-cause mortality rate is the second highest rate in the nation, due to elevated death rates for cardiovascular disease, cancer, and diabetes. Infrequent access to preventive healthcare and the high prevalence of established risk behaviors for many diseases, including substance abuse, obesity, and sedentary lifestyles, contribute significantly to this elevated disease burden in both adults and children. The *2009 Kids Count Data Book* outlined several health challenges among children in Kentucky, ranking 41st overall for child well-being.

Academic majors using the title of Public Health are emerging with some frequency on campuses in the U.S. Nearly 30% of the 49 colleges of public health accredited by CEPH (Council on Education in Public Health) have already established baccalaureate programs with another estimated dozen institutions working on creating a program. Additionally, twenty other colleges and university which are not CEPH accredited are offering undergraduate degrees. Students seek opportunities for local and global application of knowledge and analytic skills, experiential learning linked to civic engagement, practice of applied ethics, problem solving, and teamwork from the "population perspective." These programs interest undergraduates who are paying attention to the world. Public health topics introduce a new and highly relevant approach to national and global understandings as evident by the enrollment of nearly 200 students each semester in CPH 201 Introduction to Public Health at the University of Kentucky. Many seek avenues to socially and globally responsible work. Others are exploring career options related to their majors and want to explore programs that might lead to graduate and professional school. The major opens alternatives to medical school, important given the number of students who enter college with unrealistic plans to become physicians. However even medical education has awakened to the importance of population-based concepts and will include a public health component in the Medical College Admission Test (MCAT) beginning in 2014. So popular have majors become at leading universities that UCLA has had to cap its enrollments.
<http://sph.berkeley.edu/students/undergrad/index.php>

Despite the importance of public health to the health of our society, this workforce is facing critical challenges, namely a precipitous decline in numbers and resources. The public health workforce shortage is emerging at a time when public health must take on more responsibility in addition to the ongoing role of preventing disease and promoting health. Citing documents by the Bureau of Health Professions, State and Territorial Health Officials, and the National Center for Health Workforce Information and Analysis, the American Public Health Association notes that resources dedicated to public health are declining, the public health workforce is expected to be fully prepared for new and emerging health problems and large-scale public health emergencies, ranging from pandemic influenza to bioterrorism. However, there are inadequate numbers of public health personnel and students in training even to respond to the current demand. Also, individuals trained in public health tend to be employed in settings other than traditional public health agencies. Health professions repeatedly mentioned as experiencing shortages are:

- Epidemiologists
- Biostatisticians
- Health educators
- Environmental health workers
- Public health laboratory workers
- Public health nurses
- Physicians

Although collaboration with other institutions is desirable, at this time the program will be administered solely by the University of Kentucky. Similarly, participation in the Kentucky Virtual University environment is equally desirable; however, until the program reaches maturity, we feel that this participation would be premature.

Section II Question II

The following coursework, and the overall program, will be evaluated by 4 methods:

- a. Overall success in coursework – an average GPA of graduating seniors will be at least 2.9.
- b. Completion rate – the completion rate will be at least 80%.
- c. Placement rate – the success of graduates in pursuing further education in public health or in obtaining entry-level positions in public health will be 70%.
- d. The quality of the capstone document – these final capstone documents will be judged by panels to score the student on a scale from 0 to 100. The mean score is expected to be 80%.

Course curriculum:

UK Core Requirements

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core Hours **30**

Graduation Writing Requirement: CPH 470, required in the Major Requirements, fulfills the Graduation Writing Requirement.

Pre-major requirements

✓ BIO 103 Basic Ideas of Biology ++ (or higher).....	3
✓ BST 330 Statistical Literacy in Public Health ++.....	3
✓ CLA 131 Medical Terminology from Greek & Latin.....	3
✓ CPH 201 Introduction to Public Health ++.....	3
✓ GRN 250 Aging in Today's World ++.....	3
✓ MA 111 Introduction to Contemporary Math ++.....	3
Subtotal: Premajor Hours:	18

++ may also be used towards completion of a UK Core requirement

Major Requirements

I. Required Public Health Courses

✓ CPH 310 Disease Detectives: Epidemiology in Action	3
CPH 320 Foundations of Environmental Health	3
✓ CPH 440 Foundations of Health Behavior.....	3
CPH 472 Public Health Field Experience	3
✓ HSM 241 Health and Medical Care Delivery Systems.....	3
Subtotal: Core Hours:	15

II. Public Health Electives (choose 5 out of 8)

✓ CPH 202 Public Health through Popular Film.....	3
✓ CPH 203 Sexual Health.....	3
CPH 351 Preparing for Apocalyptic Events: Crisis Mgm & Population Health.....	3
CPH 441 The Smoking Gun: Tobacco and the Public's Health	3
CPH 450 Managing Health Services Orgs to Improve Population Health	3
CPH 451G A Sick World: Global Health in the Early 21 st Century.....	3
CPH 522 The Health of Kentuckians	3
GRN 585 Aging and Environment	3
Subtotal: Public Health Electives:	15

III. Electives within the Major (choose 2 out of 6)

✓ ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities	3
✓ ANT 303 Topics in the Anthropology of Food and Nutrition: (Subtitle required) ...	3
✓ GEO 261 Global Dynamics of Health and Disease ++	3
✓ GEO 309 Introduction to GIS	3
✓ SOC 235 Inequalities in Sociology	3
✓ SOC 360 Environmental Sociology	3
Subtotal: Electives:	6

IV. Capstone course - required:

After attaining junior status, students must complete a capstone course, which also satisfies the Graduation Writing Requirement.

CPH 470 Public Health Capstone.....3

Total courses within major: 39

NOTE: Students must earn a grade of C or better in all Major Requirements courses.

Additional Courses

Choose 12 hours in natural or physical science courses at the 200+ level.

These courses are generally chosen from the following departments: ANA, BIO, CHE, PHY, PGY)

Subtotal: Additional Courses..... 12

Electives

Choose electives to lead to the minimum total of 120 hours required for graduation.

Total Minimum Hours Required for Degree = 120

Section II Question III

The College of Public Health has committed significant facilities, technical resources, and administrative support to promote the highest levels of research and teaching productivity among public health faculty. Currently, the UK College of Public Health has more than 32,513 sq. ft. of research space that houses 66 faculty members. This research space includes 99 offices for faculty, fellows, and support personnel, a graduate student lounge with three work stations, three conference rooms, a medical resident library, several rooms for duplicating and assembling teaching and research materials, and two kitchenettes.

Teaching faculty include 14 Full Professors, 7 Associate Professors, and 19 Assistant Professors.

The College also receives technical support from a dedicated information technology staff of four full-time employees. This IT staff manages the following computing resources for use by College faculty and staff:

- Hardware
 - More than 200 Dell desktops and laptops; Macintosh desktops and laptops, and various tablets.
 - Various servers. CPHFS1 is a file and print, Dell Dual Xeon e5620 server running Microsoft Server 2008 Enterprise R2 with 16GB RAM and six 1TB hard drives (raid 6). The data is backed up by IBM Tivoli software routed via LAN to University of Kentucky backup storage. The system is locked in a key code access room in the University of Kentucky, College of Public Health Building and is protected from internet intrusion primarily by the University of Kentucky Medical Center Firewall and a general campus firewall. Access to data on the server is restricted to LAN, Active Directory Access via University Login and via VPN for off campus access. CPHVS1/CPHVS2 (Two servers for Citrix Virtual Grid) for virtual machines in the Biostatistics Lab (Dell PowerEdge R710, Dual Intel® Xeon® X5650 2.66Ghz, 12M Cache, Turbo, HT, 1333MHz Max Mem, (5) 300GB 15K RPM SAS 6Gbps 2.5in Hot-plug Hard Drive, 96gb ram). They also manage a Ubuntu Linux for statistical modeling (Intel(R) Xeon(R) CPU E5450 @ 3.00GHz, 8 cores, 2x15k 300gb HD).
 - 7 Central Ricoh Aficio Color Laser Multi-function Printers
 - Cisco IP phones for all work stations and offices
- Software
 - Microsoft Office 2007/2010
 - Statistical software: SAS site license, SPSS site license, STATA (20 perpetual purchased licenses in Biostatistics Lab)
- Security
 - Antivirus: McAfee and Microsoft Forefront

- Firewall: All CPH Based resources protected by UK Hospital/Medical Center Firewall

All faculty members are provided with individual work stations, including PCs, printing equipment, IP telephones, filing cabinets for storing confidential records, and access to a toll-free conference line. The College makes available to faculty several new, high-capacity copy machines, fax machines, and scanners as well as a color plotting printer to produce posters for presentations and promotional efforts. Other equipment available for faculty use includes digital audio recorders, digital still and video cameras, and LCD projectors. The campus network offers licenses for office, graphics, and statistical software packages to faculty and staff, and all faculty and staff can access email, Internet, and campus libraries and databases from their work stations and from connections to the free wireless network. In addition to providing IT resources, the College supports faculty research with an administrative staff that assists with office tasks such as duplication as well as research administration, personnel management, and accounting.

Section II Question IV

01: Are more Kentuckians ready for postsecondary education?

A. Entrance requirements:

- 1. SAT, ACT**
- 2. High School/College GPA**
- 3. Other required discipline knowledge unique to the proposed program**

The University's admission requirements for incoming first-year students are accepted as the minimum admission criteria to this degree program. Completion of the pre-college curriculum as detailed at <http://www.uky.edu/Admission/pre-college-curriculum> is strongly encouraged. Students are advised to enroll in CPH 201 An Overview to Public Health before proceeding with other course selections.

B. Transfer requirements:

- 1. College transfer GPA**
- 2. Recommended/required preparatory courses (prerequisite courses)**

The University of Kentucky categorizes transfer applicants by the following types: (1) Transfer with 23 or fewer hours of college work since high school graduation; and (2) Transfer from another institution with 24 or more semester hours earned or in progress. This degree program adheres to the transfer policy of the University as described at <http://www.uky.edu/Admission/transfer.htm>

C. Recruitment Plans

- 1. Plans to ensure success of students coming from feeder institutions**

All students enrolling in this baccalaureate program will receive academic advising. Students transferring from other institutions will be similar to students within the University moving from undeclared to declaring a major or changing majors. Past student course work will be optimized as it is applied to the programs critical curricular elements.

- 2. Recruitment & marketing strategies to enroll a diverse student body**

Students interested in the Public Health undergraduate degree program will find multiple sources of information and encouragement. A new section of the College's web site will be devoted to the undergraduate program, comparable to the already robust information about the College's graduate programs. Recruitment efforts will be directed toward the public health practice community where many hold an Associate degree. Recruitment efforts already underway at high school college nights, etc. will be intensified. National and international exposure will be utilized

through the promotion efforts of the Association of Schools of Public Health (ASPH) and American Public Health Association (APHA) both of which maintain major distribution efforts through both electronic and print media. Attracting international students will be supplemented with international affiliations developed through the Graduate Certificate in Public Health.

02: Are more students enrolling?

A. Explain the demand for the program by providing the following information:

1. Anticipated number of students enrolling from other majors (including undeclared

It is estimated that as many as 100 – 150 students will pursue this degree in their third and fourth year of study.

2. New students entering the program (including transfers)

This program is necessitated by national trends requiring qualified individuals to engage in public health. The demand for such expertise is especially critical for the Commonwealth of Kentucky, which consistently ranks low in national standings for many adverse health events. (See more below).

B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues).

Additional recruitment efforts will be directed to the community colleges within the Commonwealth. The availability of this degree will allow the expansion of relationships with the Area Health Education Centers (AHECs) and their “pipeline” programs for high school students from rural and underserved areas.

C. Obtain EEO plan and status information

In accordance with University of Kentucky policy, this program will provide opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability (University of Kentucky, Office of Institutional Equity and Equal Opportunity, <http://www.uky.edu/EVPFA/EEO/>).

03: Are more students advancing through the system?

A. What is the anticipated time-to-graduation for full time students enrolling in the program

This program is designed to be completed within 4 years; however it may take some students longer dependent at which point in their academic career they declare the major.

B. Explain any cooperative or practicum experience required to complete the program

No practicum experience is required for this undergraduate degree. However, students desiring to have a practicum experience may do so at any of the many practicum sites already in place for students enrolled in the Master of Public Health (MPH) and Doctor of Public Health (DrPH).

