

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 24, 2014 10:42 AM
To: Brothers, Sheila C
Subject: Health, Society and Populations
Attachments: HSP Senate Proposal - Revised 042314.pdf

[revised proposal attached]

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA program: Health, Society and Populations, within the College of Arts & Sciences.

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HEALTH, SOCIETY AND POPULATIONS

New Bachelor of Arts Degree

College of Arts and Sciences

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

1. General Information:

College: <u>Arts and Sciences</u>	Department: <u>College of Arts and Sciences (Interdisciplinary Programs)</u>
Major Name: <u>Health, Society and Populations</u>	Degree Title: <u>Bachelor of Arts</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>03/19/2013</u>	Today's Date: <u>3/28/2013</u>
Accrediting Agency (if applicable): _____	
Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval. OR <input type="checkbox"/> Specific Date ² : _____	
Contact Person in the Dept: <u>Deborah L. Crooks</u> <u>Brea L. Perry</u>	Phone: <u>257-4654</u> <u>257-4416</u> Email: <u>dlcrooks@uky.edu</u> <u>breperry@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>any</u>	<u>3</u>
Humanities	<u>any</u>	<u>3</u>
Social Sciences	<u>any, but PSY 100 recommended</u>	<u>3</u>
Natural/Physical/Mathematical	<u>any</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, 113, 123, 137 recommended</u>	<u>3</u>
Statistical Inferential Reasoning	<u>any</u>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<u>any</u>	<u>3</u>
Global Dynamics	<u>any</u>	<u>3</u>

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.

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Total General Education Hours

30

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

There is one required course that is not listed with the HSP prefix:
WRD 205, Intermediate Writing - Prof. Roxanne Mountford, Chair

4. How will University Graduation Writing Requirement be satisfied?

Standard University course offering

Please list: _____

Specific course

Please list: WRD 205

5. How will college-level requirements be satisfied?

Standard college requirement

Please list: Baccalaureate degree requirements in A&S:
Foreign Language proficiency as stated in Bulletin
3-6 college hours in disciplines in natural science
3-6 college hours in disciplines in social science
3-6 college hours in disciplines in humanities
120 hours minimum that are acceptable to the College of A&S
90 hours minimum in College of A&S
39 hours at or above 300 level for BA or at least 60 hours in
physical, biological and/or mathematical sciences for BS
39 hours within the major
1 course that includes some laboratory or field experience
30 hours UK Core
6 hours of free electives not counted toward UK Core or major
University graduation writing and resident requirements

Specific required course

Please list: _____

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

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

Major Requirements:

a. Statistics: choose one course from the following: , 3

STA 296 Statistical Methods and Motivations

SOC 303 Quantitative Sociological Analysis

GEO 309 Introduction to GIS

b. One Math class (MA 109, 111, 113, 123, 137) (MA 111, 113, 123, 137 recommended), 3

c. WRD 205 (see advisor for suggested sub-topics/sections), 3

d. Science: two courses; choose one BIO course and one from any of the remaining science electives.

ANA 109 Anatomy and Physiology for Nursing 1

ANA 110 Anatomy and Physiology for Nursing 2

ANA 209 Principles of Human Anatomy

BIO 102 Human Ecology

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BIO 103 Basic Ideas of Biology
BIO 148 Introductory Biology 1
BIO 208 Principles of Microbiology
CHE 104 Introductory General Chemistry
CHE 108 Introduction to Inorganic, Organic and Biochemistry
PGY 206 Elementary Physiology

e. Social Science approaches to Health: Choose two courses, 9

1) Required: SOC/HSP 255 Medicine Health and Society

2) Choose two:

ANT 429 Survey of Medical Anthropology
GEO 475G Medical Geography
PSY 223 Developmental Psychology
SOC 355 Sociology of Health and Illness

f. Topics in Society and Health:

For a total of 4 additional courses, choose any remaining courses from the list in (e), or from the following list; must choose from at least 2 different disciplines, 12

ANT 225 Culture, Environment and Global Issues
ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities
ANT 303 Topics in the Anthropology of Food and Nutrition
ANT 333 Contemporary Human Variation
GEO 261 Global Dynamics of Health and Disease
GEO 544 Human Population Dynamics
GRN 250 Aging in Today's World
GRN 585 Aging and Environment
GWS 300 Topics in Gender and Women's Studies (note this course is approved ONLY for the subtitle, "Gender, Race & Science")
HIS 584 Health and Disease in the U.S.
PHI 305 Health Care Ethics
SOC 235 Inequalities in Society
SOC 340 Community Sociology
SOC 360 Environmental Sociology
SOC 439 Topics in Crime (note this course is approved ONLY for the subtitle, "Mental Illness, Crime, Law and Deviance")

g. Health Professions: choose two from the following: 6

CPH 201 Introduction to Public Health
CPH 202 Public Health through Popular Film
CPH 203 Sexual Health
CPH 310 Disease Detectives: Epidemiology in Action
CPH 320 Foundations of Environmental Health
CPH 351 Preparing for Apocalyptic Events: Crisis Mgmt & Population Health
CPH 440 Foundations of Health Behavior
CPH 450 Managing Health Services Organizations to Improve Population Health
CPH 451G A Sick World: Global health in the Early 21st Century
CPH 472 Public Health Professions and Practice
HSM 241 Health and Medical Care Delivery System
KHP 230 Human Health and Wellness
KHP 270 Introduction to Health Education and Health Promotion
KHP 590 Advanced Health Concepts

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h. HSP 499 Health Society and Populations Capstone

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: _____

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

If so, describe, including credit hours: _____

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

If so, describe, including credit hours: Not in the major, but there is for satisfaction of A&S requirements

13. Summary of Required Credit Hours.

<p>a. Credit Hours of Premajor or Preprofessional Courses: <u>3</u></p> <p>b. Credit Hours for Major Requirements: <u>42</u></p> <p>c. Credit Hours for Required Minor: _____</p> <p>d. Credit Hours Needed for Specific Option: _____</p> <p>e. Credit Hours Outside of Major Subject in Related Field: _____</p> <p>f. Credit Hours in Technical or Prof. Support Electives: _____</p> <p>g. Minimum Credit Hours of Free/Supportive Electives: <u>6 (see #5 above)</u></p> <p>h. Total Credit Hours Required by Level:</p> <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"><u>varies depending on course choices, 3-9</u></td> <td style="width: 25%;">200: <u>varies depending on course choices, 9-15</u></td> <td style="width: 25%;"></td> </tr> <tr> <td>100:</td> <td></td> <td>300: <u>min 24</u></td> <td>400-500: <u>3 or more</u></td> </tr> </table> <p>i. Total Credit Hours Required for Graduation: <u>45</u></p>		<u>varies depending on course choices, 3-9</u>	200: <u>varies depending on course choices, 9-15</u>		100:		300: <u>min 24</u>	400-500: <u>3 or more</u>	<p>Not Applicable <input type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>
	<u>varies depending on course choices, 3-9</u>	200: <u>varies depending on course choices, 9-15</u>							
100:		300: <u>min 24</u>	400-500: <u>3 or more</u>						

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

N/A

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

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separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See Attached 4 year Curricular Plan</u>	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

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Signature Routing Log

General Information:

Major Name and Degree Title: Bachelor of Arts, Health, Society and Populations

Proposal Contact Person Name: Deborah L. Crooks Phone: 7-4654 Email: dlcrooks@uky.edu
Brea L. Perry 7-4416 brea.perry@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
HSP Faculty of Record	3/28/13	Deborah L. Crooks / 7-4654 / dlcrooks@uky.edu	
HSP Co-Directors	3/28/13	Brea L. Perry/7-4416/brea.perry@uky.edu Deborah L. Crooks / 7-4654 / dlcrooks@uky.edu	
		/ / / /	
A&S EPC and A&S Office of the Dean	4/23/13	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

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

Comments:

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

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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: 3/19/2013 NO <input type="checkbox"/> (Contact the APAA prior to filling out the remainder of this form.)		
3.	Degree Title:	Bachelor of Arts in Health, Society and Populations	
4.	Major Title:	Health, Society and Populations	
5.	Option:	N/A	
6.	Primary College:	Arts and Sciences	
7.	Primary Department:	College of Arts & Sciences (Interdisciplinary Programs)	
8.	CIP Code (supplied by APAA)	30	
9.	Accrediting Agency (if applicable):	CPE	
10.	Who should be contacted for further information about the proposed new degree program:		
	Name: Deborah L. Crooks, PhD Brea L. Perry, PhD	Email: dlcrooks@uky.edu breaperry@uky.edu	Phone: 257-4654 257-4416
11.	Has the APAA determined that the proposed new degree program is outside UK's band? <input 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 – Section II

I. PROGRAM DESCRIPTION

A. Abstract

The Bachelor of Arts in Health, Society and Populations (HSP) will make significant contributions to the University's undergraduate degree options and teaching mission. Students can obtain the HSP B.A. as a stand-alone degree or as a second major with any other department or discipline-specific B.A. or B.S. degree. The proposed HSP program draws on the expertise of numerous faculty members within the College of Arts and Sciences, as well as coursework across a number of Colleges at the University of Kentucky. It is a much-needed complement to current undergraduate health-related programs at UK, providing students the opportunity to pursue their interests in health-related issues through the analytical lens of the social sciences. The program simultaneously fosters collaboration with other health-related disciplines on campus through shared coursework that puts students from multiple disciplines into conversation with each other in the classroom.

The program in Health, Society and Populations focuses on understanding health outcomes and their unequal distribution as a product of multiple interacting influences, including health care, behaviors, environmental conditions, genetic and biological factors, and social and cultural characteristics of groups and individuals. It draws on models of population health as proposed by ION (2013), Kindig and Stoddard (2003), NIH (2008) and Soto (2013). While the definition of "population health" is much debated among these agencies and scholars, there is consensus that population health outcomes are the result of a complex set of interacting factors at multiple scales and encompassing biology, society and culture. The strengths and expertise of the interdisciplinary faculty in the College of Arts and Science (especially Medical Anthropology, Medical Sociology, Medical Geography, and the History of Medicine and Disease) provide coursework through which students in the HSP program can explore specific aspects of causal mechanisms leading to population health outcomes and illness experiences. These are:

- 1) the multi-scalar social and political structures that produce and sustain health disparities;
- 2) the complexity of pathways that promote, constrain and/or mediate relationships among biological and social factors in the production of health outcomes;
- 3) the agency of local populations and their actions toward producing change in their own health.

The specific coursework requirements are provided in Section II.B., and also in Appendix A. The intent of the requirements is to provide students with a substantial foundation in population health and health disparities from the perspective of the social sciences, as well as the skills necessary to succeed in the entry-level, health-related work force, and/or graduate and professional schools, as they choose.

- 1) Students in the HSP program will take courses to satisfy the University's Core Requirements.

2) Housed within the College of Arts and Sciences which “embodies the liberal arts” (UK Bulletin), the HSP degree also requires that students satisfy the requirements of the College which includes courses in Natural Science, Social Science, Humanities and Foreign Language.

3) Coursework for the major includes a course each in statistics and math, two courses each in science and social science, WRD 205, HSP 255 (Medicine, Health and Society), two disciplinary foundations courses in Social Sciences Approaches to Health (Anthropology, Geography, Sociology and Psychology); four courses in Society and Health drawn from a broad range of coursework across numerous disciplines; two courses in the Health Professions drawn from courses in the College of Public Health and the Department of Health Promotion in the College of Education, and HSP 499 the major’s Capstone.

The variety of course offerings in the major provides flexibility in designing (with the help of their advisor – see section II.C.) a broad-based degree program or a program of study that meets their own specific interests, educational, and career aspirations in three content areas - Global Health, Health Ecologies, and Social Inequalities in Health and Illness.

The value of the proposed HSP B.A. program lies in its social science approach to health outcomes, particularly health inequalities. In addition, coursework that satisfies the UK Core, College of A&S, and major requirements will provide students with strengths in communication, problem solving, and critical thinking. This degree will make students competitive in rapidly expanding health and health care fields, and will provide important advantages to students who plan to continue their education through graduate or professional programs.

Finally, the HSP B.A. will place the University at the forefront of degree programs offering a social science approach to health (for a list of current programs at other institutions, see I.C. and I.F., Tables 1 and 2). It will be an important component of the College of Arts & Sciences goals to promote innovative preparation for life and career, multidisciplinary scholarly research, connectivity with the world, and substantive community involvement (Ampersand: Envision 2020, Fall 2010).

B. Rationale for a Program in Health, Society and Populations.

The 21st century holds the promise of a new kind of health science and health care delivery system in which disciplinary and professional boundaries are becoming increasingly blurred. Academics, practitioners, and policy makers from diverse disciplines now recognize that health outcomes are the result of complex interactions between social, behavioral, and biological factors (Hamer 2002; Shonkoff and Phillips 2000; Singer and Ryff 2001). The ideology underlying the proposed undergraduate B.A. degree program in Health, Society and Populations is to train students to contribute to a continuing process of integration and collaboration in which the best theoretical, methodological, and clinical approaches – across disciplines - are brought to bear on health disparities and other contemporary empirical questions and public health issues, with emphasis on the ways in which societal structure and cultural ideologies interact with human biology to shape health and well-being.

Acute and chronic disease morbidity and mortality are among the most critical problems facing the Commonwealth of Kentucky, and they are unequally distributed across the geographical and social landscapes. The University of Kentucky has a responsibility to train future health professionals who are committed to understanding and improving health in their communities. Kentucky is one of the unhealthiest states in the U.S., and was recently ranked 43rd overall by the United Health Foundation (2007). Moreover, due to elevated rates of cardiovascular disease, cancer, and diabetes, Kentucky's all-cause mortality rate is the second highest in the nation. Similarly, the 2009 Kids Count Data Book outlined several health challenges among children in Kentucky, which earned a ranking of 41st in the nation for child well-being. A goal of the HSP program is to arm citizens of Kentucky with an integrative and interdisciplinary view of these health and social problems that will inspire collaborative and effective solutions at the levels of individual, community, and society.

C. Similar Programs at Benchmark and Land Grant Institutions

The University of Kentucky benchmark institutions offer variable types of health-related degrees. However, the majority are B.S. degrees in Health Science or professional degrees in Public Health, both of which currently exist or are awaiting approval at the University of Kentucky. Two benchmark institutions offer degrees similar to the proposed program in Health, Society and Populations. Michigan State offers a degree in Interdisciplinary Studies in Social Science with a concentration in Health and Society. In addition, the University of Iowa offers a certificate and a minor in Global Health, alongside a major in International Studies, through its Global Health Studies program. Both of these schools are ranked 28th nationally among public universities. The University of Kentucky is # 60 in this ranking. Thus, the new HSP degree program will be another means for UK to attain higher national status.

A survey of land grant institutions reveals that an additional 9 universities out of 71 land grants offer 11 different undergraduate degrees or certificates with an emphasis on health through Liberal Arts, Arts and Sciences or other colleges that are not Colleges of Public Health or Health Sciences. Like this proposed degree, all of these programs have a heavy emphasis on interdisciplinary studies, including substantial concentrations in the social science disciplines and writing-intensive courses. These universities are listed in Table 1 below.

To highlight important commonalities among these programs and the proposed HSP degree, we present an in-depth comparison of the proposed HSP degree program and two existing programs as listed in Table 1, the University of Pennsylvania and Michigan State University.

The Health & Societies major at University of Pennsylvania (see <http://hss.sas.upenn.edu/hsoc>) is an interdisciplinary major focusing on "the ways in which political systems, economic institutions, social practices and cultural values shape and are shaped by ideas about health and health care." Like the proposed HSP degree, Health & Societies at Penn is anchored by an introductory course and a capstone course that are designed for majors. Also required are a social science methods course and two core courses (choose two of four) that represent social science approaches to health (Medical Anthropology, Medical Sociology, Medicine in History, or American Health Policy). Students then choose a field of concentration, similar to our HSP

degree program (e.g. global health, environment and health, disease and society). Health & Societies majors choose nine courses for their field of concentration from a long list of options across disciplines, including biology, anthropology, sociology, public health, history, environmental studies, Africana studies, Asian studies, and so on. It is important to note that this flexibility is intentionally built into the Health & Societies degree at Penn, as with the proposed HSP degree., and is advertised as “combining the freedom of an individualized major with the coherence of a core curriculum,” while permitting a focus “on the interest of the individual student that is composed of courses drawn from across the university.”

The degree in Interdisciplinary Studies with a Health and Society Concentration at Michigan State (see <http://www.reg.msu.edu/AcademicPrograms/ProgramDetail.asp?Program=4567>) is also very similar to the proposed HSP degree with respect to program goals and organization. The degree at Michigan State examines “the social, behavioral, and economic determinants of health” and provides “knowledge and skills to improve population health.” As with the proposed HSP degree, the Michigan State Health and Society major is anchored by an introductory course on social science perspectives and a capstone course that is specific to the major. Students also take a course in critical writing, as well as three “foundation courses” from a restricted list, including Sociocultural Diversity, Microeconomics, World Regional Geography, Intro to Psychology, and Intro to Sociology. Finally, similar to the UK HSP degree program, students choose between six and nine additional courses from a diverse list of social science courses from disciplines such as anthropology, economics, family studies, geography, psychology, sociology, and social work.

