From:	Cramer, Aaron M.
Sent:	Wednesday, April 22, 2020 5:02 PM
To:	Bird-Pollan, Jennifer; Brothers, Sheila C.; Ett-Mims, Joanie; Woolery, Stephanie L.
Cc:	Borders, Tyrone F.
Subject:	NEW PhD: Health Services Research
Attachments:	Final application 1 20 20.pdf

Proposed New PhD in Health Services Research

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new PhD degree: Health Services Research, in the Department of Health Management and Policy within the College of Public Health.

Rationale: Health Services Research (HSR) is a multidisciplinary field that studies how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care and the quality and cost of health care. The proposed Ph.D. in HSR program will provide students with the theoretical and methodological foundations necessary to conduct creative and independent research on these issues with the ultimate goal of identifying evidence-based policy and management pathways to improve health care access, quality, and costs. The curriculum includes coursework in four core areas: theory, concepts, and methods, research methods, a disciplinary specialization (Health Economics or Health Outcomes), and directed research in a substantive area as well as an elective course and a grant writing course. Graduates from the relatively few similar programs are in high demand by academic research centers, federal and state health agencies, nonprofit health and social policy organizations, hospital systems and health insurers, consulting firms, and health care foundations across the country. An initial two students growing to six students is anticipated.

Aaron

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Office of Strategic Planning and Institutional Effectiveness (OSPIE). *The new program approval process begins when a contact persons submits a "Notification of Intent" (NOI) and substantive change checklist (available [HERE](#)) to OSPIE. Units have six months from the point of NOI submission to the time when the completed proposal is approved by Senate. After the NOI is submitted, a contact person should begin working to complete this form. Contact persons should work with OSPIE to identify the program's degree designation and CIP, as well as to solicit a letter of administrative feasibility from the Provost (per SR 3.2.3.A.2).*

Pre-proposal. *The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form will be used by OSPIE staff to submit the pre-proposal to the CPE (Council on Postsecondary Education).*

Form structure. *This form has two sections. The first half (white background) contains information required by the University Senate and Registrar's office and the second half (beige/brown background) contains information required by two external entities, the CPE and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). Although only the first half is required for University Senate approval, every question must be answered to receive CPE approval. Please do not leave any area blank, but instead write "not applicable" wherever that is the appropriate response.*

Approval process. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) Once approved by the Senate, the Senate Council office will submit the proposal for it to be placed on an agenda for the Board of Trustees. After approval by the Board, OSPIE will ensure the proposal is submitted to the CPE for final approval. Generally, a new program proposal must have received approval from the Senate by early spring (February or March) in order for the new program to be effective for the following fall semester.*

INFORMATION REQUIRED BY UNIVERSITY SENATE
1. Basic Information: Program Background and Overview

1b	Home College: *College Of Public Health*
1c	Home Educational Unit (school, department, college[1]): *Department of Health Management and Policy*
1c*	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)

	Date of contact with OSPIE: 10/28/19
	[X] Appended to the end of this form is a PDF of the reply from OSPIE.
	[ ] Appended to the end of this form is a letter of administrative feasibility from the Provost.
	[X] Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the degree.
	CIP Code (confirmed by OSPIE): 51.2299

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[1] Only interdisciplinary graduate degrees may be homed at the college level.

		Doctoral Degree Type	☐ Professional Practice	OR	☒ Research/Scholarship
		Degree Title Designation[2]: *Ph.D.*			
		Is this degree title designation on the CPE's list of degree designations[2]?	Yes ☒		No ☐
		If "No," please provide an explanation for OSPIE's use in external reporting purposes.			

1d*	Major Name (Interior Design, Social Work, etc.): Health Services Research			
1e	Is there a specialized accrediting agency related to this program?		Yes ☐	No ☒
	If "Yes," name:			
	Do you intend to seek accreditation from this agency?		Yes ☐	No ☒

1f	Was this particular program ever previously offered at UK but subsequently suspended?	Yes ☐	No ☒
	If "Yes," describe. (*300 word limit*)		

1g*	Requested UK effective date[3]:	☐ Fall semester following approval	OR	☒ Specific Date[4]: *Fall 20 20*

1h	Anticipated date for granting first degree(s): *2024*

1i*	Contact person name: *Ty Borders, PhD*	Email: *ty.borders@uky.edu*	Phone: *218-0108*

2. Program Overview

2a*	Provide a brief description of the proposed program. (*300 word limit,* Pre-proposal question: Mission, 1)