C. Why do you desire to offer this program) see 2A) Why is UK the right place to offer this program?

This from a recent article by Jon Marcus appearing in *The Times Higher Education* on September 6, 2012 summarizes a rationale for this program at UK. "The subject's (public health) constant presence in the news, not to mention popular culture, means that more Americans than ever are going into public health. US graduate programs are attracting twice as many applicants as they did 10 years ago - 49,227 in 2010 according to the Association of Schools of Public Health, the last year for which data are available. Meanwhile, a larger than usual wave of retirements and factors such as the involvement of the likes of the Bill and Melinda Gates Foundation in public health will create the need for an estimated 250,000 new public health professionals in the next decade, Columbia says, due in part to spending by philanthropies on global health initiatives. The number of accredited schools of public health in the US has jumped from 29 to 49 since 2000, with 30 more in the pipeline, according to the Council on Education for Public Health." <http://www.timeshighereducation.co.uk/story.asp?storyCode=421021§ioncode=26>.

Kentucky's high health risk factors, low ranking health status coupled with high student interest in the College of Public Health's initial undergraduate offerings to the UK Core Courses indicates the content is relevant to our future citizens and to the Commonwealth – as well it should be. Another recent article appearing in the Wall Street Journal on August 8 by Michael B. Sauter, Alexander E.M. Hess, Lisa Uible and Samuel Weigley ranked Kentucky as the third least livable state. "Kentucky's median household income of \$40,062 is the fourth lowest of all states and about \$10,000 less than the median income across the U.S. The state also has the fourth-highest percentage of people below the poverty line and people on food stamps/SNAP benefits. It is not surprising that the state has the eighth-lowest

score on the economic confidence index. Kentuckians' health is also poor. The state has the second-highest rate of smokers, with an estimated 29 percent reporting smoking in 2011, the seventh-highest obesity rate and the 10th lowest rate of people who say they have visited the dentist in the past year. Kentucky ranks fourth from the bottom in ease of finding a safe place to exercise." <http://bottomline.nbcnews.com/news/2012/08/12/13180404-america-s-most-and-least-livable-states-of-the-future?lite>

The University of Kentucky College of Public Health has been accredited through the Council on Education in Public Health since 2005. This accreditation is highly competitive and prestigious. We are the only accredited school of public health (other than University of Louisville) in Kentucky, Tennessee, or Indiana; accordingly, we have an obligation to prepare the workforce based on CEPH standards which now include undergraduate professional preparation programs.

1. Include a list of other Kentucky institutions offering similar or related program at this and other levels.

Eastern Kentucky University offers:

B.S. in Environmental Health Studies
MPH in Community Health Educ. & Environmental Health Science

University of Louisville offer:

Master of Science (MS) in Biostatistics-Decision Science
Master of Science (MS) in Epidemiology
Master of Public Health (MPH)
Doctor of Philosophy (PhD) in Biostatistics with emphases on
Decision Science and Bioinformatics
Doctor of Philosophy (PhD) in Public Health Sciences – Epidemiology
Doctor of Philosophy (PhD) in Public Health Sciences –
Environmental Health
Doctor of Philosophy (PhD) in Public Health Sciences – Health
Management
Doctor of Philosophy (PhD) in Public Health Sciences – Health
Promotion

Western Kentucky University offers:

B.S. in Health Education and Environmental Health
MPH in Health Education and Environmental Health

2. List courses from in-state institutions that will transfer into the program

With respect to courses from in-state institutions that will transfer, the proposed Bachelor of Population Health will adhere to the 48 Hour General Education Transfer Component, and the 12 Hour Transfer Articulation Agreement as detailed on pages 15-18 of the UK Bulletin. This will facilitate the timely advancement of transfer students toward degree.

3. List courses offered that will transfer into similar programs at other institutions.

Courses approved by UKCore will be eligible for acceptance by other institutions as General Education curriculum.

4. Provide information about completed, signed articulation agreements.

None

D. Delivery

1. What plans are in place for delivering the program through the Kentucky Virtual University of other distance learning technologies?

Most courses will have online components. Emphasis will be placed on the prerequisite course and five core courses for online delivery so as to enable students at other institutions to transfer into the program with minimal difficulty.

2. What courses can be offered in a non-traditional mode?

The College of Public Health already offers several graduate courses in an executive format – typically Friday-Saturday classes. This delivery format can also be adopted should it expedite students' time to completion.

E. Collaboration Efforts

1. Proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.

Letters from Eastern Kentucky University, Western Kentucky University, and University of Louisville are pending.

The BPH degree capitalizes on personal and live teaching for on-campus students and it does not attempt to provide the requisite public health skills via distance learning. As the program matures professors from

neighboring institutions would be welcome to guest teach, provided their willingness to teach at the University of Kentucky. By nature of the University of Kentucky College of Public Health CEPH accreditation, there is an obligation to prepare the public health workforce using in-house accredited faculty rather than relying on non-accredited institutions to provide training.

2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

Collaborative agreements will not be needed for this program.

04. Are we preparing Kentuckians for life and work?

A. How does the program prepare Kentuckians for life and work?

Current State law enables baccalaureate graduates with a background in population health to assume positions in public health departments, including department directors. Many other non-profit agencies employ graduates having an understanding of population based needs and issues, including violence, homelessness, and cancer prevention.

B. What are the accreditation expectations for this program?

Because the College of Public Health at the University of Kentucky is already accredited by the Council on Education in Public Health (CEPH) until 2015, this undergraduate program will automatically be accredited.

C. Are there licensure, certification or accreditation requirements for graduates of this program?

Students completing the baccalaureate degree will be eligible to take the Certification Exam in Public Health. This is not a requirement for entry into the work force but it does confirm entry level competency in the five core areas – biostatistics, environmental health, epidemiology, health behavior, public health administration.

D. What are the projected degree completions?

Anticipated enrollment is 50 students in the first two years of the degree program. It is anticipated that the majority of these students to complete the BPH degree in the spring of 2017.

05. Are Kentucky's people, communities and economy benefiting?

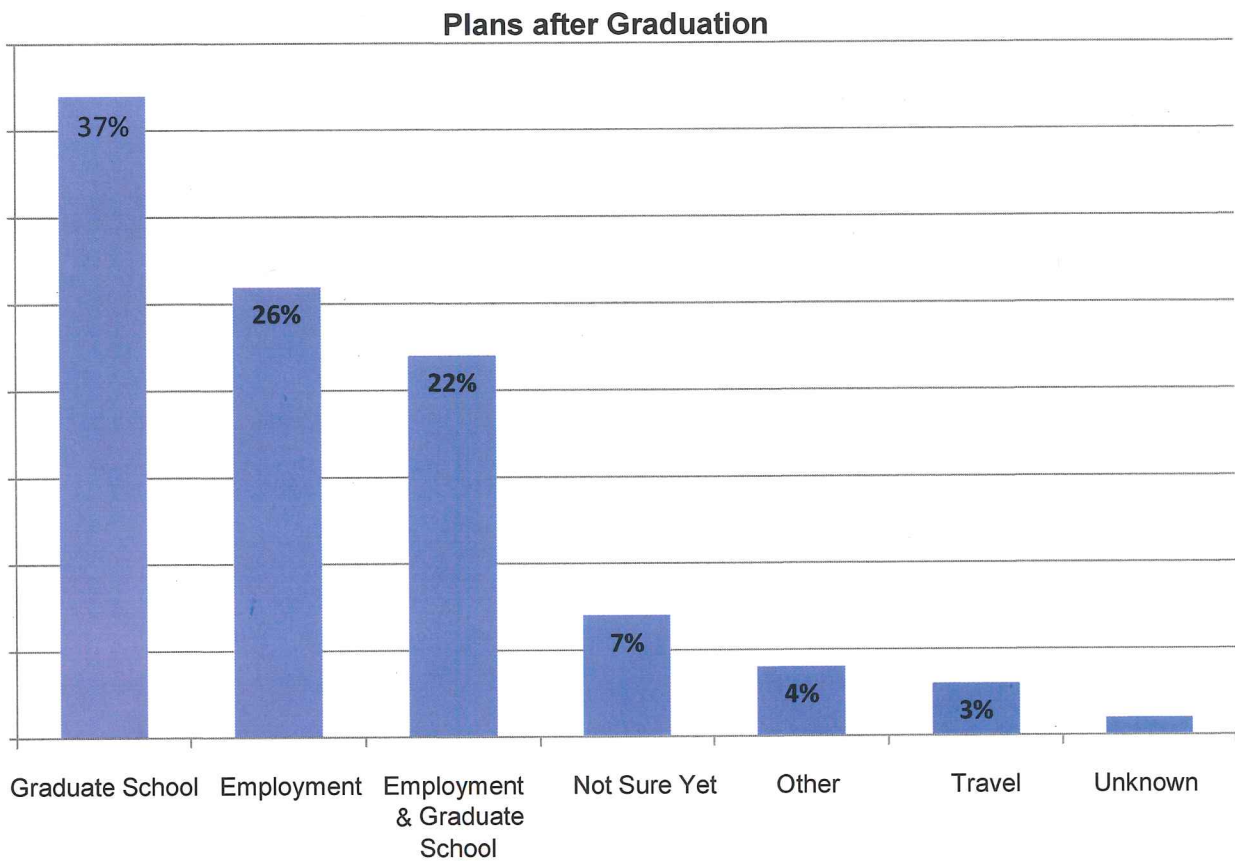
A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, and labor interests.)

none

B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

A recent survey in the spring of 2011 by the Association of Schools of Public Health obtained a profile of the plans after graduation of senior level students in baccalaureate programs (N=1,206). The results are reflected below.

<http://www.asph.org/UserFiles/Career%20Paths%20for%20Undergraduates%20Survey%20Spring%2020112.pdf>



C. What other benefits to the Kentucky community and economy will the program provide?

One of the most significant problems facing Kentucky's communities is unhealthy populations. These problems have been well documented. People living in Kentucky have higher rates of cancer (specifically lung cancer, colon cancer, and cancer of the uterine cervix). The Kentucky population has higher

rates of obesity, heart disease, and diabetes. These health problems have devastating impact on the workforce and economy of Kentucky communities. The graduates from this program will have unique skills to address these problems through employment opportunities. Moreover, graduates, as citizens, will be empowered to participate in community action coalitions, and advocate for health intervention programs, including education, screening, and treatment. This degree program and the availability of undergraduate courses to the entire university is a step toward addressing the issues noted in a July 17, 2012 report by the Kentucky Chamber of Commerce in which it "... lauds the state for its low cost of doing business and low cost of living, making the workforce affordable, while areas such as the health and wellness of the workforce, a low level of educational achievement and a lack of tort reform make it tough to do business in the commonwealth.

<http://bizlex.com/2012/07/chamber-report-cites-kentuckys-strengths-weaknesses/>

D. Explain specific benefits of the program.

The BPH degree will provide an enriched public health force for Kentucky, other U.S. states, and other countries. Overtime, this enhanced public health workforce will greatly contribute to the health of our nation and possibly contribute to the health of other nations.



PROGRAM PROPOSAL

for

Bachelor of Public Health (BPH)

Table of Contents

Prologue.....	3
Background, Need, and Rationale.....	4
Environmental Analysis of Kentucky's Need.....	6
Competing Degree Programs within the Commonwealth.....	9
Tangential Degree Programs within the University.....	10
Employment Expectations for Graduates.....	12
Program Outcomes.....	14
The Curriculum.....	16
Sample 8-Semester Sequence.....	24
Assessment.....	25
Resources and Oversight.....	27
Appendix A – Framing the Future.....	29
Appendix B – ASPH Undergraduate Outcomes.....	32
Appendix C – Course Descriptions.....	36
Appendix D – Faculty List.....	42
Appendix E – Letters of Support.....	44

Prologue

The academic discipline of public health is guided by the Association of Schools of Public Health (ASPH) and its accrediting body, the Council on Education for Public Health (CEPH). CEPH-accredited member schools of ASPH can develop and provide undergraduate programs in public health that become accredited programs by virtue of their status as an accredited school. This point is important given the recent escalation of undergraduate enrollments in public health (see article from the Washington Post http://www.asph.org/UserFiles/Undergraduate_ForaGlobalGenerationPublicHealthIsaHotField.pdf). In response to the rapidly expanding demand for undergraduate education in public health, CEPH recently issued general guidance on the development of undergraduate curricula (see http://www.ceph.org/pdf/UG_Meeting_Summary.pdf). It is well worth noting that Dr. Steve Wyatt, Dean of the UK College of Public Health, was an invited member of that advisory group.

Given the fully CEPH-accredited status of the College of Public Health at UK, it is clearly timely to pursue an undergraduate major for our students. Such a major has the potential to enroll large numbers of students, as is the case at Johns Hopkins (enrolling more than 300 per year). The influx of students into undergraduate public health programs is a direct result of changes in the global job market. In economies greatly weakened by recent global recessions it is anticipated that an increasing number of nations will spend less of their GNP on medical treatment and more on the prevention of conditions such that treatment costs can be avoided. Because this paradigm shift (from treatment to prevention) is occurring globally, the UK CPH proposes to meet the challenge of the demand for undergraduate-trained public health professionals under the title of Public Health.