Table 1. Undergraduate health/liberal arts programs at land grant and benchmark institutions (additional non-land grant and non-benchmark institutions are listed in Table 2).

University	College	Department	Degree
Auburn University	College of Liberal arts	Political Science	Health Services Administration
Cornell University	College of Human Ecology	Division of Nutritional Sciences	Human Biology, Health, and Society
Louisiana State University	College of Humanities and Social Sciences	Multiple - Interdisciplinary	Interdisciplinary Studies, Health Sciences Concentration
Michigan State University	College of Social Science	Interdisciplinary Studies	Interdisciplinary Studies, Health and Society Concentration
North Dakota State University	College of Arts, Humanities and Social Science	Health Communication	Health Communication

University of Arizona	College of Letters, Arts and Science	Global Studies	Global Studies, Health and Development Concentration
University of Arizona	College of Letters, Arts and Science	General Studies	Science, Technology, Health, and Society
University of Arizona	College of Social and Behavioral Sciences	Sociology	Care, Health, and Society
University of Delaware	College of Arts and Science	Department of Sociology and Criminal Justice	Sociology, Health and Health Services Concentration
University of Iowa	College of Liberal Arts and Sciences	Global Health Studies	International Studies, Global Health Studies Concentration
University of Pennsylvania	College of Arts and Sciences	History and Sociology of Science	Health and Societies
University of Wisconsin Madison	College of Agriculture and Life Sciences	Global Health Institute	Certificate in Global Health
Utah State University	College of Education and Human Services	Health, Physical Education, and Recreation	Health Communication, Concentration in Community Health

Overall, this listing of degree programs similar to the proposed Health, Society and Populations B.A. suggests that interdisciplinary, liberal arts degrees in health or health care are trending upward, possibly with the greater focus on transdisciplinarity and integrative health research and clinical practice as a whole. In fact, most of these degree programs have been established in the last 1-3 years. Importantly, this highlights an opportunity for the University of Kentucky to be ahead of most institutions and states by creating a social science focused program on health within the College of Arts and Sciences.

D. Relationship to Existing UK Programs

There are two undergraduate majors currently offered at the University of Kentucky which are related to the proposed Health, Society and Population B.A. These are the Bachelor of Human Health Sciences (HHS) offered by the College of Health Sciences and the Bachelor of Science in Health Promotion offered by the Department of Kinesiology and Health Promotion (KHP) in the College of Education. In addition, the College of Public Health has proposed a Bachelor of Public Health (BPH). These three programs differ from the HSP B.A. degree in significant ways; however we see the differences less as a function of goals and more as a function of theoretical, disciplinary and pedagogical approaches to health and well-being that shape the larger field of population health. The HSP B.A. program provides students the choice of a degree that approaches population health from a social science perspective.

- The Human Health Sciences (HHS) baccalaureate program prepares undergraduate students for future health care careers in a dynamic, interprofessional healthcare environment. Graduates of this program will have a strong foundation in the basic

sciences and develop competencies in healthcare skills and knowledge, thereby maximizing professional career opportunities. This program is not intended to replace traditional pathways leading to healthcare careers; instead, it is intended to offer a unique alternative embracing interdisciplinary education with a broad exposure to health care practices, policies and management for those seeking careers in healthcare and the health professions. Specifically, the degree offers four options for students' interested in future graduate or professional study in Dentistry, Pharmacy, Physical Therapy, and Physician Assistant programs. This degree also prepares students for work in a variety of other fields, including mid-level management or supervision across healthcare environments, medical or pharmaceutical sales, and community health advocacy. Students graduating from this program would also be competitive for other graduate disciplines.

<http://www.mc.uky.edu/healthsciences/hhs/>

- The B.S. in Health Promotion offered by the College of Education is designed to provide future school teachers with pedagogical and practical training aimed at changing individual behavior, environments, and policy. The health promotion program ensures an understanding of and knowledge about the structure of the health promotion discipline through 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. The program is described as being designed for those interested in teaching health education in schools, and requires teacher certification.
- The goal of the BPH is to train public health practitioners to address population-wide shifts in morbidity and mortality through health education, prevention, and promotion campaigns and interventions. Utilizing an interprofessional learning approach, one of its goals is to prepare students for deliberately working together with the common goal of improving public health infrastructure, an approach also shared by HHS. The College of Arts and Sciences and the College of Public Health worked together to design the proposed new programs (BPH, HSP B.A.). This innovative collaboration resulted in companion degree programs – one from a public health approach, one from a social science approach, which share some aspects of coursework, thus promoting cross-disciplinary collaboration among future professionals, while also allowing BPH students to sit for the national credentialing exam in Public Health.

The Bachelor of Human Health Sciences, the Bachelor of Science in Health Promotion, and the Bachelor of Public Health are distinct from the proposed Health, Society and Populations B.A. in that they are pre-professional degrees, and as a consequence, the curricula are highly structured, while the Liberal Arts based HSP degrees allows students to move into the program from other A&S degree programs as their interests may change and without much loss of time toward degree, if any. And while they all degree programs mentioned above draw from the population health concept, and all emphasize relationships between the individual and their environment at multiple levels, the emphasis on relevant aspects may differ according to their disciplinary

perspectives and strengths, as does their coursework (see Appendix B for an analysis of the distinction in coursework among the four programs).

The proposed Health, Society and Populations program provides an emphasis on structural factors and uneven distribution of resources that interact with other “determinants of health” to shape and maintain inequalities in health outcomes, as well as providing an emphasis on the agency of individuals, organizations and communities in responding to these inequalities. This interdisciplinary, social science of health perspective is missing from UK’s current degree offerings; the proposed HSP will provide a much-needed addition.

E. Preparing Students for Life and Work

1. Student Skills Development

Interdisciplinary approaches to health demand creative and critical thinking skills to be able to evaluate and integrate alternative causes, consequences, and solutions. A primary focus of the HSP B.A. degree will be the development of creative and critical thinking skills through active learning. In the introductory core course, SOC/HSP 255, the four foundational social science courses (ANT 429, GEO 475G, PSY 223, and SOC 355) and the capstone course (HSP 499), students will learn to assess population health issues and problems from the perspective of social science and then formulate viable solutions. Students will also practice higher-order thinking through critical reading, verbal reasoning, synthesis of scientific literature, and data analysis and interpretation. These critical thinking activities will be reinforced through the required statistics course and through individual and group assignments and activities in carefully-selected elective courses in natural science, social science, and health professions. Thus, a primary outcome of the program will be to produce graduates with the ability to think critically and independently.

Critical thinking will be an attribute the students can employ throughout their lives and will make them more successful in their careers. Work in health-related fields requires critical thinking skills to assess the needs of community members, researchers, and policy makers, and to apply problem-solving techniques. Because health professionals are often involved in designing and implementing new programs, they must be adaptable and able to break down complex tasks into manageable parts in a systematic, detailed way. Likewise, they must be capable of addressing problems, situations, or opportunities by drawing on their knowledge and experience base, and calling on other references and resources as necessary.

Another important outcome will be to train the students to communicate effectively through written and oral media. Individuals employed in health-related fields must have excellent communication skills to work well with people and groups from diverse cultural and socioeconomic backgrounds. They must be able to prepare reports, proposals, and other written materials, and need to be able to effectively communicate orally and in writing with various groups and individuals. Skill in recording, compiling, and analyzing data for case histories, medical records, reports, and other general correspondence, and demonstrable communications

skills, including public speaking, with an ability to adapt complex information for lay and professional audiences is critical. These skills will be developed throughout the core courses in social science approaches to health, which have substantial writing and presentation components. Communication skills are also the principle focus of WRD 205. The best of the students' written documents and presentations will be incorporated into the Program Website to educate the public about existing and emerging health issues.

Greater expertise in health issues of the students' own interest will be provided by the elective courses in Topics in Society and Health, and Health Professions. Here, students may choose to focus more narrowly on a specific health problem or process that is related to their career or graduate education aspirations. The current curriculum provides for **three health concentrations**, and students will design their programs in consultation with the HSP advisors (see Section II.C.):

- 1) Global health (e.g. choosing from ANT 225, ANT 251, GEO 261, GEO 544)
- 2) Health ecologies (e.g., choosing from ANT 225, ANT 303, ANT 333, GEO 544, GRN 585, SOC 360, CPH 320, CPH 351),
- 3) Social inequalities in health and illness (e.g., choosing from ANT 251, SOC 235, SOC 360, GWS 300, CPH 310).

Alternatively, students may choose courses in a variety of areas that provide a **broader understanding** of many of the current perspectives and challenges in addressing the health of populations, including health inequalities.

The Student Learning Outcomes for the B.A. in Health, Society and Populations will be:

- 1) Understand and apply the core principles of a social science approach to population health
- 2) Articulate the social and political structures that produce and sustain health disparities
- 3) Explain the complexity of pathways that promote, constrain, and/or mediate relationships among biological and social factors in the production of health outcomes
- 4) Analyze patterns of health inequalities and evaluate the strength and significance of associations between social factors and population health outcomes
- 5) Apply knowledge from degree coursework to develop and/or assess policies and interventions for reducing health disparities and/or improving population health

In addition, each of the three concentrations has an associated learning outcome:

- 6) *Global health*: Explain patterns of global health inequalities and how these are linked to both global and local cultures, political systems, and social inequalities.
- 7) *Health ecologies*: Articulate how the physical, social, and resource environments in which individuals are embedded influence health behaviors and outcomes
- 8) *Social inequalities*: Describe social institutions that reproduce inequality over time and identify how individual and community resources can be leveraged to produce social change

2. Career Opportunities

The Health, Society and Populations B.A. degree will provide graduates with a broad liberal-arts education which is the core of Arts and Sciences, in addition to a concentration on social science based approaches to understanding health outcomes that is common in Health and Society programs. HSP students will obtain the fundamental knowledge required to understand the relationships that exist between the global economy, societal problems and needs, and the distribution of health and illness. The program will develop the critical thinking, communication, and independent study skills necessary for students to pursue careers in health and human services that are currently in high demand. More specifically, the degree will prepare students for career opportunities in city, state and federal government, nonprofit organizations, and in the public and private health sectors.

Research on employment web sites such as www.publichealthjobs.net indicates that common entry-level positions that would be appropriate for our graduates include the following. The majority of these positions specify a Bachelor's in public health, social science, or another health-related degree:

Health advocacy – Health advocates are unlicensed professionals that engage in education, public outreach, community organizing, and other activities that promote the health of individuals and populations. Health advocates frequently work to improve access to safe and quality health care, particularly in impoverished or underserved communities. They may also provide information to individuals and communities about the importance of healthy living, disease prevention, safety, effective parenting, family planning and many other public health issues, and work with them in creating and/or executing strategies for health improvement.

Case management – Case managers are patient advocates who serve as a liaison between patients, families, doctors, and social services organizations; individuals with degrees in social sciences have been part of case management teams for some time, e.g., to assist in assessing structural and social challenges to health, local interpretations of health, the social organization of clinical interactions, etc. The HSP B.A. will allow graduates entry into this collaborative profession in many different settings, including hospitals, clinics, social services organizations, and non-profit organizations.

Health counseling - A bachelor's degree in a health-related field qualifies individuals for entry-level health counseling positions that do not require licensing, such as those with non-profit or community-based organizations. Health counselors provide support, guidance, and information to assist clients in overcoming emotional, socioeconomic and other types of hardships. They may work with children, families, mental health patients, substance abusers or prisoners.

Health marketing and communications – Health marketing and communications professionals create and use products or programs to promote health changes in individuals and communities. They use social marketing to define problems, identify target audiences, select communication channels, and develop and implement communication strategies. For example, health marketing and communications professionals may design and manage websites or social media sites, write

pamphlets or other promotional materials, plan events, or create public service announcements for radio or television that are aimed at health prevention and promotion.

Program development and evaluation – The HSP degree would qualify graduates to work with program developers, who oversee the design of health programs based on assessments of population health needs. They may also assist in writing proposals for program funding from government agencies or private donors and/or work as members of evaluation teams to collect, analyze, and present information in all sectors of government and in for-profit and non-profit agencies.

Project management – Project managers coordinate the overall and day-to-day tasks associated with implementation of one or more research projects or programs. They might perform tasks such as mailing surveys, coordinating data collection or data entry, and/or in various writing tasks, e.g., preparing project materials for review and/or dissemination, and may assist in managing data collectors and interviewers. Project managers work in many settings, including universities, research institutes, and for-profit and non-profit organizations.

Research analysis – Research analysts are responsible for analyzing and reporting data to monitor population health trends to those who make policy decisions and/or for purposes of informing the general public. They often work with statistical software to identify patterns and relationships between social or economic risk and protective factors and population health outcomes. Research analysts may work in universities, research institutes, government agencies, and in for-profit and non-profit organizations.

Job prospects for students with a B.A. in Health, Society and Populations are very positive. In a recent examination of post-graduate careers of students in the Health, Society and Policy program at the University of Utah (see Table 2), 176 graduates (between 2006 and 2010) reported on their experiences. Of the 176, 107 (58%) found employment, 75 (40%) pursued graduate studies and 4 (2%) took internship positions <http://hsp.utah.edu/careers.php>.

Due to the rising cost of healthcare, employers, insurance companies and governmental organizations are looking for ways to curb costs through preventative and innovative health measures. Moreover, a growing elderly population and the expansion of health services and health coordination associated with the 2010 healthcare reform act have increased demand for graduates in health-related fields, including entry-level positions. The U.S. Bureau of Labor Statistics predicted in 2008 that employment opportunities in various sectors of the health care system, including health advocacy, health marketing and communication, counseling, and program development and evaluation, would grow substantially faster than the national average through the year 2018 (www.bls.gov). Many careers in health and health care, including those described above, do not require professional certification or licensing. The emphasis of the HSP social science-based curriculum on interdisciplinarity, critical thinking, communication skills, and an understanding and appreciation of patterns of inequality in health and access to health care will be valuable and attractive assets for nonprofit organizations and other employers in the health sector.

F. Student Recruitment and Potential Enrollment

A recruitment plan has been developed with the Director of Academic and Enrollment Planning in the College of Arts and Sciences that targets high school seniors in the fall semester prior to their graduation. A significant number of students come to UK from local and regional high schools; students also originate from states bordering on the Commonwealth and a variety of countries internationally. Targeting high school seniors in all these venues ensures that the recruitment plan reaches a diverse community. In addition, the A&S Passport to the World Program will provide unique opportunities to recruit international students into HSP. The HSP program will discuss potential minority and Appalachian student recruiting with the Louis Stokes Alliance for Minority Participation (LSAMP), and the Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors (AMSTEMM) Programs. Finally, the Director/Co-Directors of HSP will initiate and maintain advertising of the HSP program to all institutions within the KCTC system, where many non-traditional and ethnically diverse students begin their college careers.

1. New students entering the program (including transfers).

The most recent enrollments for institutions with similar degrees are shown in Table 2, where available. There is no information available for the two University of Arizona health degree programs that are currently being offered, and the program through Sociology that is most similar to our proposed Health, Society and Populations B.A. will be offered for the first time in the fall of 2013 so figures are not yet available.

Because these degree programs are newer, enrollments at these institutions are a good indicator of numbers of majors that the HSP B.A. might attract during the first 1-3 years. Based on these programs, we anticipate having about 40 majors by fall of 2015. We hope to have enrollments similar to more established interdisciplinary programs at the University of Kentucky (e.g. International Studies, Environmental and Sustainability Studies) after five years (~ 200). We expect that many of our students will take disciplinary major and minor degrees in conjunction with the HSP B.A., and that the majority of these will be in Biology, Anthropology, Sociology, Geography, and Psychology (based on overlap in curriculum with these majors).

Table 2. Student enrollments in similar programs

University	Degree	Enrollment
Auburn University	Health Services Administration	53
Beloit College	Health and Society	40
Cornell University	Human Biology, Health, and Society	450
Louisiana State University	Interdisciplinary Studies, Health Sciences Concentration	21
Michigan State University	Interdisciplinary Studies, Health and Society Concentration	18
North Dakota State University	Health Communication	22

SUNY College at Old Westbury	Health and Society	Not Available
University of Arizona	Global Studies, Health and Development Concentration	Not Available
University of Arizona	Science, Technology, Health, and Society	Not Available
University of Arizona	Care, Health, and Society	Launching in 2013/14
University of Delaware	Sociology, Health and Health Services Concentration	15
University of Iowa	International Studies, Global Health Studies Concentration	10
University of Pennsylvania	Health and Societies	160
University of Utah	Health, Society, and Policy	200
University of Wisconsin Madison	Certificate in Global Health	49
Utah State University	Health Communication, Concentration in Community Health	122

2. Anticipated students from other majors.

While the HSP program intends to focus recruitment on students that otherwise would not have chosen UK for their undergraduate degree, or who are at UK but undecided about their majors, students may also choose to enter the program from other Arts and Sciences departments, e.g., Anthropology, Sociology and Geography. We did see this sort of migration within the College with the establishment of the interdisciplinary degree in International Studies. We may also receive some majors from Biology, given the size of their program, change in requirements and associated pressure on teaching and resources.