The National Academy of Medicine defines Health Services Research (HSR) as "the multidisciplinary field of scientific investigation that studies how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care and the quality and cost of health care." The proposed Ph.D. in HSR program will provide students with the theoretical and methodological foundations necessary to conduct creative and independent research on these issues with the ultimate goal of identifying evidence-based policy and management pathways to improve health care access, quality, and costs. The curriculum is designed for students to complete coursework in 4 core areas (1. Health Services Research Theory, Concepts, and Methods; 2. Research Methods; 3. a Disciplinary Concentration; 4. Directed Research in a Substantive Area) as well as an Elective Course, a Grant Writing Course, and a Dissertation. The Health Services Research Theory, Concepts, and Methods core will provide students with a firm understanding of the structure, dynamics, and performance of health services systems, including the institutions, professionals, and policies that comprise these systems and influence access, quality, and costs. The Research Methods core will provide students with critical skills in the design of observational studies and applied statistical analysis. The Disciplinary Concentration will provide students with further specialized knowledge and skills in either health economics or health outcomes. Directed Research will require students to engage in major components of the research process in a substantive area such as health insurance markets, value-based purchasing, rural health, and substance abuse. Lastly, students will complete a course devoted to developing grant writing skills and will complete a dissertation.

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[2] Visit http://dataportal.cpe.ky.gov/cpedegreedesignations.aspx for the CPE's list of approved degree designations.
[3] The effective date is the anticipated date of the first student(s) being enrolled in the program.
[4] Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

2b	List the program objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that the program will address, such as how students will benefit from the program, both tangibly and intangibly. (Please note that "program objectives" are different from "student learning outcomes.") *(300 word limit)*
	From a societal perspective, the program's focus is a direct response to the urgent need within the Commonwealth of Kentucky, region, and nation to address large and persistent deficiencies in the accessibility, quality, and costs of health services. Health care policy makers, providers, and practitioners require a larger base of evidence on how best to organize, finance, and deliver health services to improve health system performance. Closing these gaps requires new approaches for organizing, financing, and delivering health services that can only be identified through timely and insightful health services research. The proposed Ph.D. in Health Services Research program's 3 overarching objectives for program graduates are to: 1. Conduct creative and independent research on the organization, financing, and delivery of health services. 2. Advance their careers in the field of health services research in academic, private, or governmental settings. 3. Contribute to improvements in health system performance and population health.
2c*	List the intended student learning outcomes (SLOs) for the proposed program. Address one or more of the five areas of learning: 1. broad, integrative knowledge; 2. specialized knowledge; 3. intellectual skills; 4. applied learning; and 5. civic learning. (*300 word limit) (More detailed information will be addressed in a subsequent question.)*
	1. Understand critical health services research issues, including access, quality, and efficiency. *2. Apply theoretical knowledge and conceptual models in support of health services research.* *3. Describe key issues and methods in a concentrated substantive area, such as health economics or health outcomes.*
2d	Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. *(150 word limit)*
	The primary professional association for health services, AcademyHealth, lists only 20 PhD in Health Services Research programs (among 44 PhD programs in Health Services Research or related programs in Health Policy and Management, Health Services, and Health Services Organization and Policy) on its website at https://www.academyhealth.org/page/hsr-training-programs. The proposed PhD in Health Services Research at the University of Kentucky program is modeled after several existing training programs at other universities across the country, including the University of Michigan (PhD in Health Services Organization and Policy; University of North Carolina and University of California-Los Angeles (PhD in Health Policy and Management); and University of Washington (PhD in Health Services). Graduates from these existing programs are in high demand by academic research centers, federal and state health agencies, nonprofit health and social policy organizations, hospital systems and health insurers, consulting firms, and health care foundations across the country.
2e	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	There are no masters-level or doctoral-level training programs in Health Services Research at The University of Kentucky. The College of Public Health offers a Dr.P.H. in Health Management and Policy, but is currently phasing out the Dr.P.H. degree because most of its graduates in recent years have pursued careers in health services research. There or also no PhD in Health Services Research programs within the state of Kentucky. As a consequence, very few doctorally prepared health services researchers are currently practicing in Kentucky and the capacity for conducting applied research studies within Kentucky's health system is extremely limited.
2f	Describe the target audience. *(150 word limit)*
	The proposed Ph.D. in Health Services Research will fill an important niche in graduate health professions education in Kentucky and the region that is not addressed by other existing or planned degree programs within