The primary mission and intent of public health practice is to avert disease at the population level. Rather than approaching health and disease at the level of each individual in any given community, efforts are directed toward creating the policy environments, physical environments, social structures, surveillance systems, etc. needed to assure that everyone in any given community worldwide is protected against premature morbidity or mortality. UK can provide high quality undergraduate education (via an accredited school of public health) to students from throughout the world.

Background, Need, and Rationale

In 1920, C.E.A. Winslow defined public health as the science and art of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, public and private, communities and individuals. It is concerned with threats to health based on population health analysis. The population in question can be as small as a handful of people in a rural community or as large as all the inhabitants of several continents (as in the case of a pandemic). The ideal of health encompass "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity", as defined by the United Nations' World Health Organization. Public health is at the core of several agencies responsible for developing plans and mobilizing resources to respond to natural disasters and disease epidemics. Increasingly, public health-related agencies are also becoming involved in developing sustainable, green technologies and working with urban planners to create community designs that increase safety and promote healthy living. In short, public health is germane to many different areas of life with the goal of improving the health of everyone.

The need for public health undergraduate programs is a high priority both nationally and in Kentucky. The *raison d'être* for the founding of the College of Public Health in 2003 was derived from countless national reports replete with statistics reflecting Kentucky's poor health status. A 2007 report by the United Health Foundation ranked Kentucky as one of the unhealthiest states (43rd) in the United States. Kentucky's all-cause mortality rate is the second highest rate in the nation, due to elevated death rates for cardiovascular disease, cancer, and diabetes. Infrequent access to preventive healthcare and the high prevalence of established risk behaviors for many diseases, including substance abuse, obesity, and sedentary lifestyles, contribute significantly to this elevated disease burden in both adults and children. The *2009 Kids Count Data Book* outlined several health challenges among children in Kentucky, ranking 41st overall for child well-being.

Academic majors using the title of Public Health are emerging with some frequency on campuses in the U.S. Nearly 30% of the 49 colleges of public health accredited by CEPH (Council on Education in Public Health) have already established baccalaureate programs with another estimated dozen institutions working on creating a program. Additionally, twenty other colleges and university which are not CEPH accredited are offering undergraduate degrees. Students seek opportunities for local and global application of knowledge and analytic skills, experiential learning linked to civic engagement, practice of applied ethics, problem solving, and teamwork from the

“population perspective.” These programs interest undergraduates who are paying attention to the world. Public health topics introduce a new and highly relevant approach to national and global understandings as evident by the enrollment of nearly 200 students each semester in CPH 201 Introduction to Public Health at the University of Kentucky. Many seek avenues to socially and globally responsible work. Others are exploring career options related to their majors and want to explore programs that might lead to graduate and professional school. So popular have majors become at leading universities that UCLA has had to cap its enrollments. <http://sph.berkeley.edu/students/undergrad/index.php>. The major opens alternatives to medical school, important given the number of students who enter college with unrealistic plans to become physicians. Similarly, we will offer a minor in public health, which provides an outstanding skill set to any student entering the health professions given that public health is an increasingly popular part of all health career tracks. Moreover, for non-students who are already practicing in a health profession, a certificate in public health will be offered. Because medical education has awakened to the importance of population-based concepts and will include a public health component in the Medical College Admission Test (MCAT) beginning in 2014, the major, minor, and certificate options are all viable for any students planning to take the MCAT.

Despite the importance of public health to the health of our society, this workforce is facing critical challenges, namely a precipitous decline in numbers and resources. The public health workforce shortage is emerging at a time when public health must take on more responsibility in addition to the ongoing role of preventing disease and promoting health. Citing documents by the Bureau of Health Professions, State and Territorial Health Officials, and the National Center for Health Workforce Information and Analysis, the American Public Health Association notes that resources dedicated to public health are declining, the public health workforce is expected to be fully prepared for new and emerging health problems and large-scale public health emergencies, ranging from pandemic influenza to bioterrorism. However, there are inadequate numbers of public health personnel and students in training even to respond to the current demand. Also, individuals trained in public health tend to be employed in settings other than traditional public health agencies. Health professions repeatedly mentioned as experiencing shortages are:

- Epidemiologists
- Biostatisticians
- Health educators
- Environmental health workers
- Public health laboratory workers
- Public health nurses
- Physicians

http://scholar.google.com/scholar_url?hl=en&q=http://www.apha.org/NR/rdonlyres/8B9EBDF5-8BE8-482D-A779-7F637456A7C3/0/workforcebrief.pdf&sa=X&scisq=AAGBfm2HUFUToA2-43 IFikSPieB 1YttA&oi=scholar

Left unresolved, the workforce challenges will undermine efforts to protect the public's health. Rural and underserved areas will not obtain the health services they need, communities will be unprepared to face disasters like hurricane Katrina and people will not know what they need to do to protect themselves should an emerging infectious disease. It is anticipated that the University of Kentucky can contribute to easing this personnel shortage.

The delivery of a population health major also enables the incorporation of interprofessional education – another aspect promoted by the Institute of Medicine – to address the health of the nation from a systems approach. Numerous national reports recommend changing undergraduate, graduate, and continuing health professions education to align with the needs of the health care system. State and national health reforms require health professionals to collaborate in teams, health homes, and accountable-care organizations. This involves students engaging in interactive learning with those outside their profession or professional destination as a routine part of their education. The goal of this interprofessional learning is to prepare all health professions students for deliberately working together with the common goal of improving public health infrastructure.

The promise of an academic major in Public Health is considerable. The proposed program integrates well with many other program majors at the university, bringing critical national and global issues into discussion within a wide array of disciplines. The population base of public health supports new approaches or new lenses through which to view liberal arts and professional school majors. The emphasis on application and real-world problem solving enhances both general education and the major. Considering the magnitude of world health problems, it is believed public health will help students to focus on solutions brought about by action. Through this program, the CPH will contribute to the University's ability to address critical needs for an educated citizenry, foster leadership development, and prepare students for careers in public health. For undergraduates who will live through much of the 21st century, this is a highly engaging and relevant program that will contribute much to the public good.

Environmental Analysis of Kentucky's Need

This from a recent article by Jon Marcus appearing in *The Times Higher Education* on September 6, 2012 summarizes a rationale for this program at UK. "The subject's (public health) constant presence in the news, not to mention popular culture, means that more Americans than ever are going into public health. US graduate programs are

attracting twice as many applicants as they did 10 years ago - 49,227 in 2010 according to the Association of Schools of Public Health, the last year for which data are available. Meanwhile, a larger than usual wave of retirements and factors such as the involvement of the likes of the Bill and Melinda Gates Foundation in public health will create the need for an estimated 250,000 new public health professionals in the next decade, due in part to spending by philanthropies on global health initiatives. The number of accredited schools of public health in the US has jumped from 29 to 49 since 2000, with 30 more in the pipeline, according to the Council on Education for Public Health.”

<http://www.timeshighereducation.co.uk/story.asp?storyCode=421021§ioncode=26>.

Kentucky’s high health risk factors, low ranking health status coupled with high student interest in the College of Public Health’s initial undergraduate offerings to the UK Core Courses indicates the content is relevant to our future and to the Commonwealth. A recent article appearing in the Wall Street Journal on August 8 by Michael B. Sauter, Alexander E.M. Hess, Lisa Uible and Samuel Weigley ranked Kentucky as the third least livable state. “Kentucky’s median household income of \$40,062 is the fourth lowest of all states and about \$10,000 less than the median income across the U.S. The state also has the fourth-highest percentage of people below the poverty line and people on food stamps/SNAP benefits. It is not surprising that the state has the eighth-lowest score on the economic confidence index. The state has the second-highest rate of smokers, with an estimated 29 percent reporting smoking in 2011, the seventh-highest obesity rate and the 10th lowest rate of people who say they have visited the dentist in the past year. Kentucky ranks fourth from the bottom in ease of finding a safe place to exercise.” <http://bottomline.nbcnews.com/news/2012/08/12/13180404-americas-most-and-least-livable-states-of-the-future?lite>

One of the most significant problems facing Kentucky’s communities is unhealthy populations. These problems have been well documented as noted above. People living in Kentucky have higher rates of cancer (specifically lung cancer, colon cancer, and cancer of the uterine cervix). The Kentucky population has higher rates of obesity, heart disease, and diabetes. These health problems have devastating impact on the workforce and economy of Kentucky communities. The graduates from this program will have unique skills to address these problems through employment opportunities. Moreover, graduates, as citizens, will be empowered to participate in community action coalitions, and advocate for health intervention programs, including education, screening, and treatment. These degree programs and the availability of undergraduate courses to the entire university is a step toward addressing the issues noted in a July 17, 2012 report by the Kentucky Chamber of Commerce in which it “...lauds the state for its low cost of doing business and low cost of living, making the workforce affordable, while areas such as the health and wellness of the workforce, a low level of educational

achievement and a lack of tort reform make it tough to do business in the commonwealth. <http://bizlex.com/2012/07/chamber-report-cites-kentuckys-strengths-weaknesses/>

Competing Degree Programs within the Commonwealth

The University of Kentucky, College of Public Health, is joined by three other public institutions providing graduate and undergraduate education in public health. No other institutions, public or private, are offering a major in this area.

Eastern Kentucky University offers:

- B.S. in Environmental Health Studies
- MPH in Community Health Educ. & Environmental Health Science

University of Louisville offer:

- Master of Science (MS) in Biostatistics-Decision Science
- Master of Science (MS) in Epidemiology
- Master of Public Health (MPH)
- Doctor of Philosophy (PhD) in Biostatistics in Decision Science & Bioinformatics
- Doctor of Philosophy (PhD) in Public Health Sciences – Epidemiology
- Doctor of Philosophy (PhD) in Public Health Sciences – Environmental Health
- Doctor of Philosophy (PhD) in Public Health Sciences – Health Management
- Doctor of Philosophy (PhD) in Public Health Sciences – Health Promotion

Western Kentucky University offers:

- B.S. in Health Education and Environmental Health
- MPH in Health Education and Environmental Health

Tangential Degree Programs within the University

There are five undergraduate degrees already offered at the University of Kentucky which have some commonalities with the Bachelor of Public Health: the Human Health Sciences offered by the College of Health Sciences; the Clinical Leadership and Management, also offered by the College of Health Sciences; and three BS degrees in Education, Kinesiology, and Health Promotion offered by the College of Education. All of these programs differ from the Bachelor of Public Health.

The Bachelor of Public Health greatly differs from the Human Health Sciences because the BPH degree (administered by an accredited school of Public Health) prepares students to leverage population-wide shifts in morbidity and mortality. The College of Health Sciences degree pursues individual level change while the BPH promotes and supports changes in communities and entire states.

The Clinical Leadership and Management degree offered by the College of Health Sciences is intended to provide health care professionals with leadership skills enabling them to better manage health care facilities and programs. In contrast, the Bachelor of Public Health is directed toward the prevention of disease at the population level rather than the treatment of disease at the individual level.