We also expect that many students who choose the HSP program for their primary degree, will choose to obtain a minor in another A&S program. For example, by design, enough courses exist in the social science components of the degree for students to readily obtain a minor in Sociology or Anthropology. In addition, some of these students will undoubtedly recognize the benefits of a double-major in HSP and a social science discipline, or in biology and HSP (as we see currently with Biology and Anthropology). Once established, the HSP program will explore the possibility of “imbedding” other departmental minors in the course listings as a means of increasing the number of majors in the participating departments. This appears ideally suited to encourage majors in Geography, Sociology, Anthropology, International Studies, and Environmental and Sustainability Studies.

Thus, in the first years of the HSP B.A. program the student enrollment will probably be comprised of students with an interest in human biology, sociology, or anthropology and those pursuing double-majors; some students have already registered an interest. As the HSP B.A. becomes more established and more widely recognized regionally, it is anticipated that the

enrollment will be largely comprised of students who would not have come to UK in the absence of the B.A. degree.

II. COMPREHENSIVE PROGRAM DESCRIPTION AND COMPLETE CURRICULUM

A. Degree Development

The interdisciplinary curriculum for the Bachelor of Arts in Health, Society and Populations was developed in Fall 2012 by an Advisory Committee consisting of representatives from the College of Arts and Sciences and the College of Public Health. The curriculum was finalized in Spring 2013 by the Population Health co-Directors, with the approval of the Advisory Committee. Letters of support from the Deans of the Colleges of Arts and Sciences and Public Health are attached. In addition, following reviews by the HHS and KHP programs, and the Undergrad Council, further revisions were made and are incorporated herein.

B. Major Requirements

The major in Health, Society and Populations is interdisciplinary and coursework draws on the vast expertise in health and health-related topics within the College of Arts and Sciences. Coursework in the major (see B.A. in Health, Society and Populations Program Requirements document, Appendix A) is sectioned into eight units, with students having a choice of courses within each unit, except for three, the WRD 205 writing requirement, the SOC/HSP 225 entry-level course, and the HSP 499 capstone. The benefits of this flexible program are numerous.

- 1) Having a choice of courses in the core program eliminates the roadblocks to graduation students often face by being closed out of a required course, while guaranteeing coverage of disciplinary knowledge necessary to the degree.
- 2) This “structure of choice” provides students flexibility in designing their major to fit their interests, while its “unit-based organization scheme” ensures students will gain the core knowledge expected by prospective employers and/or graduate and professional programs.
- 3) While the only choice for satisfying the major writing requirement is WRD 205, it is taught in many sections each semester, including sections focused on health, thus providing a writing course that allows students to research and write about a topic in health, while again eliminating roadblock that a single-section course might engender. It also currently satisfies the GWR requirement and has been submitted to satisfy the GCCR requirement (see approval letters in appendix).
- 4) The HSP 499 capstone course will provide students a final opportunity to integrate their coursework (a process that begins with their first course, HSP 255 and is on-going throughout their coursework) and apply it to a real world situation by designing and/or evaluate a health-related intervention program from a social science perspective. They will work collaboratively with their class peers, sharing ideas during the project, and sharing their final program/evaluation with the class and members of the HSP Faculty of Record (see Section II.C.).

Our detailed curriculum plan is provided in Appendix A of this proposal, and is explained and supported in the following section.

1. General Education Requirements (UK Core).

A number of UK Core courses have direct relevance to the B.A. degree in Health, Society and Populations, and we have included these courses in our curriculum (Appendix A) providing a great deal of flexibility in mapping out coursework (which students will do in consultation with their HSP advisors – see below). As indicated on the program requirements document, courses marked with a double-plus, “++” satisfy UK Core requirements. As the major grows, there will also be opportunities to design HSP courses that can be used on a campus-wide basis to satisfy UK Core requirements. However, we also believe in the value of UK Core as a general education curriculum and will encourage students to develop their critical thinking skills as evidence-based thinkers by selecting some courses that may not seem directly relevant to population health, and will challenge their perspectives and understandings of how things work, e.g., Living on the Right Side of the Brain (LA 111), The Dark Side of Interpersonal Communication (COM 314), Earthquakes and Volcanoes (EES 150), African-American History (AAS 261), Immigrant America (GEO 221), French Film Noir (FR 225), or any of the other interesting UK Core courses that are not on the “Program Requirements” list. Students have many “electives” outside the major (see 4 Year Curricular Map, Appendix B) and these courses will only contribute to their liberal arts background and development as critical thinkers.

2. College of Arts and Sciences Requirements.

We have also identified a number of courses from the A&S requirements list in the Undergraduate Bulletin that will be of interest to majors in Health, Society and Populations, providing flexibility in satisfying these requirements. They are marked on the Program Requirements document (Appendix A) with a double asterisk, “**”. There are numerous other courses, as well, and HSP advisors (Section II.C.) will encourage students to explore courses outside those recommended in the major. Again, students have many “electives” outside the major (see 4-year Curricular Map, Appendix C) which allow them the opportunity to explore new ideas through these courses without increasing time to degree.

3. Graduation Writing Requirement.

One of the student skills developed in this major is “demonstration of excellence in communication, with an emphasis on writing” (p. 4). We have identified WRD 205 as a required course for the major, and it fulfills the university’s current GWR and has been proposed to full the new GCCR (see email in Appendix D). This course is particularly appealing for a number of reasons, including the intensity of the writing component, but also the focus on “rhetorical analysis of issues of academic, political, social or cultural significance” (course description). The course is taught in multiple sub-sections from a variety of topical foci; of particular interest to HSP students might be “The Rhetorics of Disease,” “Women, Rhetoric and Health” and “Epidemics.” As the degree grows, we will work with WRD to develop additional and/or specific sub-sections of WRD 205 for HSP majors.

4. Major Requirements.

Table 3 provides the requirements for the major that allow students to obtain an understanding of foundational concepts and skills in statistics and quantitative analysis, math, science, social science, health professions and writing. In addition, the structure of the major enables HSP students to gain advanced knowledge and critical understandings of the health of populations from societal and cultural perspectives through the “structure of choice” framework within the “unit-based organization scheme” outlined above. (Courses marked with an asterisk “*” are new courses for which New Course Forms have been submitted through the appropriate departments).

HSP 255, Medicine, Health and Society is a newly proposed course required of all HSP majors, and provides a gateway into the major. It provides an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course has four major sections. The first section has theoretical foundations in social constructionism. It covers cultural relativism in the experience and treatment of illness, as well as the social construction of deviance and other social problems as disease. The second section is grounded in symbolic interactionism and other social psychological theories. It presents material on the role of social interaction, groups, and identity processes in health and illness. The third section has a basis in conflict theory and emphasizes the social origins of illness and disease. This section focuses largely on evidence and explanations for race, class, gender, and other social inequalities in health and health care. The fourth section covers functionalist theories of social organization. In this section, students will learn about social roles, social institutions, and the social structure of health care. Class sessions will emphasize group discussions and exercises based on peer-reviewed empirical work. These are designed to encourage the development of analytic skills, recognition of the benefits of collaborative approaches to complex problems, and independent exploration of course material.

Table 3. Course Requirements.

Intellectual Unit	Distribution	Course Choices
Statistics	Choose one.	STA 296 Statistical Methods and Motivations* SOC 303 Quantitative Sociological Analysis GEO 309 Introduction to GIS
Math	Choose one	MA 109, 111, 113, 123, 137
Writing	Required	WRD 205 Intermediate Writing
Science	Choose two	ANA 109 Anatomy and Physiology for Nursing 1 ANA 110 Anatomy and Physiology for Nursing 2 ANA 209 Principles of Human Anatomy BIO 102 Human Ecology BIO 103 Basic Ideas of Biology BIO 148 Introductory Biology 1

		BIO 208 Principles of Microbiology CHE 104 Introductory General Chemistry CHE 108 Intro Inorganic, Organic & Biochem PGY 206 Elementary Physiology
Core Social Science Approaches to Health	<u>Required:</u> <u>Choose two:</u>	SOC/HSP 255 Medicine, Health and Society * ANT 429 Survey of Medical Anthropology GEO 475G Medical Geography PSY 223 Developmental Psychology SOC 355 Sociology of Health and Illness *
Topics in Society and Health	Choose four from at least 2 different disciplines. Students may also choose courses from the above category (Social Science Approaches to Health) that were not utilized to satisfy requirements in that category).	ANT 225 Culture, Environment & Global Issues ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities ANT 303 Topics in Anthropology of Food & Nutrition ANT 333 Contemporary Human Variation GEO 261 Global Dynamics of Health & Disease GEO 544 Human Population Dynamics GRN 250 Aging in Today's World GRN 585 Aging and Environment GWS 300 Topics in Gender and Women's Studies (note this course is approved ONLY for the subtitle, "Gender, Race & Science") HIS 584 Health and Disease in the U.S. PHI 305 Health Care Ethics SOC 235 Inequalities in Society SOC 340 Community Sociology SOC 360 Environmental Sociology SOC 439 Topics in Crime (note this course is approved ONLY for the subtitle, "Mental Illness, Crime, Law and Deviance")
Health Professions	Choose two	CPH 201 Introduction to Public Health CPH 202 Public Health through Popular Film CPH 203 Sexual Health CPH 310 Disease Detectives: Epidemiology in Action CPH 320 Foundations of Environmental Hlth CPH 351 Preparing for Apocalyptic Events: Crisis Mgmt & Population Health CPH 440 Foundations of Health Behavior

		CPH 450 Managing Health Services Organizations to Improve Population Health CPH 451G A Sick World: Global Health in the Early 21 st Century CPH 472 Public Health Profession & Practice HSM 241 Health and Medical Care Delivery Systems KHP 230 Human Health and Wellness KHP 270 Introduction to Health Education and Health Promotion KHP 590 Advanced Health Concepts
Capstone	Required	HSP 499 Population Health Capstone *

* New course – Status of new courses provided in Appendix D

5. Capstone.

HSP 499, a new course (Appendix G), provides a culminating capstone experience for students in their senior year. The course works as a seminar in which students integrate their coursework to develop, or critically analyze, a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects to a broader audience (see II.C.).

C. Advising, Mentoring and Integrative Activities

Formal advising and informal mentoring will take place in a number of venues over the course of the year as described below, and it is through these venues, particularly #2, 3 and 4 below, that much integration will take place.

1) Students are required to meet with their HSP advisors each semester. These advisors are assigned upon entrance to the program, and are drawn from the Faculty of Record in the initial years of the program, and from the Affiliated Faculty as the program grows. Students will work with their advisors to map out their coursework based on their own interests, and adjust that coursework as circumstances require and as interests change.

2) Students will engage with other faculty in the program through the HSP Seminar Series. This annual series will provide a forum for discussion of various topics, and will include guest speakers from within the university, as well as the community of Lexington. The purpose of this series is to bring students, faculty and guests into discussion with one another in a collaborative learning situation and to foster interdisciplinarity as well as a platform for integration of various ideas and concepts encountered in the yearly coursework.

3) HSP students will be involved in the selection and coordination of the visit of one guest speaker each year (the HSP Distinguished Speaker) – this may be a faculty member from another academic institution, a health practitioner, someone who works on health-related issues at an NGO or CBO, and once the program is established, may include our own HSP graduates. This will provide a more formal opportunity for mentoring, as well as professionalization.

4) Finally, HSP students will present their final papers (either program design or program evaluation) in the annual, year-end gathering of HSP students and HSP faculty (both Faculty of Record and Affiliated Faculty) following which will be a reception honoring graduating seniors. This will showcase the work of the graduating students, but will also provide the continuing students an opportunity to view how other students, through collaborative and integrative activities with mentors and peers, put their own learning into practice through the design and/or evaluation of a health-related program of change.

D. Program and student evaluation.

1. Annual HSP program evaluation and student assessment.

The specific targeted outcomes for the HSP program and the courses where the outcomes are addressed are shown in Table 4 below. The program builds skills in three specific areas, as described above (critical thinking, written communication, and oral communication), and also addresses five broad program learning outcomes (see below). In addition, should students choose to concentrate in global health, health ecologies, or social inequalities in health, each concentration has an associated learning outcomes. Specific outcomes will be associated with developing skills and knowledge that the students will utilize to build successful careers and to live healthy, productive lives as global citizens. Table 4 shows the HSP Curriculum Map for all of the major sections of the degree program and for the three concentrations.

Program Learning Outcomes:

- 1) Understand and apply the core principles of a social science approach to population health
- 2) Articulate the social and political structures that produce and sustain health disparities
- 3) Explain the complexity of pathways that promote, constrain, and/or mediate relationships among biological and social factors in the production of health outcomes
- 4) Analyze patterns of health inequalities and evaluate the strength and significance of associations between social factors and population health outcomes
- 5) Apply knowledge from degree coursework to develop and/or assess policies and interventions for reducing health disparities and/or improving population health

In addition, each of the three concentrations has an associated learning outcome:

- 6) *Global health:* Explain patterns of global health inequalities and how these are linked to both global and local cultures, political systems, and social inequalities.
- 7) *Health ecologies:* Articulate how the physical, social, and resource environments in which individuals are embedded influence health behaviors and outcomes
- 8) *Social inequalities:* Describe social institutions that reproduce inequality over time and identify how individual and community resources can be leveraged to produce social change

Table 4. Courses Introducing, Reinforcing, and Emphasizing Students Skills and Learning Outcomes

	Math (1)	Statistics (1)	Writing and Rhetoric (1)	HSP 255 Medicine, Health and Society	Biological Sciences (2)	Social Science Approaches to Health (2)	Topics in Health and Society (4)	Health Professions (2)	Global Health Concentration (4)	Health Ecology Concentration (4)	Social Inequalities Concentration (4)	HSP 499 Capstone
Student Skills Development												
Student Learning Outcomes (Program)												
Student Learning Outcomes (Concentrations)												
I = Outcome is introduced												
R=Outcome is reinforced												
L=Outcome is likely to be reinforced												
E=Outcome is emphasized												
Critical thinking	I	R	I	I		R	R	L	R	R	R	E
Written communication			I			R	R	L	L	L	L	E
Oral communication			I			R	L	L	L	L	L	E
Understand and apply the core principles of a social science approach to population health				I		R	E		E	E	E	E
Articulate the social and political structures that produce and sustain health disparities				I		R	E		R	R	E	E
Explain the complexity of pathways that promote, constrain, and/or mediate relationships among biological and social factors in the production of health outcomes				I	I	R	R	R	R	R	R	E
Analyze patterns of health inequalities and evaluate the strength and significance of associations between social factors and population health outcomes	I	R		R		E						E
Apply knowledge from degree coursework to develop and/or assess policies and interventions for reducing health disparities and/or improving population health			I	I		R	R	E	R	R	R	E
<i>Global health:</i> Explain patterns of global health inequalities and how these are linked to both global and local cultures, political systems, and social inequalities.				I		I	R		E			
<i>Health ecologies:</i> Articulate how the physical, social, and resource environments in which individuals are embedded influence health behaviors and outcomes				I		I	R	R		E		
<i>Social inequalities:</i> Describe social institutions that reproduce inequality over time and identify how individual and community resources can be leveraged to produce social change				I		I	R				E	

Student learning outcomes will be assessed on an annual basis via the Blackboard Assessment vehicle as required by the Office of Assessment. Each year one of the program student learning outcomes will be assessed by at least two members of the HSP Faculty of Record via the final project in the program's capstone course, HSP 499. Final papers will be submitted through Blackboard with identifiers removed, and faculty will assess and score the achievement of the learning outcome via a rubric created specifically for each outcome, and tailored to the final paper assignment. The rubric scoring system will allow categorization of papers as "excellent," "average," and "poor" with respect to the learning outcome; and will provide detailed data on which to reflect and build improvement plans in specific areas (e.g., are students doing well at critical thinking skills, but are lacking in communication; have they developed a solid background in factual academic knowledge, but are lacking in integrating that knowledge into a comprehensive program for health change; etc.). Once the Capstone Course assessment (HSP 499) is complete, the Co-Directors and Faculty Assessors will meet to review the outcome in light of the specific coursework undertaken by the HSP 499 students to determine if specific courses are meeting the needs of the program according to the Curricular Map provided in Table 4 above. This will serve as the basis of adding, removing and/or developing new courses that will best serve the program.

In addition, each year student progress will be assessed via the following methods: (1) completion of program requirements as indicated via the APEX system based on the program's 4 year curricular map; and (2) achievement of a grade point of 2.0 better in program courses. During advisor meetings each semester (see above), students and advisors will review progress in these two areas, and create individual improvement plans where needed, e.g., if students receive less than a "C" in any of the program requirements, withdraw from required and elective courses, do not make progress toward the degree according to the curricular map, and/or express a desire to improve their performance. These assessments and improvement plans will be filed in their individual student file and reviewed during the next annual advisor/student review for assessment of progress. With identifiers removed, these data will be compiled into an annual report for review by the HSP Faculty of Record, providing the basis for on-going reflection, discussion and development of program changes and improvement plans.