	the College of Public Health or elsewhere at the University of Kentucky. The program's target audience will include Master's trained individuals working in research positions in health care systems (e.g., UK Health Care), health insurance organizations (e.g., Humana and Blue Cross/Blue Shield), and government (e.g., offices of a State Department of Health or the Centers for Disease Control and Prevention, or CDC) as well as Doctoral-trained clinical professionals (e.g., MDs/DOs) interested in gaining advanced health services research skills.				
2g*	Does the program allow for any specializations?		Yes ☒		No ☐
	If "Yes," name the specialization(s). *(Specific course requirements will be described in Section A, part 7.)*				
	Specialization #1: *Health Economics*				
	Specialization #2: *Health Outcomes*				
	Specialization #3:				
2h	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*				
	The program will be overseen by the Director of Graduate Studies (DGS) for the PhD in Health Services Research program. The DGS will be a full professor in the Department of Health Management and Policy in the College of Public Health. The DGS will be appointed by the Dean of the Graduates School after consultation with the faculty of record. The DGS will assemble an advisory team of program faculty members who will vote on admissions to the program. The DGS will assign students to individual program faculty members for advising, depending on the students' interests.				
2i	Are multiple units/programs collaborating to offer this program?		Yes ☐		No ☒
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* *(Letters of support will be addressed in Part A, section 7.)*				
2j	List all UK programs[5] that the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. *(250 word limit)*				
	None. The PhD in Health Services Research program is a generalist degree program that provides students with advanced knowledge of the study of the organization, financing, and delivery of health services. As a generalist degree program, the curriculum draws upon knowledge from disciplines, such as epidemiology and economics. However, students are not intended to have the same level of expertise as students graduating from epidemiology, economics, or other social sciences programs.				
2k	Will the faculty of record for the proposed new Doctoral degree be the graduate faculty of the department/school offering the proposed new degree?		Yes ☒		No ☐
	If "No," please describe the faculty of record for the proposed Doctoral program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed Doctoral degree?				
2m	Will the program have an advisory board[6]?		Yes ☐		No ☒

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[5] You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

[6] An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
		Faculty within the college who are within the home educational unit.	
		Faculty within the college who are outside the home educational unit.	
		Faculty outside the college who are within the University.	
		Faculty outside the college and outside the University who are within the United States.	
		Faculty outside the college and outside the University who are outside the United States.	
		Students who are currently in the program.	
		Students who recently graduated from the program.	
		Members of industry.	
		Community volunteers.	
		Other. Please explain:	
		Total Number of Advisory Board Members	

3. Delivery Mode

3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[8]? (Pre-proposal question: Quality, 4)	Yes ☐ No ☒

If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.

(check one)	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☐

3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.	
	☐	Distance learning.
	☐	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.
	☐	Technology-enhanced instruction.
	☐	Evening/weekend/early morning classes.
	☐	Accelerated courses.
	☐	Instruction at nontraditional locations, such as employer worksite.
	☐	Courses with multiple entry, exit, and reentry points.
	☐	Modularized courses.

3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.

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[7] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (http://www.uky.edu/DistanceLearning/).

[8] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

4. UK Resources			
4a*	Will the program's home educational unit require new or additional faculty? (Pre-proposal question: Quality, 6 and Cost, B)	Yes ☐	No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*		
	The Department of Health Management and Policy has sufficient faculty to support the PhD in Health Services Research program.		
	If "Yes," when will the faculty be appointed? *(150 word limit)*		
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment? (Pre-proposal question: Cost, B)	Yes ☐	No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*		
4c	Will the program include courses from another educational unit(s)?	Yes ☒	No ☐
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*		
	The program will include courses offered by the Department of Epidemiology and the Department of Biostatistics, both in the College of Public Health. The program will also include elective/selective courses offered by the Martin School of Public Policy and Administration, Department of Economics, PhD in Pharmaceutical Outcomes and Policy program in the College of Pharmacy, and the Department of Educational Policy Studies and Evaluation and Department of Educational, School, and Counseling Psychology, both in the College of Education. Letters of support from the appropriate educational unit leaders are appended to this application.		
	If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following: • Demonstration of true collaboration between multiple units[9]; • Impact on the course's use on the home educational unit; and Verification that the chair/director has consent from the faculty members of the unit.		

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[9] Show evidence of detailed collaborative consultation with such units early in the process.

| 4d | Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program. |

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & identify faculty member as "F" (full-time) or "P" (part-time).	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
Tyrone F. Borders, PhD (F)	G HSR 700,701,710,720,730	PHD, Health Administration U. of Iowa	
Joseph Benitez, PhD (F)	G HSR 720, 730	PHD, Health Policy and Admin U. Illinois-Chicago	
Teresa Waters, PhD (F)	G HSR 720, 730	PHD, Economics Vanderbilty U.	
John Lyons, PhD(F)	G HSR 725	PhD, Clinical Pyschology U. Illinois-Chicago	
Min Sohn, PhD (F)	G HSR 705, 720, 730	PHD, Sociology U. of Chicago	
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable		