In addition, the Bachelor of Public Health degree greatly differs from the BS degrees in Exercise Science, Kinesiology, and Health Promotion conferred by the College of Education. The BS degree in Exercise Science description indicates that it is appropriate for students interested in personal training, sports administration/management, sport leadership, exercise physiology, biomechanics, strength and conditioning, athletic coaching, and fitness specialties. While a number of graduates from KHP apply and are accepted into professional schools such as physician assistant, dental, medical, pharmacy, and physical therapy (similar to the proposed BPH), the KHP curriculum includes courses in physical activity and sports, exercise physiology, athletic training, and biomechanics whereas the proposed BPH curriculum covers all core areas of public health including biostatistics, epidemiology, health policy/management, and environmental health. The BS degree in Physical Education/Kinesiology description indicates that it is for students interested in teaching physical education and health. The coursework focuses on teaching methods in health education and physical education. Professional education courses required by the BS degree in Physical Education/Kinesiology equip students with the knowledge and skills to become efficient educators through observation and field work. Finally, the BS degree in Health Promotion is described as being designed for those interested in teaching health education in the schools. The health promotion program ensures an

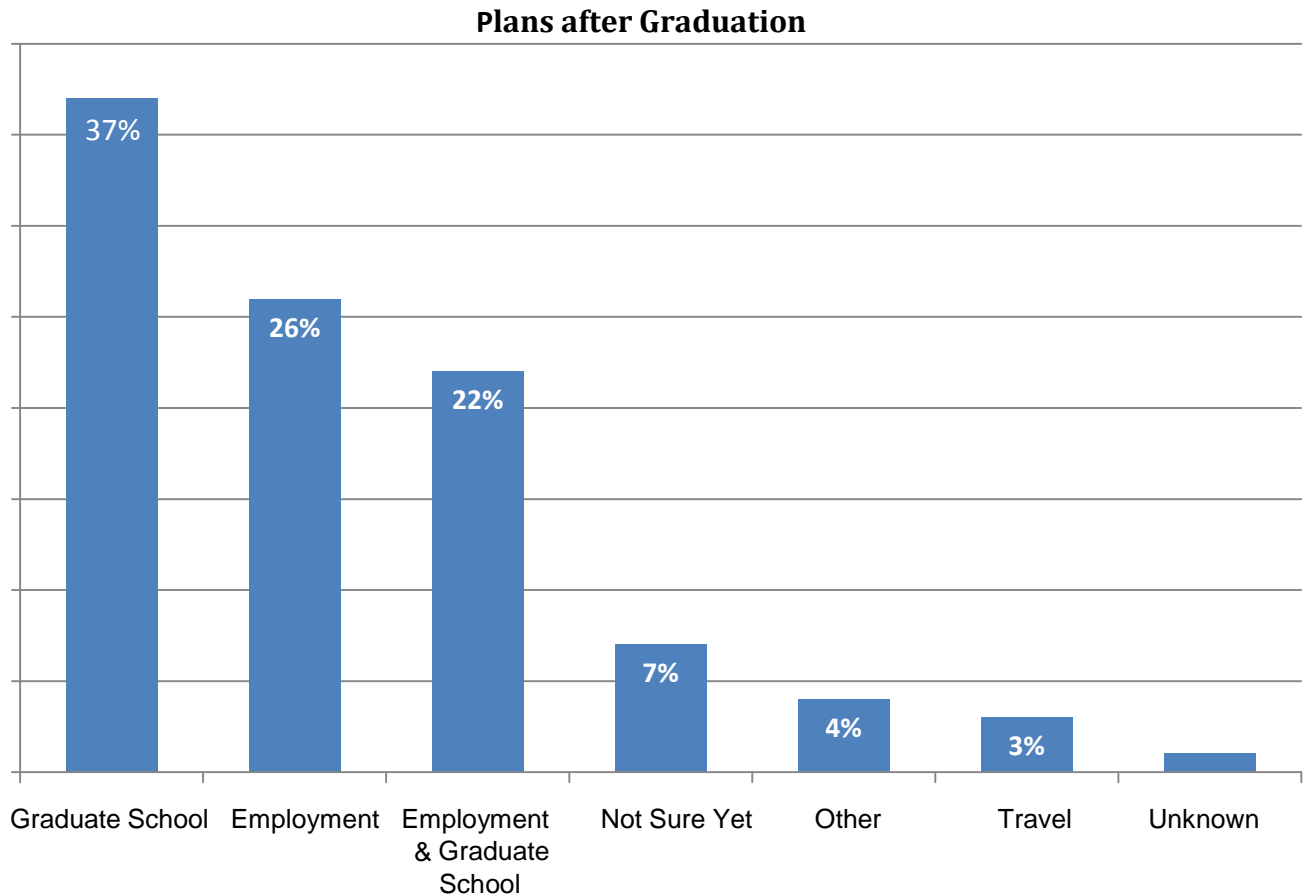
understanding of and knowledge about the structure of the health promotion discipline through the content and methodology courses in sexuality education, drug education, human health and wellness, nutrition, and program planning in health education. The purpose of health promotion is to promote quality of life for all people; it generally focuses on the whole individual, including social and emotional dimensions, not just the physical. While the proposed BPH will also promote quality of life for all people, its orientation will be at the population level and emphasize all five core areas of public health – biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

The Bachelor of Public Health degree is designed specifically to prepare Kentucky's public health workforce. In contrast, the Bachelor of Arts in Population Health being proposed by the College of Arts & Sciences is designed as a liberal arts degree and is not intended to serve the workforce; rather it is intended to cultivate educated citizens. Despite the different purposes of these two programs, it is well worth noting that students completing the BA program will be qualified to enroll in the Masters of Public Health program at UK if they choose to advance their education in population health and enter that profession as a career. Students completing the BA in Population Health may also qualify to sit for the national credentialing exam in public health by taking a modest number of post-baccalaureate courses. In addition, students enrolled in the BA program may opt for an honors track which would involve taking five core courses and completing the capstone.

Employment Expectations for Graduates

A recent survey in the spring of 2011 by the Association of Schools of Public Health obtained a profile of the plans after graduation of senior level students in public health related baccalaureate programs (N=1,206). The results are reflected below.

<http://www.asph.org/UserFiles/Career%20Paths%20for%20Undergraduates%20Survey%20Spring%2020112.pdf>



Although Kentucky's public health infrastructure has been weakened by the persistent economic downturn, students graduating at the master's level have found employment in a variety of settings both within and beyond the state. A bachelor's degree in public health also prepares students for entry-level positions in community and public health or for graduate study in a variety of other health professions.

Strengths and Opportunities

1. This degree offering, whole or in part, will contribute to the concept of an educated citizen and begin to build advocacy within the Commonwealth to remedy Kentucky's long standing health disparity.
2. Existing undergraduate course offerings have had substantial enrollments indicating students' interest in this field of study.
3. Many courses in the curriculum were piloted prior to new course initiation and several faculty members have enjoyed the challenge of undergraduate teaching.
4. The degree program is compatible with preparation for entrance into other health professions, for example schools of medicine will require students to demonstrate knowledge of population health in 2014 on the MCAT exam.
5. Students will receive early exposure to roles and responsibilities, teams and teamwork, ethics and communication skills through participation in interprofessional education activities.
6. The program, once approved, will be automatically accredited by virtue of the College's accredited status by the Council on Education in Public Health (CEPH).
7. Similarly, upon completion of the introductory course and minimally the five core courses, students will qualify to take the Certification in Public Health Exam.
8. No new resources are required to implement this degree program. It is anticipated that under the new budget model adequate resources for TA's will be available for teaching assistance.

Program Outcomes

The outcomes of the program and the resulting curriculum design are guided by several critical documents. The first, *Framing the Future: The Second 100 Years of Education for Public Health (July 2012)*, Appendix A, developed by the Association of Schools of Public Health identifies the critical elements of an undergraduate major in public health that would prepare students to enter the workforce and/or pursue advanced studies in public health or other health professions. This document was developed in conjunction with the Council on Education in Public Health (CEPH), the accrediting body for schools of public health. The second document, *Undergraduate Public Health Learning Outcomes Model*, Appendix B, developed in collaboration with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, and the Association of Schools of Public Health serves to facilitate the introduction of public health for undergraduate students in two- and four-year colleges and universities. Finally, the *Core Competencies for Interprofessional Collaborative Practice* <http://ipep.arizona.edu/blog/core-competencies-interprofessional-collaborative-practice> helps to guide the design of educational programs and stimulate learning in team work and interprofessional collaboration. The following program outcomes for this degree program are derived from these three guiding documents. The outcomes are focused on three domains.

I. Knowledge of Human Cultures and the Physical and Natural World

1. Define public health and its history, philosophy, core values, and functions as related to the roles and responsibilities of government, non-government agencies, and private organizations.
2. Explain the science concepts underlying the concepts of human health and disease and the basic approaches to health promotion and disease prevention.
3. Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and public health.
4. Identify the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
5. Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting public health.
6. Discuss major local, national, and global health challenges regarding different health issues and problems confronting the population(s) of the U.S. and other countries, including the role of governmental and nongovernmental health institutions in affecting the population's health.

7. Identify the basic sociological and psychological concepts, processes, approaches, and interventions that address the major health-related needs and concerns of individuals and communities.
8. Explain the influences that science and technology are having on individual and public health.
9. Outline approaches for assessing and controlling environmental hazards that affect community health and address control methods for selected environmental hazards.
10. Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.

II. Intellectual and Practical Skills

11. Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
12. Use scientific data, including tools of informatics, knowledge of one's own role and those of other professions to appropriately assess the well-being of a community and address the healthcare needs of the populations served.
13. Discuss the interconnectedness among the physical, social, and environmental aspects of community health through the creation of systems-based diagrams regarding population flows for a particular disease in relation to the environment, different stakeholders, and the population's overall health status.
14. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.
15. Conduct literature searches and prepare written papers on a health issues using a variety of academic and public resources to include references and related resources, regarding a current issue, related trends, and potential interventions for an assigned public health challenge.
16. Work with individuals of other professions to maintain a climate of mutual respect and shared values and appreciate the role of community collaborations in promoting public health.
17. Analyze alternative viewpoints regarding various health topics.
18. Communicate with families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
19. Assess the source and quality of health information and data, as related to individual and community health.
20. Appreciate the multiple determinants of health, including sociological, economic, genetic, behavioral, environmental, and other factors that impact human health and health disparities.

21. Recognize the impact of legal, ethical, economic, regulatory dimensions of health care and public health policy, and the roles influences, and responsibilities, of different agencies and branches of government.
22. Identify the fundamental characteristics and organizational structures of the U.S. Health system and to note significant differences in systems in other countries.
23. Identify the fundamental features of project management and evaluation, including basic management of resources (financial, human, and material), as well as quality improvement in public health efforts.
24. Apply basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology.
25. Apply the basic concepts, methods, and tools of public health data collection, use, and analysis and explain why evidence-based approaches are an essential part of public health practice.

III. Personal and Social Responsibility

26. Identify stakeholders who influence health programs and interventions.
27. Discuss the role of community engagement in promoting public health and social justice.
28. Outline individual and community preparedness considerations regarding health emergencies and public disasters.
29. Collaborate with others from diverse backgrounds in addressing health disparities and inequities.
30. Participate in the political process to improve health, social justice, and equity.
31. Analyze ethical concerns and conflicts of interest that arise in the field of public health.
32. Examine the fundamental right to health and health services.
33. Advocate for evidence-based social changes that improve the health of individuals and communities.
34. Champion the role of prevention in promoting a healthy community.
35. Endorse lifestyle behaviors that promote individual and public health and well-being.
36. Value multicultural perspectives and sensitivities on health.

The Curriculum

See College of Public Health Undergraduate Bulletin information beginning on the next page.

Public Health – Bachelor of Public Health (BPH)

Students interested in the health care professions often overlook the opportunities within the public health sector. The concept of “public health” is quite simple. Rather than approaching health and disease at the level of each individual in any given community, efforts are directed toward creating the policy environments, physical environments, social structures, surveillance systems, etc. needed to assure that everyone in any given community worldwide is protected against premature morbidity and mortality.

This program invites students who are seeking opportunities for local and global application of knowledge and analytic skills, experiential learning linked to civic engagement, practice of applied ethics, problem solving, and team work from the “population” perspective. UK CPH is one of over 50 colleges nationally accredited by the Council on Education in Public Health (CEPH). The curriculum is designed to enhance the notion of informed citizenship as well prepare students for entry level positions within the public health workforce. The curriculum is informed by the Critical Component “Elements of an Undergraduate Major in Public Health” published by the Association of Schools of Public Health (2012).

Advising

Every student will have an academic advisor who assists them in preparing for registration each semester. Advising will be conducted through the Office of Academic and Student Affairs, 111 Washington Ave, Suite 120, (859) 218-2096.

Undergraduate Admission Requirements

The College of Public Health enrollment is composed of four-year students and certificate seeking associate school graduates.

Admission to the University of Kentucky is sufficient for admission to the College of Public Health as a premajor. Public health students receive academic advising from the College of Public Health faculty and must successfully complete the premajor course requirements before applying to the BPH degree program. The pre-major course requirements are: BIO 103; BST 330; CLA 131; CPH 201; and GRN 250.

An application must be filed with the College of Public Health in order for a student to be considered for admission as a major. Students are encouraged to apply during the sophomore year or later, based on completion of pre-major course requirements. In general, admission as a major depends upon the qualifications and preparation of the applicant, as well as the availability of resources for maintaining quality instruction.

Admission Criteria to the Bachelor of Public Health Degree Program

In order to be admitted to the BPH degree program as a major, applicants must fulfill the following requirements:

1. Admission to the University of Kentucky (students are considered for acceptance by the College only after acceptance by the University);
2. A grade of B or better in CPH 201;
3. Submission of an application form;
4. Minimum of a 2.75 grade-point average on pre-major course requirements;
5. Minimum of a 2.5 cumulative grade-point average on all college work attempted as computed by the Registrar's Office;
6. Ability to articulate reasons for choosing public health as a career, as evidenced in a one page essay.

Applications for admission to the College of Public Health must be received by the Admissions Office of the College of Public Health (111 Washington Ave, Suite 120) no later than May 1 for summer sessions, August 1 for the fall semester, and December 1 for the spring semester. Individuals who do not meet the admissions criteria may submit additional materials to the College's Admissions Committee. Admission may be granted if there is persuasive evidence of both the capability and motivation to undertake successfully the BPH degree program.