2. Long-term measures of success.

Longer-term measures of program and student success will be assessed as follows: (1) at least two members of the HSP Faculty of Record will meet with students prior to graduation to discuss the program and solicit suggestions from graduating seniors for improvement; (2) HSP will maintain contact with as many graduates as possible via e-mail, contacting them every other year with their permission to solicit information on what aspects of the program they find most helpful in their current careers, and where additional training might have been helpful in securing their current position or fulfilling the requirements of their current position; and (3) local graduates will be invited back to campus for HSP special events and/or to speak to HSP students, as outlined in II. C above. Data from these interviews and other activities will be compiled into an annual report for review by the HSP Faculty of Record, providing the basis for on-going reflection, discussion and development of program changes, including improvement plans.

III. RESOURCES

A. Program Structure and Faculty Rules

1. Overview

The HSP Program will be located in the College of Arts & Sciences. The program will have Faculty of Record, Affiliated Faculty and two Co-Directors (currently Brea Perry and Deborah Crooks). The Affiliated Faculty will consist of the Co-Directors of the Program, Faculty of Record, additional full-time University faculty regularly teaching HSP or cross-listed courses, or full-time faculty making other important contributions to the HSP Program. The Faculty of Record represents a subset of Affiliated Faculty who are voting members and who will make key decisions about the HSP program.

2. Faculty of Record and Affiliated Faculty

Affiliated Faculty will be those who teach courses within the HSP Program, participate in collaborative HSP Program initiatives such as mentoring students in independent studies, research and educational proposal submissions, hosting outside speakers, and other relevant activities. Appointment to the HSP Affiliated Faculty will be voluntary but must be approved by the existing Faculty of Record. Appointment will be for two year terms with reappointment considered on an annual basis by the Faculty of Record. The current Faculty of Record contains six faculty members in the natural and social sciences who regularly engage in teaching and research in the area of health and who were involved in the initial stages of planning the Health, Society and Populations degree program. The Faculty of Record and Affiliated Faculty represent nine different disciplines and two colleges at the University of Kentucky, ensuring that diverse perspectives will be drawn upon when making curricular and other important decisions about the program. This interdisciplinarity is reflective of the liberal arts philosophy that is the foundation of the College of Arts and Sciences. Faculty of Record term will be one-year, with reappointment considered on an annual basis by the co-Directors/Director.

All substantive academic and administrative decisions will be made by the Faculty of Record. This will include, as examples, the appointment of new Affiliated Faculty, bringing new or existing courses into the program, removing courses from the program, the structure and operation of capstone course, procedures and recipients for Student Scholarships, Program Website content, and making recommendations to the Dean of Arts & Sciences about any future program Director appointments (see 3b below).

In a typical procedure the Director or Co-Directors will work with the Faculty of Record to determine and outline the decisions or changes that should be considered. The Director or Co-Directors will then provide the Faculty of Record with a clearly written description of the issue requiring a decision. Additionally, Faculty of Record can introduce, at any time, discussion items for future meetings. Unanimous consensus will be the goal for any HSP program decisions (this was achieved throughout the process of designing and creating the HSP

B.A.). In the event that a vote becomes necessary, decisions must be approved with a > 50% majority made through confidential ballots with no less than two-thirds of the Faculty of Record in attendance. It is anticipated that the Faculty of Record may create specific committees comprised of Faculty of Record members and other Affiliated Faculty to gather information and make some program decisions. For example, a committee of Faculty of Record and Affiliated Faculty will be tasked with annual assessment of student learning outcomes. Affiliated Faculty and Faculty of Record are listed in Table 5 below.

Table 5. Health, Society and Populations Faculty of Record and Affiliated Faculty

Faculty	Position	Department	Role
Deborah Crooks	Associate Professor	Anthropology	Co-Director
Brea Perry	Assistant Professor	Sociology	Co-Director
Ruth Beattie	Professor	Biology	Faculty of Record
Christia Brown	Associate Professor	Psychology	Faculty of Record
Jeremy Crampton	Associate Professor	Geography	Faculty of Record
Erin Koch	Assistant Professor	Anthropology	Faculty of Record
Mary Anglin	Professor	Anthropology	Affiliated Faculty
Eric Christianson	Professor	History	Affiliated Faculty
Richard Crosby	Professor	Public Health	Affiliated Faculty
Melanie Goan	Lecturer	History	Affiliated Faculty
Claudia Hopenhayn	Associate Professor	Public Health	Affiliated Faculty
Peggy Keller	Assistant Professor	Psychology	Affiliated Faculty
Bruce O'Hara	Professor	Biology	Affiliated Faculty
Carrie Oser	Associate Professor	Sociology	Affiliated Faculty
Ellen Riggle	Professor	GWS	Affiliated Faculty
Suzanne Segerstrom	Professor	Psychology	Affiliated Faculty
Gary Shannon	Professor	Geography	Affiliated Faculty
Allison Soult	Lecturer	Chemistry	Affiliated Faculty
Melissa Stein	Assistant Professor	GWS	Affiliated Faculty
Stephen Testa	Associate Professor	Chemistry	Affiliated Faculty

3. Director or Co-Directors

a) Program Operation and Advising

The Director or Co-Directors will identify new collaborative opportunities, organize Faculty meetings, submit annual reports to the Faculty of Record and Affiliated Faculty and Dean of Arts

& Sciences, coordinate program assessments, manage the Program budget, and engage in fund-raising activities through the A&S Development Office.

The Director or Co-Directors will be assisted by the A&S administrative staff member assigned to Interdisciplinary Programs. The Director will keep a detailed record of HSP Program plans, activities, meeting agendas and outcomes, and other relevant information in a continuously-updated Strategic Plan. The Strategic Plan will be periodically provided to the Affiliated Faculty (typically before meetings) or upon request.

The Director or Co-Directors will manage the day-to-day operations of the program that will include appointment of student advisors and the placement of students into appropriate engagement and research activities, if requested. Coursework advising of first- and second-year students based on program curriculum will be conducted by A&S professional advisors. Faculty of Record members, including the Director or Co-Directors, will share responsibility for advising students with a declared HSP major in their third year and beyond. Coursework advising for these advanced students will take place each semester, as needed. In addition, faculty advisors will also act as mentors to students at all levels (Freshmen – Seniors), including newly transferred students, providing guidance regarding long-term goals and ensuring preparation for careers or graduate or professional school. The Director or Co-Directors will also hold group advising sessions at the beginning of each semester for all students. This will provide guidance to the students and provide the means of describing the availability of new courses and other opportunities. As the number of HSP students increases it may be advantageous for other Affiliated Faculty to participate in advising, particularly for double-majors within their own departments.

b) Appointment

In spring 2013, the A&S Dean appointed two Co-Directors to begin the process of strategic planning and obtaining formal approval for the HSP program. Following approval of the HSP degree, subsequent Co-Directors will be appointed using the following procedure: The Faculty of Record will invite internal applications for the HSP Directorship, review applications, and interview potential candidates. Then, the Faculty of Record will select one individual to recommend to the Dean of Arts & Sciences, agreed upon by a > 50% majority vote with no less than two-thirds of the Faculty of Record in attendance.

B. Other Resources

As indicated in Section II above, the curriculum for the B.A. in Health, Society and Populations draws on courses already in place across the University, and included in this proposal are letters from department chairs approving the use of their courses in the major. The two new courses specific to the degree, i.e., the entry level SOC/HSP 255 and the capstone course (HSP 499), have been designed and the new course forms are included in this proposal packet (Appendix G).

In addition, the College of Arts and Sciences has committed to providing funding to continue supporting the Directorship of the program, as well as provide support staff by subsuming the program into the centralized service model and assigning the HSP program to one of the project

managers housed in an existing department. The College will also provide support for recruitment and publicity through the Hive, and has committed to providing a modest operating budget to support guest speakers and other activities for the major. Finally, as the program grows in size it is likely that some of the courses central to the major will experience increasing enrollments; the College has committed to providing additional resources to the departments involved as needed. (See letter from Dean Mark Kornbluh, Appendix D).

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VI. APPENDICES

- A. B.A. in Health, Society and Populations Program Requirements
- B. Analysis of Distinction in Coursework among HSP, CPH, HHS and KHP programs
- C. Four-Year Curricular Map
- D. Letters of support
- E. New Program Form
- F. Status of New Courses
- G. New Course Forms, SOC/HSP 255, HSP 499

Bachelor of Arts (BA) in Health, Society and Populations – Program Requirements – 11/30/13

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 list of UK Core requirements. 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 (PSY 100 recommended as pre-req to PSY 223 - see Major Requirements “e” next page; also fulfills A&S Lab requirement)	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 (MA 111, 113, 123, 137 recommended).....	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 Composition and Communication Requirement:

After attaining junior status, students must complete a GCCR course. This requirement is satisfied by the major requirement, WRD 205

3

College Requirements for BA (24 credit hours must be at 300+I level)

See the A&S College requirement section of the *2012-2013 Undergraduate Bulletin* at: http://www.uky.edu/sites/www.uky.edu.registrar/files/a_s_0.pdf for the complete list of A&S requirements. Students should work closely with their advisor to complete the A&S College Requirements.

I. Foreign Language (placement exam recommended).....	6-14
II. Disciplinary Requirements	
a. Natural Science (may be satisfied by major requirements)	(6)
b. Social Science (may be satisfied by major requirements)	(6)
c. Humanities	6
III. Lab or field work (Psy 100 recommended)	1-3
IV. Free electives	6
College Requirement Hours:	19-29

Major Requirements: Major courses that also fulfill A&S College requirements are marked with “***”; major courses that also fulfill UK Core areas are marked with “++”. 24 credit hours within the major must be at the 300+ level.

- | | |
|---|---|
| a. Statistics: choose one course from the following: | 3 |
| STA 296 Statistical Methods and Motivations | |
| SOC 303 Quantitative Sociological Analysis ** | |
| GEO 309 Introduction to GIS ** | |
| b. One Math class (MA 109, 111++, 113++, 123++, 137++) (MA 111, 113, 123, 137 recommended) | 3 |
| c. WRD 205 (see advisor for suggested sub-topics/sections)..... | 3 |
| d. Science: two courses; choose one BIO course and one from any of the remaining science electives: | 6 |
| ANA 109 Anatomy and Physiology for Nursing 1 | |
| ANA 110 Anatomy and Physiology for Nursing 2 | |
| ANA 209 Principles of Human Anatomy ** | |
| BIO 102 Human Ecology ++ ** | |
| BIO 103 Basic Ideas of Biology ++ ** | |
| BIO 148 Introductory Biology 1 ** | |
| BIO 208 Principles of Microbiology ** | |
| CHE 104 Introductory General Chemistry ** | |
| CHE 108 Introduction to Inorganic, Organic and Biochemistry ** | |
| PGY 206 Elementary Physiology ** | |
| e. Social Science Approaches to Health: | 9 |
| 1) Required: HSP 255 Medicine, Health and Society | |
| 2) Choose two: | |

ANT 429 Survey of Medical Anthropology **
 GEO 475G Medical Geography **
 PSY 223 Developmental Psychology **
 SOC 355 Sociology of Health and Illness

f. Topics in Society and Health:

For a total of 4 additional courses, choose any remaining courses from the list in (e), or from the following list; must choose from at least 2 different disciplines: 12

ANT 225 Culture, Environment and Global Issues ++ **
 ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities **
 ANT 303 Topics in the Anthropology of Food and Nutrition: (Subtitle required) **
 ANT 333 Contemporary Human Variation **
 GEO 261 Global Dynamics of Health and Disease ++ **
 GEO 544 Human Population Dynamics **
 GRN 250 Aging in Today's World ++
 GRN 585 Aging and Environment
 GWS 300 Topics in Gender and Women's Studies** (note this course is approved ONLY for the subtitle, "Gender, Race & Science")
 HIS 584 Health and Disease in the U.S. **
 PHI 305 Health Care Ethics **
 SOC 235 Inequalities in Society ++ **
 SOC 340 Community Sociology **
 SOC 360 Environmental Sociology ++ **
 SOC 439 Topics in Crime ** (note this course is approved ONLY for the subtitle, "Mental Illness, Crime, Law and Deviance")

g. Health Professions: choose two from the following:6

CPH 201 Introduction to Public Health
 CPH 202 Public Health through Popular Film
 CPH 203 Sexual Health
 CPH 310 Disease Detectives: Epidemiology in Action
 CPH 320 Foundations of Environmental Health
 CPH 351 Preparing for Apocalyptic Events: Crisis Mgmt & Population Health
 CPH 440 Foundations of Health Behavior
 CPH 450 Managing Health Services Organizations to Improve Population Health
 CPH 451G A Sick World: Global Health in the Early 21st Century
 CPH 472 Public Health Professions and Practice
 HSM 241 Health and Medical Care Delivery Systems
 KHP 230 Human Health and Wellness
 KHP 270 Introduction to Health Education and Health Promotion

KHP 590 Advanced Health Concepts

h. HSP Health, Society and Populations 499 Capstone3

Subtotal: Core Hours:42

Total courses within major (to include pre-major, core requirements and electives):45

Additional Electives

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

Total Minimum Hours Required for Degree = 120

Please note that for a BA degree in the College of Arts and Sciences, a student must complete at least 39 credit hours in courses at or above the 300 level (courses within and outside the major may be used to satisfy this requirement).

APPENDIX B.

ANALYSIS OF COURSEWORK DISTINCTION AMONG HSP, BPH, HHS, KHP PROGRAMS

Table. Major requirements for Bachelor's Degrees in Health, Society and Populations, Public Health, Health Promotion, and Human Health Sciences at UK

HSP	BPH	KHP	HHS
<u>College (19-29)</u>	<u>Pre-major (18)</u>	<u>Program (57)</u>	<u>Major (55)</u>
Foreign Language* (6-14)	BIO 103 (3)	PSY 100 (4)	BIO 148 (3)
Natural Science* (6)	BST 330 (3)	SOC 101 (3)	BIO 152 (3)
Social Science* (6)	CLA 131 (3)	BIO 102 (3)	BIO 155 (1)
Humanities* (6)	CPH 201 (3)	ANA 209 (3)	CHE 107 (3)
Lab/field work* (1-3)	GRN 250 (3)	PGY 206 (3)	CHE 113 (2)
Electives* (6)	MA 111 (3)	NFS 101 (3)	CLA 131 (3)
		KHP 240 (3)	HHS 241 (3)
	<u>Major (48)</u>	EDP 202 (3)	HHS 350 (3)
<u>Major (45)</u>	CPH 310 (3)	EDP 203 (3)	HHS 351 (3)
Statistics* ³⁻³ (3)	CPH 320 (3)	EDP 301 (3)	HHS 353 (2)
Math* ⁵⁻¹ (3)	CPH 440 (3)	EDC 317 (1)	HHS 356 (2)
WRD 205 (3)	CPH 472 (3)	KHP 361 (1)	HHS 361 (3)
SOC/HSP 255 (3)	HSM 241 (3)	KHP 430 (3)	HHS 362 (2)
Core Social Science Approaches to Health* ⁴⁻⁴ (6)	Public Health Electives* ⁸⁻² (15)	KHP 371 (12)	HHS 405 (3)
Natural Science* ¹⁰⁻⁴ (6)	Electives within the Major* ⁶⁻³ (6)	Electives* (9)	HHS 443 (2)
Topics in Society and Health* ¹⁷⁻⁸ (12)	Natural or Physical Science* ¹⁵⁻⁵ (12)		HHS 453 (3)
Health Professions* ¹³⁻³ (6)	CPH 470 (3)	<u>Major (30)</u>	HHS 454 (3)
PPH 499 (3)		NFS 101 (3)	HHS 503 (1)
		KHP 190 (2)	PHY 211 (5)
		KHP 220 (2)	PHY 213 (5)
		KHP 222 (2)	
		KHP 230 (3)	<u>Track (10-27)</u>
		KHP 330 (3)	ANA 209 (3; Pharm, PA)
		KHP 420 (3)	BCH 401G (3; Dentistry, PA)
		KHP 445 (3)	BIO 208 (3; Dent, Pharm, PA)
		KHP 310 (3)	BIO 209 (2; Dent, Pharm, PA)
		KHP 270 (3)	BIO 304 (4; PT)
		KHP 590 (3)	CHE 230 (3; Dent, Pharm, PA)
			CHE 231 (2; Dentistry, PA)

			ECO 201 (3; Pharm) HHS 450 (3; Dent) HHS 451 (2; PA) PGY 206 (3; PA) PSY 223 (3; PT, PA) STA 291 (3; Pharm, PT, PA)
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Notes: Does not include UK Core; Credit hours in parentheses; *Indicates student choice; #
#Indicates number of course options followed by number of disciplines represented among
options (major requirements only; e.g. Choose 5 courses from 3 disciplines would be denoted
with “5-3”)

A list of major and college/program requirements for Health, Society and Populations, Population Health, Public Health, Health Promotion, and Human Health Sciences Bachelor’s degree programs at the University of Kentucky is presented in the above Table. As shown in the table, degree requirements for Public Health, Health Promotion, and Human Health Sciences contain very few social science requirements. Public Health majors will take no more than two social science courses, which are listed under “Electives within the Major.” Health Promotion majors are required to take two introductory social science courses (SOC 101 and PSY 100). Human Health Sciences majors would take one social science course (PSY 223), but only if they are pursuing the Physical Therapy or Physician’s Assistant tracks. In contrast, the Health, Society and Populations degree requires 27 hours (9 courses) in social science.