	G = graduate

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)	
5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	The program objectives described earlier pertain to students graduating from the program. Students should be able to: *1. Conduct creative and independent research on the organization, financing, and delivery of health services.* *2. Advance their careers in the field of health services research in academic, private, or governmental settings.* *3. Contribute to improvements in health system performance and population health.* *These program-level objectives will be assessed through surveys of alumni (to assess their self-reports of abilities and accomplishments relative to each objective) and a search of articles published by alumni every 3 years. The program faculty will also review and evaluate secondary indicators of the program's success, including the mean number of years to graduation, percentage of students not graduating, and percentage of students not passing the qualifying examination.* *The program faculty will adjust the curriculum, advising, and mentoring as needed to assure that graduating students are able to satisfy the program objectives.*
5b	*(related to section 15)* Append an assessment plan[10] for the SLOs to the end of this form. *(Click HERE for a sample assessment plan.)*
5c	Explain how the curriculum achieves the program level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives. *(300 word limit)*
	The newly developed HSR courses cover all of the required SLOs and program competencies. HSR 700 Health Services Research and Theory introduces students to critical HSR theories, concepts, and issues (SLO 1), the critical evaluation of articles and the review and synthesis of the HSR literature. HSR 701 Health Services Journal Club reinforces all three SLOs. HSR 705 Health Services Research and Theory reinforces SLOs 1-3 and introduces students to the application of HSR conceptual models, development and testing of hypotheses, selection of appropriate study designs, analysis of data, identification of ethical concerns, and interpretation and explanation of statistical findings. HSR 720 Directed Research reinforces SLOs 1-3 and introduces key substantive areas (e.g., health economics or health outcomes) and the writing of articles. HSR 725 Developing Proposals in Health Services Research introduces the writing of grant proposals. Students who satisfactorily complete all components of the curriculum will be prepared to successfully achieve the HSR program's 3 overarching objectives for program graduates, which are to 1. Conduct creative and independent research on the organization, financing, and delivery of health services; 2. Advance their careers in the field of health services research in academic, private, or governmental settings; and 3. Contribute to improvements in health system performance and population health.
5d	Append a PDF of the program's course map[11] to the end of this form. *(Click HERE for a sample curricular map.)*

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[10] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

[11] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

5e	*(related to 2c)* Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. *(300 word limit).*
	Please see the Assessment Plan and Course Map appended to this form. Each of the SLOs corresponds to a required HSR course. The Course Map indicates whether each SLO is Introduced, Reinforced, or Mastered in each required HSR course. Persons outside of the program were not involved in the development of SLOs. Rather, we developed SLOs similar to those established by peer PhD in HSR programs at other universities.
5f	When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) *(150 word limit)*
	As indicated in the Assessment plan appended to this form, we will regularly conduct formative and summative assessments for each SLO. Formative assessment data (i.e., course grades) will be collected by each faculty member and reported to the DGS each semester. Summative assessment data (i.e., candidacy examinations, dissertation proposals, and dissertations) will be assessed by the student's doctoral committee and reported to the DGS each semester. The DGS and PhD program faculty will review the assessments annually, or following the conclusion of spring semesters.
5g	When will the data be collected? (This may or may not be different from when the assessment is *conducted*.) *(150 word limit)*
	As indicated in the Assessment Plan appended to this form, we will regularly conduct formative and summative assessments for each SLO. Formative assessment data (i.e., course grades) will be collected by each faculty member and reported to the DGS each semester. Summative assessment data (i.e., candidacy examinations, dissertation proposals, and dissertations) will be assessed by the student's doctoral committee and reported to th DGS each semester.
5h	How will the data be collected? *(150 word limit)*
	Instructors will select specific assignments and test questions to assess formatives SLOs and report the data to the DGS. The student's doctoral committee will collect summative assessment data during the candidacy/qualifying examination, dissertation proposal, and dissertation and report the data to the DGS.
5i	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*
	The formative assessment benchmark will be 95% of students passing the courses for a given SLO with a mean grade of a B or better. The summative assessment benchmark will be 95% of students passing the candidacy/qualifying examination, dissertation proposal, and dissertation.
5j	What individuals or groups will be responsible for data collection? *(150 word limit)*
	Course instructors will collect the formative assessment data and provide the data to the DGS for aggregation and review. Similarly, doctoral committees will collect the summative assessment data and provide the data to the DGS for aggregation and review.
5k	How will the data and findings be shared with faculty? *(150 word limit)*
	The DGS will share the findings with the PhD program faculty for review annually.
5l	How will the data be used for making programmatic improvements? *(150 word limit)*
	The PhD program faculty will use the data to make changes to courses or the curriculum as warranted.
5m	What are the measures of teaching effectiveness? *(150 word limit)*
	Evaluations of teaching effectiveness differs from program and student learning outcome evaluations. Program instructors will be individually assessed using TCEs and peer review according to processes put in place by the department and college. If TCE assessments indicate a deficiency in teaching effectiveness for a course, the DGS

	will share that information with the Department Chair to raise with the instructor during part of the regular performance review process.
5n	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*
	Efforts to improve teaching effectiveness will be on an individual basis and may include additional training on pedagogical methods.
5o	What are the plans to evaluate students' post-graduate success? *(150 word limit)*
	We will conduct an alumni survey approximately every 3-5 years.