Degree Requirements

The College of Public Health requires students to earn a minimum of 120 hours for the Bachelor of Public Health with a minimum grade-point average of 2.5. In addition, students must earn a grade of C or better in all professional public health major requirement classes. Refer to the Academic Performance section of the CPH Undergraduate Bulletin for more information regarding the University repeat option policy. Students may take additional hours in accordance with stated University policy.

In addition to fulfilling UK Core requirements, students must complete the program requirements listed below.

UK Core Requirements

See the UK Core section of the *2012-2013 Undergraduate Bulletin* at:

www.uky.edu/Registrar/bulletinCurrent/ukc.pdf for the complete UK Core requirements.

The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core Hours **30**

Graduation Writing Requirement: CPH 470, required in the Major Requirements, fulfills the Graduation Writing Requirement.

Pre-major requirements

BIO 103 Basic Ideas of Biology ++ (or higher)..... 3

BST 330 Statistical Literacy in Public Health ++..... 3

CLA 131 Medical Terminology from Greek & Latin..... 3

CPH 201 Introduction to Public Health ++ 3

GRN 250 Aging in Today's World ++..... 3

MA 111 Introduction to Contemporary Math ++

OR MA 109 College Algebra (or higher)..... 3

Subtotal: Pre-major Hours: **18**

++ may also be used towards completion of a UK Core requirement

Major Requirements

I. Required Public Health Courses

CPH 310 Disease Detectives: Epidemiology in Action	3
CPH 320 Foundations of Environmental Health	3
CPH 440 Foundations of Health Behavior	3
CPH 472 Public Health Professions and Practice	3
HSM 241 Health and Medical Care Delivery Systems.....	3

Subtotal: Core Hours: **15**

II. Public Health Electives (choose 5 out of 8)

CPH 202 Public Health through Popular Film.....	3
CPH 203 Sexual Health.....	3
CPH 351 Preparing for Apocalyptic Events: Crisis Mgm & Population Health.....	3
CPH 423 The Health of Kentuckians	3
CPH 441 The Smoking Gun: Tobacco and the Public's Health	3
CPH 450 Managing Health Services Orgs to Improve Population Health	3
CPH 451G A Sick World: Global Health in the Early 21 st Century	3
GRN 585 Aging and Environment	3

Subtotal: Public Health Electives: **15**

III. Electives within the Major (choose 2 out of 6)

ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities	3
ANT 303 Topics in the Anthropology of Food and Nutrition: (Subtitle required) ...	3
GEO 261 Global Dynamics of Health and Disease ++	3
GEO 309 Introduction to GIS	3
SOC 235 Inequalities in Sociology	3
SOC 360 Environmental Sociology	3

Subtotal: Electives: **6**

IV. Capstone course - required:

After attaining junior status, students must complete a capstone course, which also satisfies the Graduation Writing Requirement.

CPH 470 Public Health Capstone.....	3
-------------------------------------	---

Total courses within major: **39**

NOTE: Students must earn a grade of C or better in all Major Requirements courses.

Additional Courses

Choose 12 hours in natural or physical science courses at the 200+ level. These courses are generally chosen from the following departments: ANA, BIO, CHE, PHY, PGY

(Students desiring to enroll in 200+ level CHE courses will be required to enroll in 100 level CHE prerequisites. Students desiring to enroll in 200+ level PHY courses will be required to enroll in 100 level MA prerequisites.)

Twelve credit hours from the following list of courses meet the additional natural or physical science requirements for the BPH degree.

Course Number	Course Title	Course prerequisites	Credit hours
BIO 208	Principles of Microbiology	High school chemistry recommended	3
BIO 209	Introductory Microbiology Lab	One unit of chemistry or consent of instructor; Bio 208 or Bio 308 should be taken concurrently	2
ANA 209	Principles of Human Anatomy	Introductory biology or zoology	3
PGY 206	Elementary Physiology	One semester of college biology	3
PGY 207	Case Studies in Physiology	PGY 206 or equivalent; may be taken concurrently	1

Subtotal: Additional Course Hours..... 12

Electives

Choose electives to lead to the minimum total of 120 hours required for graduation.

Total Minimum Hours Required for Degree = 120

Probation, Dismissal and Reinstatement Policy

An undergraduate public health major may be dismissed from the College of Public Health for failure to make satisfactory progress. In the Public Health program, the college continuously monitors the progress of all public health students. The following rules apply in the College of Public Health for terminating a student's enrolment for reasons of academic and professional performance.

Academic Performance

For students accepted to the Bachelor of Public Health (BPH) program, the rules for academic probation, dismissal and reinstatement are comparable to those established by the University for undergraduate colleges and also include criteria for student performance in required public health courses:

- a. A student must earn a C or better in all public health core courses (CPH 202, CPH 203, CPH 310, CPH 320, CPH 351, CPH 423, CPH 440, CPH 450, CPH 451G, CPH 470, CPH 472, GRN 585, HSM 241) in order to complete the major requirements and advance through sequential public health courses. A grade lower than a C will require the student to repeat that course and obtain a C or better to meet major requirements.
- b. A student has the option to repeat once as many as 3 different courses in which he/she received a grade of B, C, D, or E. This is called a Repeat Option. Only the grade, credit hours and quality points of the second completion will be used in calculating the GPA, provided the student has made a specific request through a Repeat Option form (available from your advisor). A limit of three repeat options may be filed during your entire undergraduate career. The student must be enrolled at the time the repeat option form is filed.
- c. Any student who fails to maintain a cumulative UK GPA of 2.5 shall be placed on academic probation within the College of Public Health.
- d. A student can be removed from academic probation when a cumulative GPA of 2.5 is obtained.
- e. A student shall be dismissed from the College who fails to achieve a cumulative GPA of 2.5 or higher within two consecutive semesters of being placed on probation or fails to earn a term GPA of 2.5 or higher for any two consecutive semesters following his/her placement on academic probation.
- f. A student who earns a term GPA of 2.5 or higher for each semester following placement on probation will continue in probationary status until a cumulative GPA of 2.5 or higher is obtained.
- h. Students who are on academic probation within the College of Public Health may transfer to other colleges or departments provided the students meet eligibility criteria.
- i. A student who has been dismissed from the College for academic reasons and has remained outside the program for at least a semester and a summer session may petition for reinstatement. Petition for reinstatement is to be made in writing to the Dean and shall include a written statement by the student specifying why he/she

should be considered for reinstatement. After consultation with the Director of Undergraduate Studies and other faculty as appropriate, the Dean may choose to accept or deny the petition. The Dean may require that the student agree to certain conditions in order to be reinstated (i.e. take additional course work, complete a writing class, obtain tutoring, etc.). The Dean shall inform the student in writing that he/she has been reinstated or reasons for denial of the petition for reinstatement. No student will be readmitted to the College via reinstatement request more than twice.

- j. A student who has been dismissed for academic reasons and reinstated shall, upon reinstatement, be placed on academic probation and be subject to the academic performance expectations outlined in this policy.

COURSES FOR NONMAJORS

Students from other departments are eligible to take certain public health courses offered to enrich the content of their basic major and/or to increase their knowledge and understanding of the society of which they are a part.

Sample 8-Semester Sequence

Bachelor of Public Health	
First Year	
<u>Fall</u>	<u>Spring</u>
BIO 103 (UK Core IV & premajor req)	CIS/WRD 111 (UK Core VI)
CIS/WRD 110 (Core V)	BST 330 (UK Core VIII & premajor req)
CPH 201 (UK Core III & premajor req)	CLA 131 (premajor req)
GRN 250 (UK Core IX & premajor req)	Public Health elective* #1
MA 111 (UK Core VII & premajor req)	Elective***
Total Hours: 15	Total Hours: 15
Second Year	
<u>Fall</u>	<u>Spring</u>
CPH 310	CPH 320
CPH 440	Public Health elective* #2
Natural or Physical science major requirement #1	Natural or Physical science major requirement #2
Elective***	UK Core II
Elective***	Elective***
Total Hours: 15	Total Hours: 15
Third Year	
<u>Fall</u>	<u>Spring</u>
CPH 450	UK Core I
Public Health elective* #3	Public Health elective* #4
UK Core X	Elective within the major** #1
Elective***	Elective***
Elective***	Elective***
Total Hours: 15	Total Hours: 15
Fourth Year	
<u>Fall</u>	<u>Spring</u>
CPH 472	CPH 470
Natural or Physical science major requirement #3	Public Health elective* #5
Elective within the major** #2	Natural or Physical science major requirement #4
Elective***	Elective***
Elective***	Elective***
Total Hours: 15	Total Hours: 15

* choose from CPH 202, CPH 203, CPH 351, CPH 423, CPH 441, CPH 450, CPH 451G, GRN 585

**choose from ANT 251, ANT 303, GEO 261, GEO 309, SOC 235, SOC 360

*** choose electives to lead to the minimum total of 120 hours required for graduation.

Assessment

Although the College pursues an active evaluation and assessment plan as a routine strategy, students pursuing this major will undergo additional assessments. The evaluation model of Donald Kirkpatrick is well suited to this purpose. The four levels of Kirkpatrick's evaluation model essentially measure: a) reaction of students (what they thought and felt about the educational experience); b) learning (the resulting increase in knowledge or capability); c) behavior (extent of behavior and capability improvement and their ability to implement or apply); d) results (the effects on the career, citizenship or career practice resulting from the student's performance). The grid below details the Kirkpatrick's structure and assessment methods.

Evaluation level	Evaluation description and characteristics	Evaluation approach for the Bachelor of Public Health
<p style="text-align: center;">1. Reaction</p>	<p>Reaction evaluation is how the students felt about their interactions with advisors and instructors, and personal reactions to the learning experiences:</p> <p>Did the students enjoy the course?</p> <p>Did they consider the course relevant?</p> <p>What was their level of participation?</p> <p>What level of effort was required to make the most of the learning (and get a "good" grade)?</p> <p>Perceived practicality and potential for applying the learning.</p>	<p>This will be done periodically (i.e., at the conclusion of each semester) by their academic advisor or the CPH Assistant Dean for Planning and Assessment.</p> <p>End-of-semester surveys will be used anonymously through the Teacher Course Evaluation process.</p> <p>Supplemental "grading" by the student, e.g. Survey Monkey.</p> <p>Annual focus group reactions from students, as it will be important to know whether students are upset or disappointed. Since it will be important that students give a positive impression when relating their experience to others who might be deciding whether to experience same.</p> <p>Verbal reaction that can be noted and analyzed by their academic advisor.</p>
<p style="text-align: center;">2. Learning</p>	<p>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning</p>	<p>Tracking of course grades and instructor feedback about student writing and presentation skills are commonplace in CPH.</p> <p>Though more difficult for more complex</p>

	<p>experience:</p> <p>Did the students learn what was intended to be taught?</p>	<p>learning, e.g. attitudinal development, which is famously difficult to assess, an effort will be made to assess changes.</p>
<p>3. Behavior</p>	<p>Behavior evaluation is the extent to which the students applied their learning and changed their behavior:</p> <p>Did the students put their learning into effect in a community setting?</p> <p>Was there a change in behavior and new level of knowledge sustained?</p> <p>Would the student be able to transfer their learning to another person?</p> <p>Is the student aware of their change in behavior, knowledge, skill level?</p>	<p>Measurement of behavior change is more difficult to quantify and interpret than reaction and learning evaluation.</p> <p>Cooperation and skill of observers, typically preceptors, directors of service learning projects, and advisors of extracurricular activities are useful.</p> <p>Students self-evaluate their competencies before and after selected courses</p> <p>Reflective writing and self-reported indicators will be used.</p> <p>The opinion of the student is a relevant indicator, but subjective and often unreliable, and therefore needs to be measured in a consistently defined way.</p>
<p>4. Results</p>	<p>Results evaluation is the effect on the students' choices after graduation</p> <p>Measures in this case would be indicators such as: number of students choosing a health-related professional program, senior theses in the students major which reflect a health topic. Alumni surveys which measure the perceived value and continued relevance of PH studies, and other quantifiable aspects of growth.</p>	<p>Once students graduate, outcomes are difficult to measure. Though beyond the timeline of degree completion, students typically receive a one year post-graduation survey about their readiness to enter and perform well in their chosen professional work.</p> <p>A three-year post- graduation survey is also administered by the College to learn more about their preparation and perceptions of success in the field. utilization of the content in their personal lives and career</p>

Resources and Oversight

The resources required to implement this Bachelor of Public Health involves no additional faculty lines initially. The major resource requirement based on the experience of the past several semesters is teaching assistants to facilitate small group work and assist the primary instructors. Resource needs will be reassessed to assure appropriate student-teacher ratios are maintained as enrollment grows.

Under President Capilouto's administration, Dean Wyatt, in consultation with faculty members, has established a new teaching model, one that includes the expectation that all faculty are teach four courses per year, far more than in the past. Thus, the increased teaching demand created by this degree program is usurped through the new expectations for teaching loads among existing faculty.