Another key difference among between these four programs is the extent to which students may individualize their degree. The course requirements for Health Promotion and Human Health Sciences majors are far more rigid, by necessity, than the proposed HSP program. This is true to a somewhat lesser degree for Public Health majors. In contrast, the Health, Society and Populations degree program is designed to be flexible so that students can tailor their education to their future career aspirations, and move into the degree program from other A&S majors should their interests change and without much loss of time to degree, if any. This flexibility is consistent with a liberal arts approach to education which emphasizes critical thinking, communication, multiculturalism, and other adaptable skills rather than a specific body of disciplinary knowledge required for entry into a particular profession.

Because the BA in Health, Society and Populations and the Bachelor’s of Public Health were designed to be companion degrees with a liberal arts or a professional emphasis, respectively, there is modest overlap between these program requirements. The largest point of overlap is between courses fulfilling the “Health Professions” requirement in the HSP program, and the “Electives within the Major” requirement in Public Health. This overlap was incorporated strategically by faculty who jointly designed these degree programs due to strong agreement that people working in allied health professions and organizations must understand and appreciate diverse disciplinary perspectives. However, the maximum amount of overlap,

calculated by choosing all courses that appear in both majors, is 47%, or 21 of 45 total credit hours. In practice, this level of overlap is highly unlikely given the number of course options available to students, particularly for those pursuing a degree in Health, Society and Populations. In fact, under the assumption of random selection of particular courses from each category in the HSP degree program, the probability of maximum overlap (i.e. 47%) is only 0.006 ($1/5 \times 1/10 \times 6/17 \times 10/12$). It is also worth noting that students could choose a combination of courses that resulted in no overlap between the two degree programs. Based on the structure of the degree requirements, we expect that students in Health, Society and Populations and Public Health will complete about 3-4 common courses (or 9-12 credit hours), on average. This level of overlap is characteristic of many majors within colleges at the University of Kentucky that share common foundational perspectives.

4-YEAR CURRICULAR MAP

Bachelor of Arts in Health, Society and Populations

YEAR 1	
<p>FALL ‡UK Core CC1 ▣Foreign language 101 UK Core QFO (MA 111, 113, 123, 137 recommended) ◊Elective UK 101</p> <p style="text-align: right;">Total Credits: 14</p>	<p>SPRING UK Core CC2 ▣Foreign language 102 HSP 255 UK Core SIR UK Core CCC</p> <p style="text-align: right;">Total Credits: 16</p>
YEAR 2	
<p>FALL ▣Foreign language 201 UK Core NPM UK Core HUM UK Core SSC (Psy 100 recommended) ◊Elective</p> <p style="text-align: right;">Total Credits: 15</p>	<p>SPRING ▣Foreign language 202 UK Core ACR A&S NS (see HSP Major list) WRD 205 A&S Hum</p> <p style="text-align: right;">Total Credits: 15</p>
YEAR 3	
<p>FALL A&S Hum HSP Soc Sci requirement (see HSP Major list) HSP Hlt Prof requirement (see HSP Major list) A&S NS (see HSP Major list) ◊ Elective</p> <p style="text-align: right;">Total Credits: 15</p>	<p>SPRING HSP Stats requirement (see HSP Major list) HSP Soc Sci requirement (see HSP Major list) HSP Society & Hlth requirement (see HSP Major list) ◊Elective UK Core GDY</p> <p style="text-align: right;">Total Credits: 15</p>
YEAR 4	
<p>FALL HSP Hlth Prof requirement (see HSP Major list) HSP Society & Hlth requirement (see HSP Major list) HSP Society & Hlth requirement (see HSP Major list) ◊300+ Free Elective ◊Elective</p> <p style="text-align: right;">Total Credits: 15</p>	<p>SPRING HSP 499 Capstone ◊Elective HSP Society & Hlth requirement (see HSP Major list) ◊ 300+ Free Elective</p> <p style="text-align: right;">Total Credits: 15</p>

- ‡ Incoming students do not have to enroll in CC1 (CIS/WRD 110) if they have any of the following: 1) An ACT English score of 32 or higher; 2) an SAT Verbal score of 700 or higher; 3) or a score of 4 or 5 on the English Language AP exam. In these situations, the student should replace CIS/WRD 110 with electives.
- * To be discussed with your academic advisor.
- ◊ Students who have taken at least 2 years of a language in high school can complete the A&S Foreign Language Requirement with 3 college semesters of a different language. Students choosing this option should replace the 4th semester of language with electives. Also note that if you take a foreign language placement exam, you may be exempt from 1 or more of the beginning semesters of that language. In this case, replace the by-passed language courses with electives. Any language sequence may be used to satisfy the foreign language requirements

- ◇ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor.

UK Core Abbreviations	
HUM =Intellectual Inquiry in the Humanities	CC1= Composition and Communication I
NPM=Intellectual Inquiry in the Natural/Physical/Mathematical Science	CC2= Composition and Communication II
SSC=Intellectual Inquiry in Social Sciences	QFO= Quantitative Foundations
ACR=Intellectual Inquiry in Arts & Creativity	SIR= Statistical Inferential Reasoning
	CCC= Community, Culture and Citizenship in U.S.
	GDY= Global Dynamics
College of Arts & Sciences Abbreviations	
SS: Social Sciences NS: Natural Sciences	Lab: College Laboratory or Field Experience
HUM: Humanities	

**** Students must complete: 39 credit hours at the 300+ level; 90 credit hours in A&S courses; 39 credit hours within the major, at least 24 of which must be at 300+ level.**

Letters of Support



KENTUCKY

College of Arts and Sciences

Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-8354
fax 859 323-1073

March 28, 2013

To whom it may concern,

I am writing in strongest support of the proposed BA degree in Population Health. The College of Arts and Sciences is very excited to sponsor this new innovative degree that will give University of Kentucky students the opportunity to study a multidisciplinary topic of great contemporary significance for the State of Kentucky and the United States more broadly.

Health researchers have been increasingly aware in recent decades of the social dimensions of health. An example of such a dimension is the effect of inequalities and social-economic status on health and well-being. Although awareness of the social codetermination of health has steadily increased, relatively few degree programs focus on the topic: as the degree proposal details, the proposed BA will be one of the first of its kind at our benchmarks or at other land grant institutions. The social dimensions of health, moreover, are not the province of any one social science; researchers who study them are found throughout the social disciplines. As a result, the proposed BA program is deeply multidisciplinary. It does not only join, however, the social disciplines. For its curriculum it also calls on the sciences and the College of Medicine. Most significantly, the program results from cooperation with the College of Public Health (CPH). CPH faculty helped design the major, majors will be required to take CPH courses, and the program is designed to complement and coordinate with the BS degree in public health that the CPH recently proposed and that is presently wending its way through the approval process.

Public health is of ever growing concern in the State of Kentucky and the United States in general. This major will produce graduates who are schooled in the social dimensions of health and able to take up a variety of positions in the health care industry. In this way, the major will strongly support the University's land-grant mission and work to better the lives of Kentuckians.

The resources required to run the program are pretty much already in place. The faculty needed to run the program and to teach its courses already exist, as do most of the courses themselves. The College will provide needed staff support by subsuming the program into our new centralized service model and assigning it to one of the project managers housed in an existing department; this is what we are doing with all A&S majors that are not run by departments. If any of the departmental courses central to the major need to significantly grow in size to accommodate unexpectedly large number of majors, the College will provide additional resources to the departments involved. Recruitment and publicity will be handled centrally by Hive. Finally, the College will provide a modest operating budget to the program to support guest speakers and activities for majors.

The College of Arts and Sciences is very excited about this proposed major and believes that it nicely expands the offerings of the College and the University. The program is intellectually adventurous as well as socially timely, and we expect that it will attract to the University quality students who might go elsewhere.

Sincerely,

A handwritten signature in black ink, appearing to read 'M.L.K.', with a stylized flourish at the end.

Mark Lawrence Kornbluh
Dean



UNIVERSITY
OF KENTUCKY

College of Public Health

Office of the Dean
111 Washington Ave., Ste. 112
Lexington KY 40536-0003
(859) 218-2247 phone
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www.uky.edu/PublicHealth

March 28, 2013

Mark Lawrence Kornbluh, PhD
Dean, College of Arts and Sciences
202 Patterson Office Tower
Lexington, KY 40506-0027

Dear Dr. Kornbluh:

I am pleased to offer my enthusiastic support for the College of Arts and Sciences proposal for a Bachelor of Arts degree (major) in Population Health. I have reviewed the proposed curriculum and see a proposed major that provides substantive experiences for students in all aspects of population/public health.

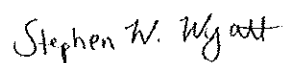
As the current President of the accrediting body for public health education (Council on Education for Public Health-CEPH), I review and assess undergraduate and graduate curriculum routinely and firmly believe that the proposed content is consistent with some of the strongest undergraduate degrees I have seen. Over the last several years there has been a proliferation of population/public health degree offerings at the undergraduate level, at some of the most prestigious universities in the U.S. The proposed BA degree program, when combined with the professional Bachelor of Public Health (BPH) degree proposal from our College that has been submitted for review, positions the University of Kentucky to compete with these universities for future students. Many universities have seen their undergraduate degrees in public/population health become incredibly successful, and very quickly. I routinely hear that there is heavy demand for these courses and degrees from a generation of students who see that society must aggressively engage and ensure healthier lifestyles, sustainable environments, reduce healthcare costs, etc. This need will be met with the BA degree assuming the liberal arts education approach to population health, and the BPH curriculum being constructed to serve as a pre-professional curriculum for health sciences careers.

The level of coordination/collaboration between faculties from our two Colleges in the development of these two new degrees has been extraordinary. Our College leadership welcomes BA degree-seeking students into any of the College of Public Health (CPH) courses in the proposed program requirements

list and is especially pleased that your faculty sees such value in CPH 201, Introduction to Public Health, that it is proposed as a pre-major requirement for all BA students.

The faculty in CPH looks forward to working with A&S faculty to move forward and begin to implement these exciting new degree offerings.

Sincerely,

A handwritten signature in cursive script that reads "Stephen W. Wyatt".

Stephen W. Wyatt, DMD, MPH
Dean



College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

March 19, 2014

Dr. Mark Kornbluh, Dean
College of Arts & Sciences
261 Patterson Office Tower
CAMPUS 0027

Dear Dean Kornbluh:

This letter is written in reference to your request for a letter of support for the proposed *Health, Society, and Population* undergraduate major. The original proposal was vetted by our college and our major concerns focused on 1) concerns that the original degree name implied graduates could function as health educators; 2) failure of the document to identify correctly all the related programs offered by KHP; 3) concern that the document did not clearly state the policy and environmental foci of the Health Promotion program; 4) the statement in the document that the proposed degree would prepare students to be health educators and health counselors; 5) concern that the proposal indicates that graduates of the new program will be able to conduct program development and evaluation without proper coursework to complete this task, and; 6) lack of interdisciplinary work.

These concerns have been addressed in the modified program proposal. We appreciate the opportunity to collaborate with you on this new degree and hope our health promotion courses will prove to be a useful component of the program. Given the modifications to the *Health, Society, and Population* proposal, we are pleased to be able to support its adoption.

We wish you success with this new program offering.

Sincerely,

A handwritten signature in cursive script that reads "Mary John O'Hair".

Mary John O'Hair
Dean and Professor

CC: Dr. Melody Noland, KHP Department Chair
Dr. Rosetta Sandidge, Associate Dean for Academic Programs, Accreditation, and Planning



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

February 27, 2014

Dr. Mark Kornbluh, Dean
College of Arts & Sciences
261 Patterson Office Tower
CAMPUS 0027

Dear Dean Kornbluh:

This letter is written in reference to your request for a letter of support for the proposed "Health, Society, and Population" undergraduate major. The original proposal was vetted by our College, and our major concerns focused on 1) proposal statements that misrepresented our undergraduate Human Health Sciences (HHS) degree program and 2) lack of clarity regarding the differences between Population Health and Public Health.

The most recent iteration of the proposal contains a more accurate description of our undergraduate HHS program and its purposes. The proposal revision also addresses more clearly how the proposed program differs from the Public Health undergraduate degree. Given these modifications, we are able to support the "Health, Society, and Population" proposal.

We wish you the best of success with this new program.

Sincerely,

A handwritten signature in cursive script that reads "Sharon R. Stewart".

Sharon R. Stewart
Interim Dean

ENG 205
WRD 205

Crooks, Deborah L

From: Mountford, Roxanne D
Sent: Wednesday, December 18, 2013 4:57 PM
To: Crooks, Deborah L
Subject: Re: ENG 205/WRD 205

You should send our approval of the GWR and our willingness to serve your major with our course for the GCCR should it be approved by the GCCR Committee.

Cheers, Roxanne

--
Roxanne Mountford, PhD

Associate Professor
Division of Writing, Rhetoric, & Digital Studies College of Arts and Science University of Kentucky
1339 Patterson Office Tower
Lexington, KY 40506-0027
859-257-6985
mountford@uky.edu

On 12/18/13 4:55 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

>Roxanne - thanks so much for that information! If the Undergrad Council
>questions on this aspect, we can let them know that the deal isn't done
>yet! And we can include the approval of our use of WRD 205 for the GWR
>requirement.

>

>Best, Deb

>*****

>Deborah L. Crooks, Ph.D., Associate Professor Dept. of Anthropology,
>University of Kentucky Co-Director, Population Health Program
>President, Human Biology Association

>
>211 Lafferty Hall, Lexington, KY 40506-0024
>859-257-4654 (Office Phone)
>859-323-1959 (FAX)
>dlcrooks@uky.edu

>
>
>
>

>From: Mountford, Roxanne D
>Sent: Wednesday, December 18, 2013 4:53 PM
>To: Crooks, Deborah L

>Subject: Re: ENG 205/WRD 205

>

>It is not, unfortunately. The GCCR requirement is being reviewed by a
>Senate Committee; nothing is approved for this requirement as of yet.

>

>My apologies!

>

>Roxanne

>

>

>--

>Roxanne Mountford, PhD

>

>Associate Professor

>Division of Writing, Rhetoric, & Digital Studies College of Arts and

>Science University of Kentucky

>1339 Patterson Office Tower

>Lexington, KY 40506-0027

>859-257-6985

>mountford@uky.edu

>

>

>

>

>On 12/18/13 4:50 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

>

>>Hi Roxanne,

>>

>>Thanks for this - and my apologies if I wasn't clear. I need you to

>>approve the use of WRD 205 to fulfill the new GCCR requirement, not

>>the previous GWR. Is that possible?

>>

>>Thanks! Deb

>>*****

>>Deborah L. Crooks, Ph.D., Associate Professor Dept. of Anthropology,

>>University of Kentucky Co-Director, Population Health Program

>>President, Human Biology Association

>>

>>211 Lafferty Hall, Lexington, KY 40506-0024

>>859-257-4654 (Office Phone)

>>859-323-1959 (FAX)

>>dlcrooks@uky.edu

>>

>>

>>

>>

>>From: Mountford, Roxanne D

>>Sent: Wednesday, December 18, 2013 4:46 PM

>>To: Crooks, Deborah L; Mountford, Roxanne D

>>Cc: Perry, Brea L

>>Subject: Re: ENG 205/WRD 205

>>

>>You have our permission to use WRD 205 to fulfill the GWR requirement
>>in the newly proposed Population Health BA degree.

>>
>>All best, Roxanne

>>
>>
>>--
>>Roxanne Mountford, PhD

>>
>>Associate Professor
>>Division of Writing, Rhetoric, & Digital Studies College of Arts and
>>Science University of Kentucky
>>1339 Patterson Office Tower
>>Lexington, KY 40506-0027
>>859-257-6985
>>mountford@uky.edu

>>
>>
>>
>>
>>On 12/18/13 1:24 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

>>
>>>Roxanne,
>>>
>>>In March of last year, you approved using WRD 205 as a major
>>>requirement (for the GWR) in our newly proposed Population Health BA
>>>degree (see string of messages below). Since that time, the GWR has
>>>morphed into the GCCR, and the name of our degree has changed from
>>>Population Health to Health, Society and Populations (in response to
>>>on-going review processes). Can you please send me an email approving
>>>WRD 205 for use by Health, Society and Populations program in
>>>fulfillment of the GCCR requirement? We would really appreciate it
>>>and it would save time during the Undergrad Council review.