6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	No.

7. Non-Course Requirements

7a	Will the program require completion of a master's degree from a fully accredited institution of higher learning?	Yes ☒	No ☐
	If "No," explain below. (*150 word limit*)		
	Note: Students must have completed a Master's degree in a related field (e.g., public health, public administration and policy, health care administration, sociology, economics, or biostatistics) or an advanced clinical practice degree (e.g., PharmD, MD, PA, or NP degree).		
7b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
7c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes ☒	No ☐
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (*150 word limit*)		
	Students must submit a GRE score from an exam taken within 5 years immediately preceding the requested semester of the admission. GRE scores at or above the 50th percentile in both Verbal Reasoning and Quantitative Reasoning are preferred for full consideration for admission to the program. International student must present a TOFEL score of at least 80. The TOEFL requirement is waived for International applicants who earned an undergraduate or graduate degree program at an accredited educational institution is the US or in a country in which English is both the primary spoken language and the language of instruction in educational institutions.		
7d	Will the program have a world language requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
7e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (*150 word limit*)		
	Students will be allowed to transfer up to 9 credits of course work contingent upon the Program Director's confirmation that the courses are suitable substitutes for courses specified in the Ph.D. in HSR curriculum.		

7f	Will the program have a research proposal requirement (Plan A)?	Yes ☒	No ☐
	(If "Yes," explain the requirements below. If "No," proceed to question 6g.)		
	As part of the dissertation research process, candidates must first successfully develop and defend a written proposal of their dissertation research and subsequently develop and defend a written monograph or 3 manuscripts suitable for publication of their dissertation research. The dissertation must represent valid, independent research conducted by the candidate that makes a significant contribution to health care delivery, health policy, health services management and practice, and/or health services research methodology. The dissertation research may include analysis of existing, secondary data and/or analysis of primary data collected by the candidate. Acceptance of the dissertation proposal will require approval by all members of the Doctoral Advisory Committee after the candidate's oral defense of the proposal. Dissertation research proposals must then be reviewed and approved by the UK Institutional Review Board before candidates begin their research.		

7g	Provide the final examination criteria.	Yes ☒	No ☐
	Acceptance of the dissertation and award of the Ph.D. will require approval by each member of the Dissertation Committee after the candidate's oral, public defense of the dissertation.		

7h	Describe termination criteria.	Yes ☒	No ☐
	Each student must maintain satisfactory academic progress at all times and meet all requirements of the Graduate School. All doctoral students and advisors will complete annual progress reports to document their progress toward degree completion.		

8. Course Requirements.

8a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the Doctoral or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.		
	400G-level: *0*	500-level: *0*	600-level: *18*	700-level: *36*

8b	What is the total number of credit hours required for the degree? (e.g. 24, 32)	*54*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	

Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

8c*	**Degree/Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite."

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[12]
CPH 663	*Introduction to Public Health Practice*	☐ Pgm Core ☒ Prerequisite	*1*	No Change

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[12] Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

Course	Title	Type	Credits	Status
CPH 605	*Epidemiology*	☐ Pgm Core ☒ Prerequisite	*3*	No Change
BST 600	*Intro. to Biostatistical Methods*	☐ Pgm Core ☒ Prerequisite	*3*	No Change
HSR 700	*Health Services Research and Theory*	☒ Pgm Core ☐ Prerequisite	*3*	New
HSR 701	*Health Services Research Journal Club*	☒ Pgm Core ☐ Prerequisite	*0*	New
HSR 705	*Health Services Research Methods*	☒ Pgm Core ☐ Prerequisite	*3*	New
CPH 712	*Advanced Epidemiology*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPI 714	*Epidemiologic Study Design*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
CPH 635	*Databases and SAS Programming*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
HSR 720	*Directed Research*	☒ Pgm Core ☐ Prerequisite	*3 (take 3 times)*	New
HSR 725	*Developing Proposals for Health Services Research*	☒ Pgm Core ☐ Prerequisite	*2*	New
CPH 767	*Dissertation Residency Credit*	☒ Pgm Core ☐ Prerequisite	*2 (take twice)*	No Change
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core ☐ Prerequisite		Select one....