Decisions regarding academic content and adjustments to this proposal will be made by the CPH Academic Affairs Committee (AAC), a collection of teaching faculty who oversee and coordinate all curricular decisions for the college. The AAC will also coordinate cross-college and administrative activities.

Through the faculty governance procedures, in the College of Public Health, the academic affairs committee will provide oversight of the major. This committee is comprised of one faculty representative from each of the six current academic departments. These representatives are elected every two years by their departmental colleagues. The committee elects a Chairperson annually who sets the agenda, oversees due process, and communicates committee decisions to the Dean as well as Faculty Council. This committee also provides oversight for the evaluation of entire degree programs as will be the case with the proposed major..

The degree will be administratively housed with the college directly under the dean.

Undergraduate advising will be conducted through the Office of Academic and Student Affairs in the College of Public Health.

The Director of Undergraduate Studies will be James Holsinger, Jr. Dr. Holsinger is the Interim Associate Dean for Academic Affairs and his faculty appointments include Preventive Medicine and Environmental Health and Health Services Management in the College of Public Health; and Internal Medicine, Surgery, and Anatomy in the College of Medicine. Dr. Holsinger returned to the University faculty on December 10, 2005, following a two-year appointment as Secretary of the Cabinet for Health and Family Services of the Commonwealth of Kentucky following his appointment by Governor Ernie Fletcher on December 9, 2003. In his role as Secretary, Dr. Holsinger had

responsibility at the executive level for the management of the state's health and social services programs including the Medicaid program, Public Health system, Department for Mental Health and Mental Retardation Services and Department for Community Based Services, as well as several commissions. He graduated from Duke University Medical School in 1964. Dr. Holsinger has served in a variety of academic and administrative appointments at several universities as well as the federal government. Dr. Holsinger served for 26 years in the Department of Veterans Affairs, retiring on July 13, 1994. His career culminated in his appointment by the President of the United States as Chief Medical Director of the Veterans Health Administration on August 6, 1990. In 1992, he became Undersecretary for Health, Department of Veterans Affairs. Dr. Holsinger, likewise, served for over 31 years in the United States Army Reserve, with his Reserve career culminating with his assignment to the Joint Staff as Assistant to the Director for Logistics in 1989, and his promotion to Major General in 1990. Dr. Holsinger retired from the United States Army Reserve in 1993.

Appendix A – Framing the Future



Recommended Critical Component Elements of an Undergraduate Major in Public Health August 3, 2012

There is a growing interest in undergraduate education for public health. The [Association of Schools of Public Health \(ASPH\)](#) recognizes that there is significant value in education in undergraduate public health regardless of a graduate's ultimate career destination, and that some programs will choose to provide education in public health as a part of a general liberal arts education. There are important distinctions between undergraduate and graduate education with regard to the acquisition of knowledge, skills, competencies, and career opportunities. While ASPH is undergoing a process of reviewing the nature of public health education overall, it has also charged an expert panel with providing guidance for those seeking to start a new undergraduate program in public health or to expand or improve an existing program.

I. BACKGROUND DOMAINS

A. Content Areas:

- 1. Science:** Students should have an introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
- 2. Social and Behavioral Sciences:** Students should have an introduction to the foundations of social and behavioral sciences
- 3. Math/Quantitative Reasoning:** Students should have an introduction to basic statistics
- 4. Humanities/Fine Arts:** Students should have an introduction to the humanities/fine arts

B. Skill Areas:

- 1. Communications:** Students should be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences
- 2. Information Literacy:** Students should be able to locate, use, evaluate, and

synthesize information

II. PUBLIC HEALTH DOMAINS

- A. Overview of Public Health:** Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- B. Role and Importance of Data in Public Health:** Students should have an introduction to the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- C. Identifying and Addressing Population Health Challenges:** Students should have an introduction to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- D. Human Health:** Students should have an introduction to the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- E. Determinants of Health:** Students should have an introduction to the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- F. Project Implementation:** Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- G. Overview of the Health System:** Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries
- H. Health Policy, Law, Ethics, and Economics:** Students should have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government
- I. Health Communication:** Students should have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

III. CULMULATIVE EXPERIENCE AND FIELD EXPOSURE

Students should have opportunities to integrate, apply, and synthesize knowledge through cumulative and experiential activities that include:

- A. Cumulative Experience:** Students should have a cumulative, integrative, and

scholarly or applied experience or inquiry project that serves as a capstone to their educational experience

- B. Field Exposure:** As an integral part of their education, students should be exposed to local level public health professionals and/or to agencies that engage in population health practice

IV. CROSS-CUTTING AREAS

Students should be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. These may include the following:

- Advocacy for protection and promotion of the public's health at all levels of society
- Community dynamics
- Critical thinking and creativity
- Cultural contexts in which public health professionals work
- Ethical decision making as related to the self and society
- Independent work and a personal work ethic
- Networking
- Organizational dynamics
- Professionalism
- Research methods
- Systems thinking
- Teamwork and leadership

Throughout the curriculum, students should have a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of public health practice. In addition, students should receive career and graduate school advising.

Appendix B – ASPH Undergraduate Outcomes
Undergraduate Public Health Learning Outcomes
FINAL Model Version 1.0
July 14, 2011

In collaboration with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, the Association of Schools of Public Health is pleased to present this learning outcomes model designed to facilitate the introduction of public health to undergraduate students in two- and four-year colleges and universities. Model Version 1.0 represents public health knowledge, concepts and skills that can be integrated into curricular and co-curricular undergraduate educational opportunities to enable students to become more active participants in their own and their community's health.

Inspiration for the model came from the Institute of Medicine's recommendation for an educated citizenry, based on access to public health education by all undergraduates, and a number of key trends and issues in the field. **The list is neither comprehensive nor prescriptive, but illustrative of the myriad ways public health contributes to quality of life locally and globally.**

Modeled after the Association of American Colleges and Universities' [Liberal Education and America's Promise \(LEAP\) Framework](#), Domains 1, 2 and 3 include recommended learning outcomes; Domain 4 provides examples of incorporating the learning outcomes into: general education or discipline-specific courses, co-curricular collaborations, and experiential learning opportunities.

Target Audience

All undergraduate students at institutions of higher education

Goal of the Model

Express what every undergraduate, as an educated member of society, should know and be able to do to promote population health both locally and globally.

Partners

Association of American Colleges and Universities (AAC&U) Association for Prevention Teaching and Research (APTR) Centers for Disease Control and Prevention (CDC)

More Information and Domain 4 Submissions

For details on the model visit <http://www.asph.org/document.cfm?page=1085>.

Email Domain 4 Integrated and Applied Learning suggestions for incorporating the learning outcomes into teaching and learning to learningoutcomes@asph.org.

This project was partially supported under a cooperative agreement from the Centers for Disease Control and Prevention (CDC) through the Association of Schools of Public Health (ASPH) Grant Number CD300430.

DOMAIN 1: KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD AS IT RELATES TO INDIVIDUAL AND POPULATION HEALTH

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

As educated members of society, all undergraduates should be able to...

- 1.1 Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- 1.2 Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.
- 1.3 Describe the reciprocal relationships among literature, the arts, and public health.
- 1.4 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
- 1.5 Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.
- 1.6 Discuss major local, national, and global health challenges.
- 1.7 Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.
- 1.8 Explain the influence that science and technology have on individual and population health.
- 1.9 Outline approaches for assessing and controlling environmental hazards that affect community health.
- 1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.
- 1.11 Appreciate the role of community collaborations in promoting population health.
- 1.12 Recognize the importance of key events and milestones in the history and development of the field of public health.
- 1.13 Value the relationship between human rights and health.

DOMAIN 2: INTELLECTUAL AND PRACTICAL SKILLS

Inquiry and analysis
Critical and creative thinking
Written and oral communication
Quantitative literacy
Information literacy
Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

As educated members of society, all undergraduates should be able to...

- 2.1 Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
- 2.2 Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community.
- 2.3 Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- 2.4 Communicate health information to a wide range of audiences through an array of media.
- 2.5 Conduct a literature search on a health issue using a variety of academic and public resources.
- 2.6 Engage in collaborative and interdisciplinary approaches and teamwork for improving population health.
- 2.7 Analyze alternative viewpoints regarding a health topic.
- 2.8 Assess the source and quality of health information and data, as related to individual and community health.
- 2.9 Appreciate the multiple determinants of health.
- 2.10 Recognize the impact of policies, laws, and legislation on both individual and population health.

DOMAIN 3: PERSONAL AND SOCIAL RESPONSIBILITY

**Civic knowledge and engagement—local and global
Intercultural knowledge and competence Ethical reasoning
and action**

Foundations and skills for lifelong learning

***Anchored through* active involvement with diverse communities
and real-world challenges**

As educated members of society, all undergraduates should be able to...

- 3.1 Identify stakeholders who influence health programs and interventions.
- 3.2 Discuss the role of community engagement in promoting population health and social justice.
- 3.3 Outline individual and community preparedness considerations regarding health emergencies and public disasters.
- 3.4 Collaborate with others from diverse backgrounds in addressing health disparities and inequities.
- 3.5 Participate in the political process to improve health, social justice, and equity.
- 3.6 Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- 3.7 Examine the fundamental right to health and health services.
- 3.8 Advocate for evidence-based social changes that improve the health of individuals and communities.
- 3.9 Champion the role of prevention in promoting a healthy community.
- 3.10 Endorse lifestyle behaviors that promote individual and population health and well-being.
- 3.11 Value multicultural perspectives and sensitivities on health.

Appendix C – Course Descriptions

Premajor Requirements

BIO 103, Basic Ideas of Biology

Introductory biology. Discussion topics are those relevant to both plants and animals- cell structure and function, molecules important to living things, metabolism, heredity, environment. Not for life science majors

BST 330, Statistical Thinking for Population Health

This course provides students with an introduction to statistical concepts that are important for solving real-world public health problems. This course will present statistical principles and associated scientific reasoning underlying public health practice and health policy decision-making.

CLA 131, Medical Terminology from Greek & Latin

Medical Terminology is designed to acquaint the student with medical vocabulary that derives from Latin and Greek and to explore the etymologies through which medical prefixes, suffixes, and combining forms came into their modern usages in the various departments of medicine. Unlike a normal classroom course, CLA 131 is a computer-assisted, self-paced course designed for students planning careers in the health services. Students study independently using the text and available computer resources and are tested through the semester on their competency with the material.

CPH 201, Introduction to Public Health

This course provides the student with basic knowledge about the discipline of public health. After receiving a philosophical and political orientation to public health, students will begin to acquire functional knowledge of the strategies most often applied in public health practice. Key content areas (such as HIV prevention, maternal and child health, reducing obesity rates, and reducing tobacco addiction) will become focal points for the investigation of these strategies.

GRN 250, Aging in Today's World

This class explores the processes and meanings of "growing old", focusing on influences from childhood through adolescence and adulthood, with constant attention to how these processes and meanings are situated in time and space and eventually inform individual and societal conceptions of and actions concerning old age. The many faces of aging are examined from an array of disciplinary perspectives using selected readings, film documentaries, consideration of personal/family histories, and a series of exercises that allow students to place one's own life experience and thoughts of growing old in broader social context.

MA 111, Introduction to Contemporary Math

An introduction to concepts and applications of mathematics, with examples drawn from such areas as voting methods, apportionment, consumer finance, graph theory, tilings, polyhedra, number theory, and game theory. This course is not available for

credit to persons who have received credit in any mathematics course of a higher number with the exceptions of MA 112, 123, 162, 201 and 202. This course does not serve as a prerequisite for any calculus course. Credit not available on the basis of special examination. Prereq: Two years of high school algebra and a Math ACT score of 19 or above, or MA 108R, or math placement test.

Major Courses

CPH 202, Public Health through Popular Film

This course will provide students with an introductory understanding of public health concepts through critical examination of popular cinema and instruction in basic public health principles, disease principles, and behavioral and social interactions related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regards to the science and activities of public health as portrayed in cinema.

CPH 203, Sexual Health

This course will provide students with an in-depth treatment of all sex-related topics that influence the health and wellbeing of humans. Emphasis is placed on healthy sexual expression in the context of global HIV and STD epidemics as well as global issues with unintentional pregnancy and cervical cancer – all of which are highly preventable. Students will also gain an in-depth education about human sexual functioning (physiology and neural pathways), sexual pluralism (diversity in sexual expression), issues pertaining to gay and lesbian health, and the science of understanding relational issues and gender role issues in US culture.

CPH 310, Disease Detectives: Epidemiology in Action

This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify associated and causative factors of disease in populations.