>>>
>>>Thanks, Deb

>>>
>>>*****

>>>Deborah L. Crooks, Ph.D.
>>>Associate Professor
>>>Co-Director, Population Health
>>>President, Human Biology Association
>>>
>>>University of Kentucky
>>>Department of Anthropology
>>>211 Lafferty Hall
>>>Lexington KY 40506-0024
>>>859-257-4654
>>>dicrooks@uky.edu

>>>
>>>-----Original Message-----
>>>From: Perry, Brea L
>>>Sent: Monday, March 11, 2013 9:10 AM

Crooks, Deborah L

AWA

From: Gash, Don M
Sent: Monday, April 29, 2013 2:00 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Brea and Deb

I support your new program in Population Health. I recommend ANA 209 as the best option for your students. It is offered every semester and can be taken as either a classroom course or online. ANA 109/110 is for pre-nursing students.

Thanks,
Don

Don M. Gash, Ph.D.
Alumni Endowed Chair
Professor and Chair
Anatomy & Neurobiology

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:00 AM
To: Gash, Don M
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Dr. Gash,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Anatomy courses for inclusion in the degree. We would like to include ANA 109, ANA 110 and ANA 209 as possible options among a list of about ten courses in our degree program. We recognize the importance of knowledge of fundamentals of anatomy for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (brea.perry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Crooks, Deborah L

ANT

From: Anglin, Mary K
Sent: Monday, April 29, 2013 9:05 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Brea and Deb,

Your request sounds fine with me. I think the hope is that this new major will help students locate courses in our respective disciplines-- all to the good, in my view.

All best,
Mary

Mary K. Anglin, PhD, MPH
Associate Professor and Chair,
Department of Anthropology
University of Kentucky
Lexington, KY 40506-0024

phone: 859-257-1051
fax: 859-323-1959

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:10 AM
To: Anglin, Mary K
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Mary,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Anthropology courses for inclusion in the degree. We would like to include ANT 429, ANT 225, ANT 251, ANT 303, and ANT 333 as possible options among a list of about a dozen courses in our degree program. We recognize the importance of a cultural perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD

Crooks, Deborah L

Bio

From: Cassone, Vincent
Sent: Friday, May 03, 2013 6:06 PM
To: Crooks, Deborah L
Cc: Perry, Brea L; Beattie, Ruth E
Subject: Re: Request regarding Population Health major

No. I just wish there was a prerequisite. There isn't.

Sent from my iPhone

On May 3, 2013, at 12:43 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

Vinnie,

Thank you for your message about the BIO courses. I'm a bit confused over the pre-req for BIO 208, though. There is no pre-req listed for this course other than a recommendation for high school Chem. However, if you would prefer us to NOT include this course as one of a number of possibilities for the degree, we would be happy to remove it. Please let me know your preference.

Thanks, Deb Crooks

Deborah L. Crooks, Ph.D.
Associate Professor
Co-Director, Population Health
President, Human Biology Association

University of Kentucky
Department of Anthropology
211 Lafferty Hall
Lexington KY 40506-0024
859-257-4654
dlcrooks@uky.edu

From: Cassone, Vincent
Sent: Friday, May 03, 2013 11:00 AM
To: Perry, Brea L
Cc: Crooks, Deborah L; Beattie, Ruth E
Subject: RE: Request regarding Population Health major

I'll support it. I hate the fact that Bio 208 does not have a prerequisite

From: Perry, Brea L
Sent: Friday, May 03, 2013 10:44 AM
To: Cassone, Vincent
Cc: Crooks, Deborah L; Beattie, Ruth E
Subject: RE: Request regarding Population Health major

Crooks, Deborah L

CHE

From: Perry, Brea L
Sent: Friday, May 03, 2013 9:06 AM
To: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Here you go

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breaperry@uky.edu

From: Meler, Mark
Sent: Thursday, May 02, 2013 1:22 PM
To: Perry, Brea L
Subject: Re: Request regarding Population Health major

Hi Brea - Yes, I got the earlier message but have been completely buried in grading and other 'fires' that have demanded my attention. I was confused on a few points.

Do you intent for students to be able to choose EITHER 103 or 105? That's fine, but if you intend a 2-semester sequence then it doesn't work as well as the "general-organic-biochemistry" sequence which is CHE 104 - CHE 108. If you can clarify that would help me understand the intent.

I am sure that we will support the use of CHE courses in the program - I'd just like to be sure that it all makes sense.

Mark Meier

On May 2, 2013, at 12:35 PM, "Perry, Brea L" <breaperry@uky.edu> wrote:

Hello Dr. Meler,

I wanted to check back to see if you received the email request regarding inclusion of Chemistry courses in the Population Health major? I know it is a very busy time right now. However, we are anxious to submit to CPE since we have a companion Public Health degree waiting on our proposal. Please reply at your earliest convenience.

Thanks much,

Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breperry@uky.edu

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:07 AM
To: Meler, Mark
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Dr. Meler,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Stephen Testa and Allison Sault, who are members of our Affiliated Faculty, to identify appropriate Chemistry courses for inclusion in the degree. We would like to include CHE 103 and CHE 105 as possible options among a list of about ten courses in our degree program. We recognize the importance of knowledge of fundamentals of chemistry for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breperry@uky.edu

Crooks, Deborah L

GEO

From: Secor, Anna J
Sent: Monday, April 29, 2013 10:06 AM
To: Perry, Brea L
Cc: Crooks, Deborah L; Schein, Richard H
Subject: RE: Request regarding Population Health major

Dear Brea,

The Geography Department would be happy to have our courses, GEO 309, GEO 475G, GEO 261, and GEO 544, included as options within the Public Health degree program. We have recently removed prerequisites from GEO 309 so it is now open to all students. Likewise, there are no prerequisites for GEO 261. Both of these classes are offered every semester, so we anticipate that Public Health majors will not have trouble finding seats. We will also enjoy having Public Health majors in our upper division classes. We are glad that a geographical perspective will be included in this major and are supportive of the new degree.

Best wishes,
Anna Secor
Professor and Interim Chair
Department of Geography

(Note: Rich Schein will be Chair beginning July 1st. I have cc-ed him on this note)

From: Perry, Brea L
Sent: Monday, April 29, 2013 9:52 AM
To: Secor, Anna J
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Anna,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Jeremy Crampton, who is a member of the Advisory Board of the Population Health Program, to identify appropriate Geography courses for inclusion in the degree. We would like to include GEO 309, GEO 475G, GEO 261, and GEO 544 as possible options among a list of about a dozen courses in our degree program. We recognize the importance of geographical perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Crooks, Deborah L

GRN

From: Rowles, Graham
Sent: Thursday, May 02, 2013 4:01 PM
To: Perry, Brea L.
Cc: Crooks, Deborah L; Watkins, John
Subject: RE: Request regarding Population Health major

Dear Brea:

Please accept my apologies for the delay in responding to your previous letter. As you surmised, the end of the semester rush has meant that I have fallen a little behind with my correspondence.

I have shared your request with Dr. John F. Watkins in the Graduate Center for Gerontology. As you may be aware, he is a mathematical demographer by training and currently teaches a graduate course entitled Demography of Aging. We are both pleased to see that you propose to include GRN 250 and GRN 585 as possible options in your degree program. Both of these courses are entirely appropriate for a degree in population health. We are pleased to provide strong support for your application and to have these two courses included within your curriculum.

Finally, I would like to point out that professor Watkins is in the process of developing an undergraduate course at the 300 level that will be entitled "Population Dynamics." This course will be an undergraduate appropriate version of his current high level graduate course and will have a strong focus on issues of population health. My sense is that this course might well be a good addition to your proposed curriculum.

I look forward to hearing the good news that your new program has been approved by CPE and to having some of the students in this option included in our classes.

With best wishes,

Graham
Graham D. Rowles, Ph.D.
Professor of Gerontology
Director, Graduate Center for Gerontology
Chair, Department of Gerontology
University of Kentucky
J 527 Kentucky Clinic
740 S. Limestone
Lexington, KY 40536-0284
growl2@uky.edu
(859) 218-0145

*"They won't say: The times were dark,
Rather, why were their poets silent?"
Berthold Brecht (1935)*

From: Perry, Brea L.
Sent: Thursday, May 02, 2013 12:37 PM
To: Rowles, Graham
Cc: Crooks, Deborah L.
Subject: RE: Request regarding Population Health major

Crooks, Deborah L

GWS

From: Tice, Karen W
Sent: Thursday, May 02, 2013 7:53 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Dr. Crooks and Dr. Perry,

I am writing on the behalf of the Department of Gender and Women's Studies to give our wholehearted support for the proposed A&S Interdisciplinary undergraduate major in Population Health. Our faculty is very excited about participating in this new major and we are eager to include our GWS 300 course, Gender, Race, and Science as part of the degree program. I strongly believe that such a major is essential and that there will be wide interest among students from varied backgrounds who will be interested in questions of health care politics and policies.

I am very eager to continue to participate in this exciting interdisciplinary major.

Sincerely,
Karen Tice

Karen W. Tice
Chair of the Department of Gender and Women's Studies
Professor of Gender and Women's Studies and Educational Policy Studies
211 Breckinridge Hall
University of Kentucky
Lexington, KY 40506-0056
859-257-7976
karen.tice@uky.edu

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:24 AM
To: Tice, Karen W
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Karen,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Ellen Riggle and Melissa Steln, who are members of our Affiliated Faculty, to identify appropriate GWS courses for inclusion in the degree. We would like to include GWS 300 Gender, Race, and Science as a possible option among a list of about a dozen courses in our degree program. We recognize the importance of a gender and women's studies perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

HIS

Crooks, Deborah L

From: Petrone, Karen
Sent: Monday, April 29, 2013 10:32 AM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Dr. Perry,

I am sorry not to have responded to this sooner. I warmly support the inclusion of History 584 in the Population Health Major.

Best, Karen Petrone

Karen Petrone
Professor of History and Chair
Department of History
University of Kentucky
Lexington, KY 40506-0027
Tel: 859-257-4345
petrone@email.uky.edu

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:26 AM
To: Petrone, Karen
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Dr. Petrone,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Eric Christanson, who is a member of our Affiliated Faculty, to identify appropriate History courses for inclusion in the degree. We would like to include HIS 584 as a possible option among a list of about a dozen courses in our degree program. We recognize the importance of a historical perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include this course in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (brea.perry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD

Crooks, Deborah L

PGY

From: Reid, Michael B
Sent: Monday, April 29, 2013 3:39 PM
To: Perry, Brea L
Cc: Reid, Michael B; Crooks, Deborah L
Subject: Re: Request regarding Population Health major

Brea, we would be happy to have your students. Sign us up and best of luck. - Mike Reid

Sent from my iPhone

On Apr 29, 2013, at 10:01 AM, "Perry, Brea L." <breaperry@uky.edu> wrote:

Dear Dr. Reid,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Physiology courses for inclusion in the degree. We would like to include PGY 206 as a possible option among a list of about ten courses in our degree program. We recognize the importance of knowledge of fundamentals of physiology for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breaperry@uky.edu

Crooks, Deborah L

PHI

From: Bradshaw, David H
Sent: Monday, April 29, 2013 12:28 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Profs. Perry and Crooks,

Yes, I enthusiastically support the inclusion of PHI 305: Health Care Ethics in a major on Public Health. Best of luck with your proposal.

Sincerely,
David Bradshaw

David Bradshaw
Professor and Chair
Philosophy Department
University of Kentucky
Lexington, KY 40506-0027

office (859) 257-7107
fax (859) 257-3286

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:33 AM
To: Bradshaw, David H
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Dr. Bradshaw,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Philosophy courses for inclusion in the degree. We would like to include PHI 305 as a possible option among a list of about a dozen courses in our degree program. We recognize the importance of a philosophical perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include this course in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Crooks, Deborah L

PSY

From: Lorch, Robert
Sent: Monday, April 29, 2013 10:51 AM
To: Perry, Brea L
Cc: Crooks, Deborah L; Brown, Christia S
Subject: RE: Request regarding Population Health major

Hi Brea,

Yes, Psychology wants to support the Population Health major and we planned from the start to open PSY 223 to majors in Population Health.

Bob

*Robert F. Lorch, Jr.
Professor & Chair
Department of Psychology
University of Kentucky 40506-0044
rlorch@email.uky.edu
phone: (859) 257-6826
fax: (859)323-1979*

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:13 AM
To: Lorch, Robert
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Bob,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working Christia Brown, a member of our Advisory Board, to identify appropriate Psychology courses for inclusion in the degree. We would like to include PSY 223 as a possible option among a list of four courses in our degree program. We recognize the importance of a psychological perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include this course in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Crooks, Deborah L

SOC

From: Renzetti, Claire
Sent: Monday, April 29, 2013 10:12 AM
To: Perry, Brea L; Mooney, Patrick
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Brea and Deb,
I know your message was directed to Pat, since he remains chair until June 30th, but I want to thank you for copying me on the message and also let you know that I strongly support this new major. I think the courses you've identified are a good fit for the major's curriculum. Please let me know if I can be of any assistance in this process.

Claire

Claire M. Renzetti, Ph.D.
Judith Conway Patton Endowed Chair, Center for Research on Violence Against Women
Professor of Sociology
University of Kentucky

Violence Against Women: An International, Interdisciplinary Journal

From: Perry, Brea L
Sent: Monday, April 29, 2013 9:55 AM
To: Mooney, Patrick; Renzetti, Claire
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Pat,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Sociology courses for inclusion in the degree. We would like to include SOC 355, SOC 303, SOC 235, SOC 340 and SOC 360 as possible options among a list of about a dozen courses in our degree program. We recognize the importance of a sociological perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD

Crooks, Deborah L

500

From: Mooney, Patrick
Sent: Monday, April 29, 2013 8:04 PM
To: Renzetti, Claire; Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

This is fine with me.

Patrick H. Mooney, Professor and Chair
Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027 USA

Phone (859) 257-4409
Fax (859) 323-0272
e-mail phmooney@uky.edu

From: Renzetti, Claire
Sent: Monday, April 29, 2013 10:12 AM
To: Perry, Brea L; Mooney, Patrick
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Brea and Deb,
I know your message was directed to Pat, since he remains chair until June 30th, but I want to thank you for copying me on the message and also let you know that I strongly support this new major. I think the courses you've identified are a good fit for the major's curriculum. Please let me know if I can be of any assistance in this process.

Claire

Claire M. Renzetti, Ph.D.
Judi Conway Patton Endowed Chair, Center for Research on Violence Against Women
Professor of Sociology
University of Kentucky

[Violence Against Women: An International, Interdisciplinary Journal](#)

From: Perry, Brea L
Sent: Monday, April 29, 2013 9:55 AM
To: Mooney, Patrick; Renzetti, Claire
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Pat,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

SOC/HSP 255

Crooks, Deborah L

From: Renzetti, Claire
Sent: Thursday, December 12, 2013 9:32 AM
To: Crooks, Deborah L; Perry, Brea L
Subject: SOC 255

Dear Brea and Deb,

Please accept this email as my approval of cross-listing SOC 255 as a core course for HSP. This new course has been specifically designed to provide students with an introduction to major theories and concepts in the discipline through the lens of health, medicine and healing, thus serving as a foundational course for students in HSP in addition to pre-med students preparing to take the MCAT. I am delighted that this course will be added to our curriculum.

If you have any questions or require additional information, please don't hesitate to get in touch with me.

Claire

Claire M. Renzetti, Ph.D.
Judi Conway Patton Endowed Chair for Studies of Violence Against Women
Professor and Chair of Sociology
University of Kentucky

[Violence Against Women: An International, Interdisciplinary Journal](#)

9/26/13

RE: BA in Population Health Proposal

Send

Options... HTML

Western
Kentucky
Univ.

To... [Perry, Brea L](#)

Cc...

Subject: RE: BA in Population Health Proposal

Tahoma

10

B

I

U

From: Lartey, Grace [grace.lartey@wku.edu]
Sent: Friday, August 23, 2013 3:05 PM
To: Perry, Brea L
Subject: RE: BA in Population Health Proposal

Dr. Perry,

Thank you for your courtesy email. We received your pre-proposal a couple weeks ago for review. We have no objections to your new degree. I'm sure graduates from the program would contribute towards efforts aimed at improving the health of Kentuckians. We all wish you a wonderful weekend.

Grace

Grace Lartey, PhD
Associate Professor
Coordinator, Undergraduate Public Health Program
Department of Public Health
Western Kentucky University
1906 College Heights Blvd # 11082
Bowling Green, KY 42101
Phone: 270-745-3941
Fax: 270-745-4437

From: Perry, Brea L [mailto:breaperry@uky.edu]
Sent: Friday, August 23, 2013 1:04 PM
To: Lartey, Grace
Subject: BA in Population Health Proposal

Dear Dr. Lartey,

I hope your semester is getting off to a good start. I'm writing to inform you that the University of Kentucky College of Arts and Sciences has designed a BA degree program in Population Health, and has submitted the pre-proposal to the CPE for posting. This liberal arts degree was designed to be non-competitive with other health-related degrees at UK and across the state, including the Western Kentucky University undergraduate degree in Public Health with an Environmental Health concentration.