*Total **Core Courses** Credit Hours:*	30	

8d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin?	Yes ☒	No ☐
	If "Yes," note below. (*150 word limit*)		
	Three prerequisite courses or their equivalents (as determined by the Director of Graduate Studies (DGS) for the HSR program in consultation with the Associate Dean for Academic Affairs in the College of Public Health) are required. Credits earned for prerequisites do not count towards credits required for the Ph.D. in HSR. Prerequisites must be completed prior to entry into or during the 1st year of the program.		
8e	Is there any narrative about core courses for the program that should be included in the Bulletin?	Yes ☒	
	If "Yes," note below.		
	The curriculum is designed for students to complete coursework in 3 core areas: 1. Health Services Research Theory, Concepts, and Methods; 2. Research Methods; and 3. Directed Research in a Substantive Area. The Health Services Research Theory, Concepts, and Methods core provides students with a firm understanding of the structure, dynamics, and performance of health services systems, including the institutions, professionals, and policies that comprise these systems and influence access, quality, and costs. The Research Methods core		

	provides students with critical skills in the design of observational studies and applied statistical analysis. Directed Research requires students to engage in major components of the research process in a substantive area such as health economics or health outcomes.

	Program Guided Electives[13] (Guided electives for <u>all</u> students in the program.)
8f*	Does the program include any guided electives? Yes ☒ No ☐
	(If "Yes," indicate and note the specific courses in the grid below (8g).
	If "No," indicate and proceed to question 8i.)

8g*   Using the grid provided, list the guided electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status[14]
EDP/ EPE 679	*Intro. to Measurement Theory and Techniques*	*3*	No Change
EDP/ EPE 707	*Multivariate Analysis in Educational Research*	*3*	No Change
			No Change
PA 692	*Econometrics for Policy Analysts*	*3*	No Change
ECO 707	*Research Seminar in Economics*	*3*	No Change
EDP/ EPE 711	*Advanced Quantitative Methods*	*3*	No Change
EDP/ EPE 712	*Advanced Psychometric Methods*	*3*	No Change
BST 762	*Longitudinal Data Analysis*	*3*	No Change
PA 795	*Causal Inference in Public Policy and Admin. Research*	*3*	No Change
CPH 631	*Design and Analysis of Health Surveys*	*3*	No Change
PPS 710	*Techniques in Secondary Data Research*	*3*	No Change
PPS 704	*Pharmacy Research Informatics*	*3*	No Change
		3	No Change
Total Credit Hours as Guided Electives:		*9*	

8h	Is there any narrative about guided electives courses that should be included in the Bulletin?	Yes	No
	If "Yes," note below. (*150 word limit*)		
	Students select 1 intermediate statistics course (from EDP/EPE 679, EDP/EPE 707, PA 692, and ECO 707), 1 advanced statistics course (from EDP/EPE 711, EDP/EPE 712, BST 762, and PA 795, noting that the Director of Graduate Studies must approve enrollment in the specific special topics section of PA 795), and 1 methods course from a list of approved courses (CPH 631, PPS 710, and PPS 704). Other courses may substituted with prior Director of Graduate Studies approval.		

	Program Free Electives[15]. (Free electives for <u>all</u> students in the program.)
8i*	Does the program include any free electives? Yes ☒ No

[13] Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[14] Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

[15] Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

	(If "Yes," indicate and proceed to question 8j. If "No," indicate and proceed to 8l.)				
8j*	What is the total number of credit hours in free electives?		*3*		
8k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (*150 word limit*)				
	Students select 1 elective for 3 credit hours at the 600-level of above. Electives may be taken from departments in the College of Public Health or elsewhere at the University of Kentucky.				

	Courses for a program's specialization(s).				
	Click HERE for a template for additional specializations[16].				
8l	Does the program include any specializations?		Yes ☒		No ☐
	(If "Yes," indicate and proceed to question 8m. If "No," indicate and proceed to 8p.)				

8m	Specialization name: *Health Economics*			
Prefix & Number	**Course Title** (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the specialization.")		**Credit Hrs**	**Course Status[17]**
ECO 601	*Advanced Microeconomic Theory*	☐ Core ☒ Elective	*3*	No Change
CPH 658	*Health Economics*	☒ Core ☐ Elective	*3*	No Change
ECO 724	*Environmental Economics*	☐ Core ☒ Elective	*3*	No Change
ECO 725	*Health Economics*	☒ Core ☐ Elective	*3*	No Change
ECO 751	*Public Economics*	☐ Core ☒ Elective	*3*	No Change
	Note: Students must take CPH 658 Health Economics OR ECO 725 Health Economics.	☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		☐ Core ☐ Elective		Select one….
		Core Elective		Select one….