CPH 320, Foundations of Environmental Health

An overview of the physical factors that influence human health, including hazards from unsanitary water, polluted air, traumatic injury hazards, toxins, radiologic risks, and other features of the natural and human made environment that can kill, injure, maim, and cause disease in human populations. Special focus is given to understanding the relationships between biological, chemical, and other factors that produce unhealthy environments that sicken individuals throughout their lifespan. Additional topics include the important influence of environmental hygiene, restaurant inspections, occupational safety and health issues, clean water standards, air pollution regulations, and other laws and regulations that protect the health and safety of human populations.

CPH 351, Preparing for Apocalyptic Events: Crisis Management and Population Health

Students enrolled in this course will participate in in-depth analyses of multiple large-scale disasters. This course will provide students with the knowledge necessary to participate in all phases of the crisis management process, as overseen by a health service organization. Case studies will be utilized heavily throughout this course and students will have the opportunity to engage in discussion with various health professionals from around Kentucky that engage in crisis management activities. Assessments will be based on course readings and writing assignments. The writing assignments in this course will involve historical analysis of both domestic and international disasters.

Prerequisite: EDC 547, or consent of instructor.

CPH 423, The Health of Kentuckians

An overview of the determinants, factors and remedies to the traditionally poor health status of Kentuckians. The course focus is on population health of the Commonwealth, with an emphasis on data, trends and solutions to illness, death and disability. Other topics include health rankings, vital statistics and demographic factors. The comparison of Kentucky's population health status to the US average and to other states is presented, plus strategies to improve population health in the Commonwealth. Additional topics include the relationship between Kentucky's demographic, economic, environmental, and education characteristics and their impact on health.

CPH 440, Foundations of Health Behavior

This course will provide students with an overview of primary prevention in the rapidly expanding field of public health. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

CPH 441 The Smoking Gun: Tobacco and the Public's Health

This course will provide a theoretical, cultural and economic rationale for the role of tobacco smoking related to the overall health of US populations in the United States and abroad. This course will examine trends in tobacco smoking from the 1960's to present day and how social and political forces have both directly and indirectly undermined the current public health agenda-to reduce, minimize, and eventually eradicate tobacco related chronic disease and death worldwide. Students will acquire the necessary tools to identify the scientific literature on smoking and disease through traditional published literature, tobacco websites, and national data sets. As a result of this class students will also be able to make an argument for or against the continued use of tobacco products as part of consumer preference and/or the growth of tobacco as an economic commodity based on scientific inquiry and evidence-based information. The course will also introduce students to the transdisciplinary approach to investigating and solving public health problems and the

life-course perspective for understanding the impact of health risk behaviors across the lifespan.

CPH 450, Managing Health Services Organizations to Improve Population Health

“Managing Health Organizations to Improve Population Health” will introduce students to a number of foundational concepts related to leadership and management, particularly in the realm of health organizations (e.g., local and state health departments, hospitals, community clinics, etc.). In particular, this course will explore the areas of managing human and non-human resources, and improving agency performance. Students enrolled in this course will participate in class discussions and have regular course assessments related to textbook readings. In addition, students will have the opportunity to interact with managers and organizational leaders from a variety of health service agencies.

CPH 451G*, A Sick World: Global Health in the Early 21st Century

This course provides students with basic knowledge about the issues of global public health and its importance to all peoples of the globe. After receiving an introduction to the principles and goals of global public health, students will begin to acquire functional knowledge of the theoretical and methodological underpinnings of global public health practice. Key content areas such as health determinants, issues of health, education, and poverty, ethical and human rights concerns, the impact of culture on global public health, the burden of disease on the global human population, and other pertinent global public health topics will become focal points for class discussion. This course will emphasize theory-driven empirical investigation of key behavioral issues that influence the health and well-being of people around the globe. Case studies of global public health issues will be utilized. HSM 241, Health and Medical Care Delivery Systems

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 health care programs.

CPH 470*, Public Health Capstone

This course will provide students with training in the practice of conducting literature reviews and in the process of synthesizing reviewed materials into a coherent and timely manuscript. Literature reviews will be focused on core areas within public health such as the prevention of cardiovascular disease, obesity, cancer, and diabetes. Students will draw upon previous coursework in public health to fully understand one clearly defined area of scientific inquiry regarding the prevention of disease at the population level. Using their past acumen of acquired knowledge, students will acquire the cognitive skills needed to analyze and synthesize literature into a simplified and cohesive manuscript that offers practical and evidenced-based conclusions for public health practitioners. They will also acquire professional skills needed for academic presentation of review findings to audiences of public health peers and professionals.

Prerequisites: BST 330, CPH 310, CPH 320, CPH 440, CPH 450

CPH 472*, Public Health Professions and Practice

This course familiarizes students with the practice of public health, introducing them to the various settings and arenas in which public health professionals work. Through guest lectures, field trips, and discussions with professionals in the field, students gain exposure to the roles and responsibilities of the public health workforce. Students will assess their own interests, skills, and personality to explore and describe their own career goals.

Prerequisites: BST 330, CPH 310, CPH 320, CPH 440, CPH 450; restricted to Bachelor of Public Health students

ANT 251, Global Health: Cultures, Pathologies, and Social Inequalities

How do globalization, development, and social justice impact health and illness? How do public health interventions influence chronic and emergency global health crises in both positive and negative ways? This course explores these and other questions from an anthropological perspective. Participants examine health effects of economic collapse, disasters, and socio-political changes in industrialized and developing countries. We also study the growing global health industry from a social science perspective to evaluate the strengths and limitations of international aid, humanitarian interventions, and NGOs for the wellbeing of individuals and communities. Topics include chronic and infectious diseases, environmental disasters, pharmaceuticals, global clinical trials, and the traffic in human organs. Course materials include texts from anthropology, mass media, documentaries, blogs and Twitter feeds. This course will be of interest to students in anthropology and the social sciences, International Studies, pre-med students, and those who are interested in pursuing advanced degrees or professional careers in development and policy. Students will think comparatively and openly about diverse forms of knowledge and practice concerning culture, health and social inequalities, including their own assumptions about the relationships between behavior, culture, and illness.

ANT 303, Topics in the Anthropology of Food and Nutrition: (Subtitle required)

This course focuses on food and nutrition through the lens of anthropology. Topics will vary, but each semester the course will provide insight into an aspect of food and nutrition that is relevant to present-day concerns in regional, national, and/or global context. Nutrition is one of the most critical health issues in the U.S. and globally as people struggle with both undernutrition and overnutrition and the long-term consequences of both to human well-being. At the same time, it is important to recognize that food is embedded in cultural, social and political-economic contexts that serve to foster and maintain cultural and social identity, and/or in which food is a commodity to be bought, sold and traded for economic profit and/or political gain.

GEO 261, Global Dynamics of Health and Disease

This course is an introduction to health and disease from a geographical perspective. It provides an introduction to globalization; global health; epidemiology; the immune system; major pandemics of the 20th and 21st centuries; and, global

attempts to confront current and future pandemics. Connections are made to medicine, nursing, public health, and related fields..

GEO 309, Introduction to GIS

This course introduces students to the use of geographic information systems and their basic principles. Topics addressed include data collection, processing and output. Students will learn about types of geographic information and data: sources, constraints, and uses; the range of secondary spatial data sets available; and the collection of primary spatial data using global positioning systems (GPS) and other technologies.

GRN 585, Aging and Environment

Explores the elderly person's changing experience of environment. Physiological, psychological and social changes are related to adjustment within urban and rural community environments, special housing for the elderly, and long-term care environments.

SOC 235, Inequalities in Sociology

This course seeks to promote and understanding of inequalities in American society by considering them in the context of the social origins, development, and persistence of inequalities in the United States and other societies. Bases of inequality that may be considered include race/ethnicity, class/status, gender/sexuality, age, political and regional differences as these relates to politics, social justice, community engagement, and/or public policy.

Prerequisites: SOC 101 or CLD 102

SOC 360, Environmental Sociology

A sociological study of the inter-relationship between human societies and the natural environment. Topics may include population growth; food systems; energy; climate change; risk perception; disasters; sustainability; social movements; and environmental justice.

* *new course proposal forthcoming*

Appendix D – Faculty List

Full Professors in the College of Public Health

Tyrone F. Borders, PhD	Health Services Management
Richard R. Clayton, PhD	Health Behavior
Richard A. Crosby, PhD	Health Behavior
James W. Holsinger Jr., MD, PhD	Preventive Medicine and Environmental Health
Todd R. Johnson, PhD	Biostatistics
David M. Mannino III, MD	Preventive Medicine and Environmental Health
Glen P. Mays, PhD, MPH	Health Services Management
Robert H. McKnight, ScD	Preventive Medicine and Environmental Health
Graham Rowles, PhD	Gerontology
Wayne T. Sanderson, PhD, CIH	Epidemiology
F. D. Scutchfield, MD	Preventive Medicine and Environmental Health
Brent J. Shelton, PhD	Biostatistics
Pamela B. Teaster, PhD	Health Behavior
John Watkins, PhD	Gerontology

Associate Professors in the College of Public Health

Richard Charnigo, PhD	Biostatistics
Steven T. Fleming, PhD	Epidemiology
Claudia Hopenhayn, PhD	Epidemiology
Sujin Kim, PhD	Biostatistics
Radhakrishnan Nagarajan, PhD	Biostatistics
Mark A. Swanson, PhD	Health Behavior
Sarah Wackerbarth, PhD	Health Services Management

Assistant Professors in the College of Public Health

Patrick J. Breheny, PhD	Biostatistics
Steven R. Browning, PhD	Epidemiology
Heather M. Bush, PhD	Biostatistics
Li Chen, PhD	Biostatistics
Katherine S. Eddens, PhD, MPH	Health Behavior
David W. Fardo, PhD	Biostatistics
Scott Hankins, PhD	Health Services Management
Bin Huang, DrPH	Biostatistics

Joy M. Jacobs-Lawson, PhD	Gerontology
Andrew O. Johnson, MPH, PhD	Health Services Management
Jeffery A. Jones, PhD	Health Behavior
Venkata N. Kavuluru, PhD	Biostatistics
Thorburn B. Symons, PhD	Gerontology
Emily M. Van Meter, PhD	Biostatistics
Robin C. Vanderpool, DrPH	Health Behavior
Chi Wang, Ph.D.	Biostatistics
Philip M. Westgate, PhD	Biostatistics
Lin Yang, PhD	Biostatistics
Faika Zanjani, PhD	Gerontology

Appendix E – Letters of Support



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Health Sciences
Office of the Dean
www.health.eku.edu

203 Rowlett Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-1523
FAX: (859) 622-1140

February 14, 2013

Dr. Stephen W. Wyatt
University of Kentucky
College of Public Health
Office of the Dean
111 Washington Avenue, Suite 112
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I am pleased to support the new Bachelors in Public Health (BPH) degree that you are planning at the University of Kentucky. The current national focus on public/population health at the undergraduate and graduate level, is critical to the health and wellness of our country and indeed the world.

As you are aware, we have both undergraduate and graduate public health programs and are aware of the tremendous need for this education. We wish you every success as we all move forward together to a healthier tomorrow.

Best regards,

A handwritten signature in blue ink that reads "Deborah Whitehouse".

Deborah Whitehouse, DSN, APRN
Dean, College of Health Sciences
Eastern Kentucky University



Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution

February 26, 2013


Stephen W. Wyatt, DMD
Dean
UK College of Public Health
111 Washington Avenue, Suite 112
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I have read with great interest the proposal for creating new undergraduate curricula in your college, including a Bachelor of Public Health, Minor of Public Health and Certificate of Public Health. You have made a very compelling argument for the creation of the undergraduate degree, minor and certificate that will offer students at UK an earlier exposure in their post-secondary education to the critical issues in public health currently affecting the Commonwealth of Kentucky, our nation, and the world. I congratulate you on this achievement and offer my full support to this effort. As you know, the University of Louisville School of Public Health and Information Sciences has committed itself to a BS/BA degree in Public Health and intends to initiate that curriculum in Fall 2013. We hope to be able to cross-list undergraduate courses of interest to both of our student bodies that will be available either in the classroom or online through our two universities.

Clearly, the collaborative efforts of both of our universities will be required in order to fully address the public health needs of the Commonwealth of Kentucky. In that spirit, we look forward to an expanded array of opportunities for working together with faculty and staff from the UK College of Public Health through the recently created Kentucky Public Health Institute and ongoing activities within the Kentucky Public Health Association, the Association of Schools of Public Health, and other professional organizations.

Sincerely,



Richard D. Clover, MD
Dean
School of Public Health and Information Sciences
University of Louisville



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
COLLEGE OF HEALTH & HUMAN SERVICES

February 18, 2013

Stephen W. Wyatt
Dean, College of Public Health
University of Kentucky College of Public Health
111 Washington Ave., Suite 112
Lexington, KY 40536-0003

Dear Dr. Wyatt:

It is a pleasure to write a letter of support for the proposed Bachelor of Public Health (BPH), Minor of Public Health, and Certificate of Public Health to be offered by the University of Kentucky.