The A&S BA program in Population Health has been vetted and approved by the College of Arts and Sciences Educational Policy Committee and will be taken up for consideration by the Undergraduate Council this fall. Though I see very little overlap with your degree in Environmental Health, I did want to make sure that your department is aware of the proposal as a courtesy. I've attached a copy of the description here.

If you have any questions or concerns, please feel free to let me know.

Best,

Eastern Ky. Univ.

Crooks, Deborah L

From: Perry, Brea L
Sent: Monday, September 30, 2013 11:11 AM
To: Crooks, Deborah L
Subject: FW: BA in Population Health Proposal

No Response

From: Perry, Brea L
Sent: Friday, August 23, 2013 1:58 PM
To: carolyn.harvey@eku.edu
Subject: FW: BA in Population Health Proposal

Dear Dr. Harvey,

I hope your semester is getting off to a good start. I'm writing to inform you that the University of Kentucky College of Arts and Sciences has designed a BA degree program in Population Health, and has submitted the pre-proposal to the CPE for posting. This liberal arts degree was designed to be non-competitive with other health-related degrees at UK and across the state, including the Environmental Health degree at Eastern Kentucky University.

The A&S BA program in Population Health has been vetted and approved by the College of Arts and Sciences Educational Policy Committee and will be taken up for consideration by the Undergraduate Council this fall. Though I see very little overlap with your degree in Environmental Health, I did want to make sure that your department is aware of the proposal as a courtesy. I've attached a copy of the description here.

If you have any questions or concerns, please feel free to let me know.

Best,

Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Associate Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breaperry@uky.edu

Status of New Courses in the PPH Curriculum as of 4/29/14

HSP 499 (Formerly PPH 499 – documents uploaded into WorkFlow to change designation from PPH to HSP) At Senate Council

SOC/HSP 255* At Senate Council

SOC 355 At Senate Council

STA 296 At Senate Council

* HSP 255 cross listing to SOC 255 will be added upon approval of the Degree Proposal per Department Chair, Dr. Claire Renzetti – see email in “Letters of Support” section.

SOC 255

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 12/16/2013

1b. Department/Division: Sociology

1c. Contact Person

Name: Brea Perry

Email: breaperry@uky.edu

Phone: 257-4416

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SOC 255

2c. Full Title: Medicine, Health, and Society

2d. Transcript Title:

2e. Cross-listing: HSP 255

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: SOC 255 is an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course will focus on four major social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism. We will use these theoretical foundations and related core concepts to explore topics like physician-patient interaction and the social organization and distribution of health care. SOC 255 will also provide an introduction to social science research through critical analysis of original scholarly work and exposure to conducting, analyzing, and presenting one's own empirical findings. SOC 255 is ideal for those with career aspirations in medicine, nursing, or other health professions, and covers the sociology content included on the MCAT exam for pre-med students. This course also provides a critical foundation for those interested in learning about population health from the point of view of social science. Throughout the course, we will explicitly address the unique contributions of social science to a broader understanding of the etiology, treatment, experience, and consequences of illness and disease.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year? Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available? Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Health, Society, and Populations (HSP)

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Health, Society, and Populations (HSP)

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SOC 255: Medicine, Health, and Society

Spring 2014

Instructor: Brea Perry
Office: 1527 POT
Phone: 257-4416
E-mail: breaperry@uky.edu
Office Hours: M/W 2:00-3:30

Course description: SOC 255 is an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course will focus on four major social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism. We will use these theoretical foundations and related core concepts to explore topics like physician-patient interaction and the social organization and distribution of health care. Finally, SOC 255 will also provide an introduction to social science research through critical analysis of original scholarly work and exposure to conducting, analyzing, and presenting one's own empirical findings.

SOC 255 is ideal for those with career aspirations in medicine, nursing, or other health professions, and covers the sociology content included on the MCAT exam for pre-med students. This course also provides a critical foundation for those interested in learning about population health from the point of view of social science. Throughout the course, we will explicitly address the unique contributions of social science to a broader understanding of the etiology, treatment, experience, and consequences of illness and disease.

Course overview: The course has four major sections. The first section has theoretical foundations in social constructionism. It covers cultural relativism in the experience and treatment of illness, as well as the social construction of deviance and other social problems as disease. The second section is grounded in symbolic interactionism and other social psychological theories. It presents material on the role of social interaction, groups, and identity processes in health and illness. The third section has a basis in conflict theory and emphasizes the social origins of illness and disease. This section focuses largely on evidence and explanations for race, class, gender, and other social inequalities in health and health care. The fourth section covers functionalist theories of social organization. In this section, students will learn about social roles, social institutions, and the social structure of health care. Class sessions will emphasize group discussions and exercises based on peer-reviewed empirical work. These are designed to encourage the development of analytic skills, recognition of the benefits of collaborative approaches to complex problems, and independent exploration of course material.

Learning outcomes:

1. Demonstrate an understanding of four social theories – social constructionism, symbolic interactionism, conflict theory, and functionalism – and how each is related to health

2. Demonstrate the ability to describe how definitions of health and illness, as well as illness experiences, are shaped by social and cultural forces
3. Demonstrate the ability to explain the role of social interaction, social groups, and identity processes in individual health beliefs, behaviors, and responses to illness
4. Demonstrate an understanding of patterns and causes of social inequalities in health outcomes and access to health care
5. Demonstrate familiarity with different types of social institutions and how social roles within these can promote or impede health
6. Demonstrate the ability to articulate the core principles of a social science approach to health, illness, and health services

Active learning: The course is designed around active learning and group work. Studies of pedagogy confirm that students learn most effectively when they engage actively with the material and when they work in groups. Moreover, the material we are studying lends itself to active small group interaction much more readily than to the passive reception of information through lecture. I encourage you to participate actively throughout the course – ask questions, challenge class members (respectfully), make connections to material from other courses, and relate sociological concepts and theories to your own developing career interests.

During the third week of class, you will be assigned to a group with which you will work throughout the semester. You will regularly share ideas with your group and work together to respond to in-class assignments and exercises that will deepen your understanding of the ideas we are studying and help you prepare for the exams. Please make sure that your group has a copy of each day's readings as you will often need to refer to them.

Course readings: Readings encompass classic and contemporary works, essential readings and readings that are nonessential but fun and interesting. They are drawn primarily from sociology, but I also include readings from anthropology, geography, and other social science disciplines. In addition to various peer-reviewed journal and newspaper articles, students will read four books.

Course assignments: I expect all class members to complete the required readings before the class session during which they will be discussed, to come to class with questions to share with the group, and to participate actively in class discussions. I reserve the right to lower your final grade by up to one full grade if I feel that you are regularly ill prepared for class meetings.

Discussion leaders. Each group will be expected to participate in leading the discussion of required readings during one class period. Groups will sign up for their Discussion Leader date during the first week of classes. That day, your group will have responsibility for bringing in questions for discussion, keeping the discussion moving, and making sure pertinent points from the readings are covered. Grading will be based on the quality and comprehensiveness of the discussion questions. This will contribute 10% to your final grade.

Minute for the media. Each group will be responsible for leading our "Minute for the Media" during one class period during the semester. Groups will sign up for their Minute for the Media date during the first week of classes. Students will locate a recent article covering health news (from popular magazines or newspapers, either in print or online) that is relevant to the readings

discussed in a given week. These should be relatively brief, and will be made available to all class members one week before the class meeting. The “Minute for the Media” group will briefly discuss the content of the article and how it illustrates (or perhaps contradicts) concepts, theories, or empirical findings from the readings. This will contribute 5% to your final grade.

In-class assignments. In-class exercises are worth 20% of your final grade. You cannot achieve the learning goals for this course, or be an effective group member, if you fail to prepare for class sessions. I will regularly assess your preparation and understanding of the readings using two types of assessments: 1) I may administer a brief, in-class quiz (2 points); 2) You may be asked to write an in-class reflection paragraph relating to the readings or our class discussion (3 points). You will receive a 0 on in-class exercises when you are absent.

Exams. Four examinations, worth 40% of your final grade (10% each), will assess your understanding of course concepts and materials through multiple choice, short answer, and essay questions.

Field research project. Each group will be required to conduct qualitative and quantitative field research on neighborhood disparities in access to healthy food, health services, safe places for exercise and recreation, and other health-promoting features of the social environment. A group research paper and report of findings, as well as a brief individual reflection paper, will be due at the end of the semester. These written products will be worth 25% of your final grade.

Discussion leaders	10%
Minute for the media	5%
In-class assignments	20%
Exams (4 total)	40%
Field research project	25%

Grading procedures: The grading scale for this course is below.

A	90-100%	C	70-79%	E	59% or below
B	80-89%	D	60-69%		

Final exam information: To be determined each semester according to university schedule.

Mid-term grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.ukv.edu/Registrar/AcademicCalendar.htm>).

Additional course information: The syllabus, class schedule, assignments, and course announcements are available on Blackboard. Please check Blackboard regularly for course-related announcements and reminders.

Attendance: If you miss a class, you are responsible for the material covered and all announcements. Course work and in-class assignments missed due to unexcused absences may not be made up. Excused absences include those considered legitimate by the UK Faculty Senate, and may be made up if the professor is notified in advance.

Missed exams: Should an emergency come up the day an exam is scheduled, students should e-mail me or call my office phone before the class period if at all possible. Students with documented excuses that are acceptable according to Senate Rule 5.2.4.2 may take a different exam at a later date. Missed exams without documented verification of an excused absence, per Senate Rule 5.2.4.2, will result in a zero for that exam.

Excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity: The Department of Sociology takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Department Chair. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: www.ukv.edu/Ombuc. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (www.ukv.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving

their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Respect: Students are expected to be respectful of all class members in lectures and discussions inside or outside of class. Mental illness is a sensitive topic requiring our serious attention and insensitivity to views of others, even if their opinions differ from yours, is unacceptable.

Punctuality: I expect all students to be on time to class. Entering and leaving while class is in session is disruptive to the professor and other students. Persistent tardiness without a valid excuse may result in a penalty to your grade. Likewise, if you must leave class early for a legitimate reason, please notify me before class.

Cell Phones: Please silence cellular phones or turn them off prior to class. Phone calls and text messaging will not be permitted.

Tentative Class Schedule

Date	Topic	Readings and assignments
1/16	Introduction to the course	
Section I: Cultural relativism and the social construction of illness		
1/21	Theoretical foundation: Social constructionism through medicalization	R: Conrad 1-45
1/23	Badness as sickness: Deviance and stigma in mental illness	R: Conrad 46-113
1/28	Biomedicalization and genetics in society	R: Conrad 117-164
1/30	The globalization of illness definitions and treatments	R: Shulz, Vedantam
2/4	Cultural relativism and the illness experience	R: Fenton
2/6	Immigration, acculturation, and health	R: Gordon-Larsen
2/11	Exam I	
Section II: Social interaction, groups, and identity processes in health and illness		
2/13	Theoretical foundation: Symbolic interactionism through physician-patient encounters	R: Dixon-Woods
2/18	Elements of social interaction and self-presentation in medicine	R: Hafferty 1-52
2/20	The self and development of illness identities	R: Hafferty 53-97
2/25	Socialization, health behaviors, and health beliefs	R: Hafferty 98-152
2/27	Group processes, stereotyping, and discrimination in health care settings	R: Hafferty 153-177
3/4	Social networks and the spread of disease	Watch Christakas TED Talks (2)
3/6	Exam II	
Section III: Inequality and social determinants of health		
3/11	Theoretical foundation: Conflict theory through capitalism in medicine	R: Moynihan A: Research plan
3/13	Fundamental social causes of disease: Power, prestige, and privilege	R: Budrys 1-44
SPRING BREAK		
3/25	Social class, capital, and social reproduction	R: Budrys 45-108
3/27	Gender, feminism, and fertility	R: Budrys 109-172
4/1	Race and ethnicity, segregation, and health	R: Budrys 173-220
4/3	Spatial inequality, rural and urban issues, and environmental health	R: Budrys 221-248 A: Field notes
4/8	Global poverty and cross-national inequalities in morbidity and mortality	R: World Bank
4/10	Exam III	
Section IV: Functionalism, social structure, and the social organization of health		
4/15	Theoretical foundation: Functionalism through the sick role	R: Siegler
4/17	The social organization of the hospital	R: Chambliss 1-41 A: Rough draft (opt)
4/22	Social institutions and health: Education, politics, and the economy	R: Chambliss 42-89

4/24	Social institutions and health: Religion, marriage, and family	R: Chambliss 90-149
4/29	Aging, social roles, and social change over the life course	R: Chambliss 150-188
5/1	Review and wrapping up	A: Field research project
5/6	FINAL EXAM	

Course Bibliography

Books:

Conrad, Peter. 2007. *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Baltimore, MD: The Johns Hopkins University Press.

Hafferty, Frederic W. 1991. *Into the Valley: Death and the Socialization of Medical Students*. New Haven, CT: Yale University Press.

Budrys, Grace. 2010. *Unequal Health: How Inequality Contributes to Health or Illness*. Plymouth, UK: Rowman and Littlefield Publishers.

Chambliss, Daniel. 1996. *Beyond Caring: Hospitals, Nurses, and the Social Organization of Ethics*. Chicago: University of Chicago Press.

Articles:

Dixon-Woods, Mary et al. 2006. "Why do Women Consent to Surgery, Even When They Do Not Want To? An Interactionist and Bourdieusian Analysis." *Social Science and Medicine* 62:2742-53.

Fenton, Steve and Azra Sadiq-Sangster. 1996. "Culture, Relativism, and the Expression of Mental Distress: South Asian Women in Britain." *Sociology of Health and Illness* 18:66-85.

Gordon-Larsen, Penny et al. 2003. "Acculturation and Overweight-Related Behaviors among Hispanic Immigrants to the US: The National Longitudinal Study of Adolescent Health." *Social Science and Medicine* 57:2023-34.

Moynihan, Ray et al. 2002. "Selling Sickness: The Pharmaceutical Industry and Disease Mongering." *British Medical Journal* 324: 886-891.

Siegler, Miriam and Humphry Osmond. "The 'Sick Role' Revisited." *Hastings Center Studies* (1973): 41-58.

Shulz, Kathryn. 2004. "Did Antidepressants Depress Japan?" *New York Times*.

Vedantam, Shankar. 2005. "Social Network's Healing Power Is Borne Out in Poorer Nations." *The Washington Post*.

World Bank. 2005. *Dying for Change: Poor people's experience of health and ill-health*. Available online at <http://documents.worldbank.org/curated/en/2005/12/6114408/dying-change-poor-peoples-experience-health-ill-health>

Videos:

Christakis, Nicholas. 2010. "The Hidden Influence of Social Networks." TED Talk available at http://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks.html

Christakis, Nicholas. 2010. "How Social Networks Predict Epidemics." TED Talk available at http://www.ted.com/talks/nicholas_christakis_how_social_networks_predict_epidemics.html

Field Research Project

Project Objectives:

The purpose of this project is to determine the extent to which research findings on neighborhood disparities in access to healthy food, health services, safe places for exercise and recreation, and other health-promoting features of the social environment apply to Lexington. Students will learn basic field research techniques, and how to catalogue aspects of the physical and social environment that facilitate or compromise individual health and community health.

Project Outline:

Each group will take detailed field notes, both quantitative and qualitative, along major transportation routes in two census tract areas. Census tract 000600 is bordered by Tate's Creek, Cooper, Chinoe, and Richmond Rd. Census tract 000300 is bordered by N. Limestone, Loudon, Shropshire, and 3rd St. As soon as possible after returning home, students will write additional thoughts or observations to fill in any gaps in their notes. In addition, students will research the socio-demographic characteristics of each census tract area to assess residential segregation.

Research notes: Your field notes will be most effective if you divide them into two different types: quantitative and qualitative. Quantitative observations include simple counts of various aspects of the physical, service and social environment. Qualitative observations include written details of what you are seeing. Try to save interpretation, or notes about how you felt about what you saw, for after you return home. What to watch for:

- Grocery stores (how many, what type, how far away from homes?)
- Restaurants (how many, what type?)
- Health care access (how many doctor's offices, clinics, hospitals and where?)
- Other institutions (bars, churches, schools, heavy industry, etc.)
- Advertising (content of billboards, other store specific ads/posters/specials)
- Recreation access (sidewalks, bike lanes/paths, jogging paths, parks)
- Volume of traffic (heavy, moderate, light, none)
- General appearance (peeling paint, rusting vehicles, abandoned/empty lots, yard care)
- Spatial divisions (freeways, railroad tracks, distinctions between neighborhoods)

Research report: These materials will be the basis of an 8-page double-spaced report that summarizes each group's findings and compares/contrasts the patterns in Lexington to findings in the peer-reviewed literature. Each group will turn in one paper. Implications for the health of the neighborhoods should be discussed. The best papers will provide details that "show" differences in neighborhood environments, not just "tell" about them. Concrete descriptions are better than general categorizations (e.g. If it looks like a wealthy or a poor neighborhood what specifically gives you that impression?). Papers are due in class on Thursday, May 1. Field notes should be attached but do not factor into the page limit. References and citations should be consistent and conform to a specific academic standard (MLA, APA, ASA, etc.).