	Total of 12 credits required for health economics concentration.	
8n	Provide specialization-related language that should be included in the Graduate School Bulletin. (*150 word limit*)	

[16] Append a PDF with each concentration's courses to the end of this form.

[17] Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

	Students in the Health Economics Concentration are required to take ECO 725 Health Economics or CPH 658 Health Economics. Students choose an additional 3 courses from the following list (or other courses with approval by the Director of Graduate Studies): ECO 601 Advanced Microeconomic Theory, ECO 724 Environmental Economics, and ECO 751 Public Economics.

8o	Does the program have an additional specialization?	Yes ☒ No ☐
	(If "Yes," indicate and proceed to question 8p. If "No," indicate and proceed to 7r.)	

8p	Specialization #2 Name:	Health Outcomes		

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the specialization" or "an elective course for the specialization.")		Credit Hrs	Course Status[18]
HSR 710	Health Outcomes Research Design, Measurement, and Analysis	☒ Core ☐ Elective	3	New
HSR 715	Comparative Effectiveness Research	☒ Core ☐ Elective	3	New
CPH 713	Pharmaco-epidemiology	☐ Core ☒ Elective	3	No Change
PPS 700	Introduction to Pharmaceutical Outcomes and Policy	☐ Core ☒ Elective	3	No Change
KHP 673	Health Promotion and Behavior Change	☐ Core ☒ Elective	3	No Change
KHP 677	Planning Health Promotion Programs	☐ Core ☒ Elective	3	No Change
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....
		☐ Core ☐ Elective		Select one....

	Total Credit Hours, Concentration #2:	12

8q	Provide specialization-related language that should be included in the Graduate School Bulletin for the second specialization. (*150 word limit*)
	Students in the Health Outcomes Concentration are required to take HSR 710 Health Outcomes Research Design, Measurement, and Analysis and HSR 715 Comparative Effectiveness Research. Students choose an additional 2 courses from the following list (or other courses with approval by the Director of Graduate Studies): CPH 713 Pharmacoepidemiology, PPS 700 Introduction to Pharmaceutical Outcomes and Policy, KHP 673 Health Promotion and Behavior Change, or KHP 677 Planning Health Promotion Programs.

8r	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	No.

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[18] Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

9. Degree Plan

9a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" and beyond only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.			

	YEAR 1 - FALL:	*HSR 700 Health Services Research and Theory (3 credit hours)* *CPH 712 Advanced Epidemiology (3 credit hours)* *Concentration Course (3 credit hours)* *Intermediate Statistics Course (3 credit hours)* *HSR 701 Health Services Research Journal Club (0 credit hours)*	**YEAR 1 - SPRING:**	*CPH 635-201 Databases and SAS Programming (3 credit hours)* *EPI 714 Epidemiologic Study Design (3 credit hours)* *Concentration Course (3 credit hours)* *Concentration Course (3 credit hours)* *HSR 701 Health Services Research Journal Club (0 credit hours)* *YEAR 1 - SUMMER* *HSR 720 Directed Research (3 credit hours)*
	YEAR 2 - FALL :	*HSR 705 Health Services Research Methods (3 credit hours)* *Methods Course (3 credit hours)* *Concentration Course (3 credit hours)* *HSR 720 Directed Research (3 credit hours)* *HSR 701 Health Services Research Journal Club (0 credit hours)*	**YEAR 2 - SPRING:**	*Advanced Statistical Analysis Course (3 credit hours)* *Elective Course (3 credit hours)* *HSR 720 Directed Research (3 credit hours)* *HSR 725 Developing Proposals for Health Services Research (2 credit hours)* *HSR 701 Health Services Research Journal Club (0 credit hours)*
	YEAR 3 - FALL:	*CPH 767 Dissertation Residency Credit (2 credit hours)*	**YEAR 3 - SPRING:**	*CPH 767 Dissertation Residency Credit (2 credit hours)* *Dissertation Defense*
	YEAR 4 - FALL:		**YEAR 4 - SPRING:**	
	YEAR 5 - FALL:		**YEAR 5 - SPRING:**	

9b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*	
	Students will typically start with core courses in Health Services Research Theory, Concepts, and Methods; courses in intermediate Research Methods; and courses in a Concentration Areas. They will then progress to take more advanced Research Methods courses, Concentration Courses, and engage in Directed Study under the supervision of a faculty member. After completing all coursework, students will take a Doctoral Candidate Examination. Those passing the Doctoral Candidate Examination will then prepare and defend a dissertation proposal. Finally, students will defend their dissertation.	