The proposed BPH program aligns well with the Association of Schools of Public Health's competencies. The domains are well defined and address the core areas common to public health curricula. The interdisciplinary nature of the proposed curriculum appears to be well thought out and provides a lot of flexibility which should appeal to a wide range of students.

WKU offers an accredited MPH program. The development of an undergraduate program at the University of Kentucky creates the opportunity for students to continue in graduate studies at WKU. In fact, it would be helpful to develop career ladders for undergraduate students to earn BS in PH at University of Kentucky, MPH at WKU, and then returning to University of Kentucky for doctoral studies in public health.

WKU is excited about the possibility of collaborating with the University of Kentucky. Since we are located in more of a rural environment, we would welcome the opportunity to explore the possibilities of having our students gain experience in more urban settings, and similarly, we would work with some of our sites and placements to provide some of your students with rural experiences. We are also currently experimenting with 'blended' courses. This mix of the traditional face-to-face meetings and on-line assignments seems to appeal to our upperclassmen. We're thinking about ways to collaborate to bring in experts from outside our own academic institution as well as practitioners from the field to enhance the student learning experience. It's our hope that as your program develops we can explore meaningful ways to collaborate in the future.

Sincerely,

John A. Bonaguro, Ph.D.

Dean

The Spirit Makes the Master

Office of The Dean | Western Kentucky University | 1906 College Heights Blvd. #11038 | Bowling Green, KY 42101-1038
phone: 270.745.2425 | fax: 270.745.7073 | email: john.bonaguro@wku.edu | web: www.wku.edu/chhs

Equal Education and Employment Opportunities • Printing paid from state funds, KRS 57.375 • Hearing Impaired Only: 270.745.5389

February 21, 2013

Dr. Lee Blonder
University Senate
203 Main Building
Lexington, KY 40506-0032

Dear Dr. Blonder,

I am writing to express our College's support for the proposed new major, a Bachelor of Public Health degree (BPH). The proposed BPH is the product of much reflection and discussion across our two colleges. Faculty from the College of Public Health have been meeting regularly with faculty from the College of Arts and Sciences to develop two supporting, but distinct, undergraduate majors, and we have worked jointly with them on the creation of two undergraduate degree programs.

The College of Arts and Sciences will separately be proposing a liberal arts degree with a public health focus, to be a Bachelor of Arts in Population Health. Both degree programs will share some of the same core courses. The College of Arts and Sciences can guarantee that BPH majors will be permitted into A&S elective courses to fulfill requirements for the major.

The BPH is a degree that will serve the Commonwealth of Kentucky; as an accredited program it has a comprehensive curriculum, and will prepare graduates for employment in fields of public health. Students completing this degree will qualify to take the Certification in Public Health Exam. No other institution in Kentucky offers an undergraduate degree in Public Health or Population Health. Although both the BPH and the Bachelor of Arts in Population Health will be new to the Commonwealth, they are of increasing interest nationally. We look forward to continuing our collaboration with the College of Public Health to develop co-curricular programs of interest to all our students.

Sincerely yours,



Mark Lawrence Kornbluh
Dean



*Office of Academic & Student Affairs
University of Kentucky College of Dentistry
MIN-134
Lexington, KY 40536-0297*

Phone: 859-323-5656

MEMORANDUM

TO: Dean Stephen W. Wyatt
College of Public Health

FROM: Cynthia S. Beeman, D.D.S., Ph.D. *CW*
Associate Dean for Academic Affairs

DATE: February 20, 2013

RE: Program Proposal: Bachelor of Public Health, Minor of Public Health, Certificate of Public Health

I am writing on behalf of the College of Dentistry to offer our support for the new Public Health Bachelor degree offering, as well as the new Certificate in Public Health and Minor in Public Health. The College of Dentistry appreciated the opportunity to review the program proposal, and acknowledge that these new Public Health program offerings will enrich the opportunities for University of Kentucky students who are interested in health care careers. The students who participate in these programs have the potential to impact Kentucky's health disparities and challenges, whether they continue their careers beyond the Bachelor's degree or not. The opportunity for undergraduate students who are majoring in non-Public Health disciplines to Minor in Public Health is unique and much needed, particularly for those who plan to enter professional programs. In addition, the Certificate in Public Health will enhance the credentials of many working professionals who are dedicated to improving the health of the citizens of the Commonwealth, and beyond.

The College of Dentistry wholeheartedly supports your proposal, and looks forward to the implementation of the program in the near future.

Wishing you the best of success with this new endeavor!



College of Health Sciences
Office of the Dean
Wethington Building, Rm. 123
Lexington, KY 40506-0200
859 323-1100 ext. 80480
fax 859 323-1058
www.uky.edu/HealthSciences

February 20, 2013

Stephen W. Wyatt, D.M.D., M.P.H.
Dean, College of Public Health
111 Washington Avenue
CAMPUS 0003

Dear Dean Wyatt,

It is my pleasure to provide this letter of support for the new Bachelor of Public Health (BPH) degree proposal.

According to the proposal document, this program is intended to meet the demand for undergraduate-trained public health professionals by preparing students for entry level positions in community and public health or, potentially, for graduate study in various health professions. Given the increasing need for a healthcare workforce that is knowledgeable of and prepared to address health problems from a population perspective this program is particularly timely.

We look forward to continued collaborations with the College of Public Health to improve healthcare for citizens of Kentucky and beyond. I believe this proposal will provide yet another interesting and relevant option for undergraduate students interested in pursuing healthcare careers, and it has my support.

Warm regards,

A handwritten signature in black ink that reads "Sharon R. Stewart". The signature is written in a cursive style with a large, stylized "S" and "R".

Sharon R. Stewart
Interim Dean, College of Health Sciences



Dean, College of Medicine
Vice President for Clinical
Academic Affairs
138 Leader Avenue, Room 241
Lexington, KY 40506-9983
859 323-6582
fax 859 323-2039
www.uky.edu

January 31, 2013

Stephen Wyatt, DMD, MPH
Dean, College of Public Health
University of Kentucky
111 Washington Ave., Ste. 112b
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I am very pleased to learn about your new degree program for undergraduates: Bachelors of Public Health (BPH). Your Associate Dean for Academic Affairs has discussed this proposal with my admission staff and it is agreed that this new degree option will provide premedical students with the essential content/courses to ensure they are competitive for admission to medical school and adequately prepared for the Medical College Admission Test (MCAT). Of special note is that several courses in the proposed curriculum would address new MCAT content in population health and health risk behaviors. As I understand it, the BPH degree will necessitate, in part, students choosing 12 credit hours from any of five departments, with anatomy and physiology being two of those (the other three reside in Arts and Science). Any anatomy or physiology courses that students take for this degree would be at the 200-level or above.

I see this proposal as being quite valuable overall and specifically important to the College of Medicine. Therefore, I am pleased to support the proposal and wish you the very best in making degree program a success.

Kind regards,

A handwritten signature in black ink, appearing to read "Frederick C. de Beer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs



College of Nursing
Office of the Dean
UK Medical Center
315 College of Nursing Bldg.
Lexington, KY 40536-0232
859 323-4857
fax 859 323-1057
www.uknursing.uky.edu

February 19, 2013

Stephen Wyatt, DMD, MPH
Dean, College of Public Health
University of Kentucky
111 Washington Ave, Ste. 112b
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I am pleased to provide a letter of support for your new degree program for undergraduates: Bachelors of Public Health (BPH). Data from multiple sources indicate there will be a shift toward prevention of conditions at population levels across the lifespan. Also, when viewed from an interprofessional practice perspective, individuals from the proposed program would have background knowledge in culture and personal/social responsibility as well as informatics and epidemiology. As such, they have the potential to contribute to interprofessional practice.

For all these reasons, I see this proposal as valuable and I am pleased to support your endeavor.

Sincerely,

A handwritten signature in black ink that reads "Patricia B. Howard". The signature is written in a cursive, flowing style.

Patricia B. Howard, PhD, RN, FAAN
Interim Dean and Professor

PH/lg





College of Pharmacy
789 S. Limestone, 213C
Lexington, KY 40536-0596
<http://pharmacy.mc.uky.edu/>

Patrick J. McNamara, Ph.D.
Senior Associate Dean
Phone: (859) 257-7896
Fax: (859) 257-2128
e-mail: pmcnamar@email.uky.edu

Richard A. Crosby, PhD
Chair Department of Health Behavior
College of Public Health

Dear Dr. Crosby,

I am writing this letter in support of your efforts to establish a Bachelor of Science degree in Public Health (BSPH).

Our rationale for supporting the development of the BSPH degree is altruistic. It would make the College of Public Health's degree portfolio in this area more complete and allow students more options particularly as they work towards a Masters in Public Health.

The College of Pharmacy academic administration does not see this as a clear 'gateway' degree towards entering the PharmD program since requirements for the BSPH do not sufficiently fulfill PharmD pre-requisites. However, applicants with the degree who meet pre-requisite requirements would surely be competitive applicants.

Good luck with the establishment of this new degree.

Sincerely,

A handwritten signature in black ink that reads "Patrick McNamara". The signature is written in a cursive style.

Patrick McNamara, Ph.D.
Professor and Interim Dean



To: Dr. Richard Crosby, Chair of the Bachelor of Public Health Committee

From: Dr. Steve Browning, Chair of Academic Affairs, College of Public Health

A handwritten signature in blue ink, appearing to be 'SB', is written over the 'From:' line.

Date: February 21, 2013

RE: Program Proposal for Bachelor of Public Health, Minor of Public Health, and Certificate of Public Health

On February 21, 2013, the Academic Affairs Committee voted unanimously to approve the program proposal, under amendment, for the bachelor of public health (BPH) degree, which includes endorsement of the minor of public health and the certificate in public health. The amendment to the motion for program approval included specifications made by Dr. Brion that the revised program proposal: 1) should not set an overall GPA for student graduation, 2) should include boilerplate language defining the structure and function of the Academic Affairs committee, such as may be obtained from the self-study documents, and 3) should specify and recommend the core mathematics requirement that would be most appropriate for undergraduate BPH majors. We appreciate your intention to make the appropriate revisions to the program proposal.

The Academic Affairs Committee would like to recognize and commend the work of the undergraduate program committee in the development of a comprehensive and detailed proposal. We appreciate the challenges and compromises that were necessary in forging the proposal for the BPH degree alongside the College of Arts and Sciences proposal for a BA degree in population health. To have the BPH degree accredited with CEPH standards is a strong asset to the existing proposal. The AAC is forwarding the results of the vote and the program proposal to Faculty Council for their review and vote.

College of Public Health - Department of Epidemiology
111 Washington Avenue, Suite 213
Lexington, KY 40536-0003

Tele: (859) 218-2330
Fax: (859) 257-8811
www.ukcph.org/index.htm

22 February 2013

Dr. Stephen Wyatt,
Dean, College of Public Health
University of Kentucky

Dear Dean Wyatt:

Following a unanimous vote by the CPH Academic Affairs Committee, CPH Faculty Council has approved the BPH proposal as written but with the amendment recommendations of Academic Affairs. We think that the BPH program, public health minor, and public health certificate will make a significant impact on the Commonwealth in terms of public health education as we move towards the future.

Sincerely yours,



Steven Fleming, PhD
Associate Professor and Chair Faculty Council
Epidemiology

Ett, Joanie M

From: Noland, Melody
Sent: Wednesday, August 21, 2013 10:00 AM
To: Ett, Joanie M
Cc: Wyatt, Stephen W; O'Hair, Mary J; Shapiro, Robert; Parker, Steve
Subject: Bachelor's progm in Public Health

Dear Ms. Ett,

I am writing at the request of Dr. Wyatt regarding the proposed Bachelor's program In Public Health. It is my understanding that the Undergraduate Council needs a statement from KHP regarding the program. Several faculty in Kinesiology and Health Promotion have examined the curriculum for the new program and we cannot find any redundancies with our programs in KHP. I have consulted with our Dean, Mary John O'Hair, and she is in agreement. We support its passage.

We did ask Dr. Wyatt to make an editorial change on p.10 of the proposal to acknowledge our programs in our Department (Exercise Science major and Health Promotion minor) which we consider to be tangential to the Bachelor's program in Public Health. He has agreed to make that change and present it to the Undergraduate Council.

If you need anything further, please let me know.
Melody Noland

Melody Noland, PhD
George and Betty Blanda Endowed Professor in Education
Chairperson, Department of Kinesiology and Health Promotion and
Professor of Health Education
Department of Kinesiology and Health Promotion
100 Seaton Building
University of Kentucky
Lexington, KY 40506-0219
(859) 257-5826
melody.noland@uky.edu
fax: (859) 323-1090