Reflection: In addition to the group report, each individual student will write a 1-2 page reflection of their experiences, their feelings, and what they will take away from this project (if anything). The reflection should also include a brief description of what each group member actually contributed to the project. This will also be due on Thursday, May 1.

See Name Change Documents Attached
 PPH 499 → HSP 499

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse...

	ID	Attachment
Delete	1611	PPH499.doc
Delete	3162	PPH prefix to HSP prefix.docx
Delete	3163	PPH 499 title to HSP title.docx

First 1 2 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 5/9/2013
- b. * Department/Division: Interdisciplinary Programs
- c. * Contact Person Name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 257-4654
 * Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number: PPH 499

c. * Full Title: Population Health Capstone (Subtitle Required)

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides an integrative experience for Population Health majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the Population Health perspective. They will then use this perspective to develop, or to critically analyze, a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects.

k. Prerequisites, if any:
Prerequisites: Junior or Senior standing in Population Health, or consent of instructor.

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20-30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Students in the College of Public Health may wish to take this course.

8. * Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere
- Relatively New -- Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Population Health

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

Population Health

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 3.2.1)

¹¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹¹⁵ In order to change a program, a program change form must also be submitted.

From: Crooks, Deborah L
Sent: Friday, February 28, 2014 4:40 PM
To: Hanson, Roxie
Subject: RE: Need information [PPS 499 title and prefix changed at UGC]

Hi Roxie,

The course is PPH 499 Population Health Capstone: Subtitle Required.

It will need to read HSP 499 Health, Society and Populations: Subtitle Required.

When I submitted the revised proposal to the UGC, I changed the syllabus to reflect the new 3 digit designation and title, but couldn't change the New Course Proposal form.

Cheers, Deb

Deborah L. Crooks, Ph.D., Associate Professor
Dept. of Anthropology, University of Kentucky
President, Human Biology Association

211 Lafferty Hall, Lexington, KY 40506-0024
859-257-4654 (Office Phone)
859-323-1959 (FAX)
dlcrooks@uky.edu

From: Patterson, Matt
Sent: Monday, December 09, 2013 11:23 AM
To: Crooks, Deborah L
Subject: RE: Registrar question

Deb,

HSP is available. Let me know if you need anything else.

From: Crooks, Deborah L
Sent: Monday, December 09, 2013 10:38 AM
To: Patterson, Matt
Subject: RE: Registrar question

Hi Matt,

Last March I contacted you about prefixes for a new degree that we were proposing, a degree, Population Health using the prefix PPH. Our proposal is still going through the system, and we may need to change the title to something on the order of Health, Society and Populations. Can you tell me if the prefix HSP is available for use.

Thanks, Deb Crooks

Deborah L. Crooks, Ph.D.
Associate Professor
Co-Director, Population Health
President, Human Biology Association

University of Kentucky
Department of Anthropology
211 Lafferty Hall
Lexington KY 40506-0024
859-257-4654
dlcrooks@uky.edu

HSP 499

Health, Society and Population Capstone: (Subtitle: International Nutrition)

Deborah L. Crooks, Ph.D.

Office: 101A Lafferty Hall

Phone: 257-4654

Preferred method of contact:

Email: dlcrooks@uky.edu

Class Time: TR 12:30-1:45

Location: TBA

Office Hours: T 2-3; R 10:45-11:45

Or by appointment

Course Description:

This course provides an integrative experience for HSP majors in their junior or senior year. The seminar format fosters integration of the program's interdisciplinary coursework, while providing the opportunity to focus on a particular area of interest within the topical theme of the seminar. Students will engage in a variety of activities designed to increase their understanding of the theoretical and methodological approaches that characterize the HSP perspective. They will then use this perspective to design or evaluate a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects.

Prerequisites: Junior or Senior standing in HSP; or consent of instructor.

Section Description:

In this section, students will address issues of international nutrition through the lens of child growth and nutritional status. Because the growth of children is strongly influenced by the quality of the environment in which a child is born and grows, it provides a "window onto society" through which we can view the health and well-being of the entire population. In this section, we will examine basic theories and concepts of child growth and development, including the genetics of growth and comparative patterns across populations. Taking a social science, population health perspective, we will investigate the many environmental factors that facilitate or constrain child growth and nutritional status, focusing especially on ways in which the social environment shapes access to resources necessary to population and individual well-being. We will explore these issues through readings, case histories, and in-class discussions of other material deemed relevant by students and the instructor.

Course Goals and Learning Outcomes:

This course provides a venue for students to integrate the various theoretical and methodological approaches encountered through their coursework into a social science, population health perspective and to apply that perspective to an important and current issue in health. By the end of the course, the successful student will be able to:

1. describe and predict the consequences of the social, cultural, behavioral and biological factors that shape child growth and nutritional status within and among populations at local, national and international scales;

2. compare and contrast theoretical and methodical approaches used by researchers of the health issue in the subtitled course, and integrate them into a population health framework;
3. critically examine, analyze and respond to a national or international project for improving health;
4. effectively communicate the findings of the above analysis to their peers in both writing and oral presentation formats.

Readings:

Readings will be available to students via PDFs posted to the Blackboard site or through e-journals. See course outline.

Assignments:

1. **Reading Response and Class Discussion.** This class will operate as a seminar. Student participation in the class discussions is a must, and each week 2-4 students will be assigned to facilitate discussion. In addition, all students are expected to engage in discussion each week via the Bb website, Discussion Content Area. On Friday, I will post a question to the site relevant to the following weeks' materials, and students will respond, engaging in discussion with each other. Discussion leaders can use these discussions as the basis of their discussions guides if they choose – all postings must occur by 5 pm Monday prior to class.
2. **Mini Project: Finding authoritative information.** Choose a topic of interest in child or adolescent growth (e.g., breastfeeding, nutrition, psychosocial stress, under-nutrition, overweight/obesity, infectious disease, etc. – see course outline for some more possibilities) and use Pub Med, J-Stor, or other UK Library electronic search engines to find SIX good, credible on-line sources on the topic of the type you would use in a term paper. Then use any other search engine to find TWO sources of questionable scholarly credibility. Provide a one-page (single-spaced) write-up with the following: (1) reference information so that I can access each resource - full citations and exact URLs are required; (2) a description of each source; (3) information on how you found the source; (4) an explanation of why the source is good or questionable. Students must submit the project through the Bb Assignments page.
3. **Project: The Nutrition Transition.** The “nutrition transition” represents a challenge to long-term population health as populations move from undernutrition to overnutrition usually within a single generation. Students will choose one of the case studies posted on the Bb web site for this assignment, critically examine the case studies from two different disciplinary approaches, and then write a 3-4 (single spaced) response to the case studies from an integrated, population health perspective. This assignment must be submitted in hard copy in class.
4. **Project: Making change – improving the nutritional status of children.** In this final project, students will examine an international project aimed at improving the nutritional status of children, whether directly through food-based interventions, or indirectly through programs aimed at reducing illness, improving livelihoods, etc. Students will evaluate the program, predict the likely outcomes based on their evaluation, and re-design the program from a population health perspective. Students must be able to articulate the core principles on which the original program was based, including the theory(ies) driving the intervention and the methods through which the intervention was executed.

In the re-design, they must clearly articulate - in a convincing manner - how a population perspective might improve the potential outcomes of the program through alternative theoretical understandings and methodologies of delivery. This assignment must be submitted in hard copy, in person, during the scheduled Final Exam day/time (see below).

Grading:

Final grades will be computed on the basis of four components (below). The final course grade will be based on the total points accumulated over the course of the semester as indicated below.

- 1) Class participation and leading discussions: maximum 50 points (23% of grade)
- 2) Mini-Project: maximum 20 points (9% of grade).
- 3) Project: The Nutrition Transition – maximum 50 points (23% of grade)
- 4) Project: Making Change – maximum 100 points (45% of grade)

Total Possible Points: 220 (100%)

Final Course Grade will be computed on the basis of the total points accumulated as follows:

A	198-220
B	176-197
C	154-175
D	132-153
E	131 or below

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Late Policy:

Late assignments without a proper excuse (SR 5.2.4.2) will result in a **10% point reduction** for each day late. The 10% reduction will be from the total possible value of the assignment prior to grading.

Blackboard:

This course is Blackboard (Bb) based, so you must be (or become) familiar with Blackboard. You can access Bb either directly (<http://elearning.uky.edu>) or via Link Blue (<http://www.uky.edu/UKHome/subpages/linkblue.html>). Please make sure that your email address in Bb is correct - the default address is the "official" email listed by the University – there is a way to change that – please see the Wiki site for information on this and other issues (<http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx/>).

Attendance:

Regular attendance is required and I will take attendance. Students are allowed 2 unexcused absences without penalty; after two, each additional unexcused absence (see below) will result in a **loss of 5 points** from the class participation score.

Excused Absences and Make-Up Policy:

Make-up opportunities will be provided with an appropriate excuse (see below) and proper documentation. Please contact me one week in advance to schedule the make-up for an anticipated, excused absence (e.g., for university-related trips, major religious holiday), or within one week following an unanticipated absence (i.e., serious illness, or, illness or death of family member). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**** (From the Ombud site) ****

Throughout any given semester, illness and emergencies sometimes preclude students from attending class. However, there are specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

- a. serious illness;*
- b. illness or death of family member;*
- c. University-related trips;*
- d. major religious holidays.*

Instructors may excuse an absence for any another reason if they believe it is a reasonable cause for non-attendance. For a complete copy of the University Senate Rule on Excused Absences see S.R. 5.2.4.2.

Verification of Absences:

Students will be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity, Cheating and Plagiarism:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in this and all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism (http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf), cheating on exams and other forms of cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course Policy for group work & student collaboration:

The above policies on plagiarism and cheating, and the passages in the Student Code of Conduct on plagiarism and cheating are not meant to discourage students from sharing ideas and collaborating in their learning activities. On the contrary, unless instructed otherwise, students in this class should collaborate as much as possible as this will facilitate learning. However, individual assignments submitted for a grade must be the student's own work, and if any part of the assignment is the result of student collaboration, this must be properly acknowledged.

Classroom Behavior, Cell Phones, Computers, and more:

- 1) Come to class on time and if you must be late, enter the room quietly and take the first available seat.
- 2) Attend to class activities - do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates.
- 3) NO CELL PHONES. Turn them off (not "silenced", but OFF!) and put them away until class is dismissed – no exceptions.
- 4) You may use laptop computers to take class notes, but do NOT use them for any other purpose.

THIS IS IMPORTANT --- persistent offenders will be asked to leave the room and will be reported to the Dean of Students.

Classroom Decorum and Civility:

The program in Population Health, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a **respectful and civil manner**. Students have the right to take reasoned exception and to voice opinions contrary to the instructor and/or other students (S.R. 6.1.2), but we also have the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration **will not be tolerated** in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. I will report persistent offenders to the Dean of Students.

Academic Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Final Exam Policy (from the Ombud's web site): There is no final exam in this course; however, students must turn in their final project on the day/time scheduled for the final exam and they must do so in person. At that time, they will share with each other any final thoughts on population health.

Individual students are entitled to request a change in their final examination times if they have more than two finals scheduled for the same date. Should an examination date need to be changed, the course with the highest catalog number is the one to be rescheduled. If course numbers are identical, then the department whose prefix is alphabetically earlier is rescheduled. The student needing to change exam times must request this in writing at least two weeks before the last class meeting. In the case of an individual instructor's hardship, instructors may reschedule a final examination provided he/she obtain: a) the recommendation of the Department Chair AND b) the concurrence of the Dean and Registrar. All rescheduled final examinations must occur during final examinations week.

Office Hours:

My office hours are listed above. You may sign up for office hours on the sign-up sheet on my office door. If you have a day/time conflict with scheduled office hours, please email me for an appointment.

Adjustments to the Syllabus and Course Schedule:

I may make adjustments to the schedule when necessary. I will announce all changes in class and post them to the Bb site.

Tentative Course Schedule:

Date	Topics	Reading Assignment
Wk 1:	Introduction – What is social science focused population health?	Introduction
Wk 2:	Why study child growth and nutritional status as a health issue of populations and society? Case Study: Gender differences in growth	T: Himes 2004 R: Galloway 2007
Wk 3:	Using the library. Case study: Child growth among Gwembe Tonga	T: LIBRARY R: Crooks 2007
Wk 4:	Child growth as a window onto health: small group discussion. Case Study: Rapid change in growth among Maya Mini Project DUE Tuesday	T: Bogin 2002a R: Bogin 2002b
Wk 5:	Brainstorming your project: small group discussion Case study: The Grandmother Hypothesis	R: Sear et al. 2000
Wk 6:	Endocrine architecture of child growth and development Case Study: Stress, social relationships and health	T: Worthman 1999 R: Flinn 2008
Wk 7:	Brainstorming population health I – theories and methods – break-out groups	T: Students share readings from own coursework R: Students share results of Tues break-out discussions with class
Wk 8:	Examining the nutrition transition – brainstorming session – small group discussions	Students select 1 case study from list on Bb assignments page to be used for this discussion.
Wk 9: Mid-Term	Nutrition Transition Project Due Tuesday One-on-One meetings with instructor re future project	See list of possible case studies on Bb assignments web page
Wk 10:	Spring Break!!!	Have fun!
Wk 11:	Brainstorming population health from a social science perspective II – interdisciplinarity. Case study: The Ecology of human growth: The Not-So-Dark Ages	T: No Reading R: Cardoso & Garcia 2009
Wk 12:	Small group discussions on future project. Case Study: Violence, stress and child growth: A loss of resiliency.	T: No reading R: Gray et al. 2008
Wk 13:	Making change: Working with communities.	T, R: Schell et al. 2007; additional readings TBA
Wk 14:	Peer group discussions of individual projects.	T, R

Wk 15:	Oral presentations of projects	
Wk 16:	Oral presentations of projects	
Finals Week	Final paper due on scheduled final exam day and time	

Reading List:

Also see reading selections in Bb Assignments Content Area for Weeks 8 (Nutritional Transition project and discussion, and Weeks 9 and 14 (Making Change project)

Himes, John H. (2004) Why study child growth and maturation? In: R. C. Hauspie, N. Cameron and L. Molinari, eds. *Methods in Human Growth Research*. Cambridge: Cambridge University Press. (Available on class Bb website).

Galloway, Tracey (2007) Gender differences in growth and nutrition in a sample of rural Ontario schoolchildren. *American Journal of Human Biology* 19:774-788 (E-journals).

Crooks, Deborah L. (2007) Child growth as a measure of livelihood security: The case of the Gwembe Tonga. *American Journal of Human Biology* 19(5):669-675. (E-journals).

Bogin, Barry (2002a) The evolution of human growth. In: Noel Cameron, ed.: *Human Growth and Development*. Amsterdam: Academic Press, pp. 295-320). (Class Bb Website).

Bogin B., P. Smith, A.B. Orden, M. I. Varela-Silva, J. Loucky (2002b) Rapid change in height and body proportions of Maya American children. *American Journal of Human Biology* 14:753-761. (E-journals).

Sear, Rebecca, Ruth Mace and Ian A. McGregor (2000) Maternal grandmothers improve nutritional status and survival of children in rural Gambia. *Proceedings of the Royal Society of London* 267:1641-1647. (E-journals: URL = <http://www.jstor.org/stable/i325830>).

Worthman, C. M. (1999) Epidemiology of human development. In: C. Panter-Brick and C. M. Worthman, editors. *Hormones, Health, and Behavior: A socio-ecological and Lifespan Perspective*. Cambridge: Cambridge University Press, pp. 47-104. (Class Bb website).

Flinn, Mark V. (2008) Why words can hurt us: Social relationships, stress and health. In: W. Trevathan, E. O. Smith and J. McKenna (eds): *Evolutionary Medicine and Health*. Oxford: Oxford University Press, pp. 247-258. (Class Bb website)

Adhikari, Amita, Ananda Sen, Robert C. Brumbaugh and Jessica Schwartz (2011) Altered growth patterns of a mountain Ok population of Papua New Guinea over 25 years of change. *American Journal of Human Biology* 23:325-332. (E journals)

Cardoso, Hugo F.V. and Susana Garcia (2009) The not-so-Dark Ages: Ecology for human growth in medieval and early Twentieth Century Portugal as inferred from skeletal growth profiles. *American Journal of Physical Anthropology* 138:136-147 (E-journals).

Gray, Sandra, Hellen A. Akol and Mary Sundal (2008) Mixed longitudinal growth of breastfeeding children in Moroto District, Uganda (Karamoja subregion). A loss of biological resiliency? *American Journal of Human Biology* 20:499-509. (E-journals)

Schell, Lawrence M., Julia Ravenscroft, Mia Gallo and Melinda Denham (2007) Advancing biocultural models by working with communities: A partnership approach. *American Journal of Human Biology* 19:511-524. (E-journals)