10. Approvals/Reviews

	Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).		
	Reviewing Group Name	**Date Approved**	**Contact Person Name/Phone/Email**
10a	(Within College/Home Unit) *In addition to the information below, attach documentation of department and college/home unit approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
	Health Management & Policy Department	*10/28/19*	*Teresa Waters / 3-7422 / teresa.waters@uky.edu*
	Academic Affairs and Assessment Committee	*11/25/19*	*Nancy Johnson / 8-0114 / nancy.e.johnson@uky.edu*
	Faculty Council	*12/2/19*	*John Watkins / 8-0240 / john.watkins@uky.edu*
			/ /
10b	(Collaborating and/or Affected Units)		
			/ /
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		Date Approved	**Contact Person Name**
10c	(Senate Academic Council)		
	Health Care Colleges Council (if applicable)		
	Graduate Council		

INFORMATION REQUIRED BY CPE AND SACS	
11. Program Overview – Program Quality and Student Success	
11a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	Although there is currently no health services research training program on campus, numerous faculty across campus have expertise in health services research. The proposed PhD in Health Services Research program will take advantage of health services research expertise in the College of Public Health as well as the Colleges of Pharmacy, Medicine, and Gatton College of Business and Economics. The College of Public Health has internationally known faculty in the areas of rural health services research, value-based purchasing, health insurance, addition health services research, and comparative effectiveness research. The College of Pharmacy has internationally known faculty in the areas of pharmacoeconomics, claims data analysis, and addition health services research; it also houses large insurance administrative claims datasets from Kentucky Medicaid and Humana. The Gatton College of Business and Economics includes internationally known faculty members in the area of health economics, including individuals with expertise on the effects of the Affordable Care Act, or ACA. The College of Medicine includes internationally known faculty in the areas of health care quality and improvement and houses the Center for Health Services Research. Of key importance, students in the PhD in Health Services Research program will gain real-world and applied experiences by completing directed research projects under the tutelage of faculty members from faculty members in these various areas. These applied experiences will distinguish the UK PhD in Health Services Research program from many of its peers nationally and better prepare graduates for careers as creative and independent researchers working across academic, health care system, health insurance, and governmental settings.
11b*	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	Admissions: Master's GPA of 3.25 or higher. Successful applicants will have a Master's degree in the social sciences or advanced clinical degree that included courses in biostatistics/statistics and/or epidemiology. *Retention: The program director will connect each student to an advisor that matches the student's interests. Each student will work with 1 or more faculty members on an applied research project as part of directed research credits. This one-on-one tutelage will assure that the student is competent in the development, conduct, interpretation, and description of a health services research study.* *Completion. Students will be required to maintain at least a 3.25 GPA. Each student will be required to successfully complete all course work before completing a written and oral qualifying examination written/led by a committee of graduate faculty members. Each student must pass the qualifying examination or successfully complete remedial courses or assignments before proceeding to the dissertation. Each student must successfully complete a dissertation overseen by a committee of faculty members per Graduate School policies.*
11c*	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	The University of Louisville School of Public Health and Information Sciences offers a PhD in Public Health Sciences with a Specialization in Health Management and Policy. The University of Louisville program is not as analytical (it has concentrations in organizational studies and health policy) and thus differs substantially from the proposed PhD in Health Services Research.
11d*	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	Applicants will include Master's trained researchers working in academia (e.g., university academic medical centers), government (e.g., state health departments and Medicaid agencies), and insurance (e.g., Humana). We have already received several inquiries and anticipate additional demand from other Master's trained researchers at UK Health Care. We will also host regular research seminars to attract interest in the program. We also anticipate some initial demand from Master's trained researchers at Kentucky state offices. We will further advertise the program to Master's trained researchers via communications with faculty collaborators at UK Health Care, the Center for Health Services Research, as well as the Markey Cancer Center, Center on

Drug and Alcohol Research, and Kentucky Department of Health. We will also advertise the program in the AcademyHealth listing of PhD in Health Services Research programs.

12. Mission: Centrality to the Institution's Mission and Consistency with State's Goals

12a*	*(related to 2b)* Explain how the program objectives support at least two aspects of [UK's institutional mission and academic strategic plan](#)? *(150 word limit)*
	The Ph.D. in Health Services Research directly pertains to and advances 2 of UK's 5 strategic objectives - 1. Graduate Education and 2. Research and Scholarship. Regarding Graduate Education, the Ph.D. in Health Services Research will help to "Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service." Regarding Research and Scholarship, the program will "Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world."
12b*	*(related to 2b)* How do the program objectives support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	The Ph.D. in Health Services Research directly pertains to and advances 2 of the CPE's stated strategic objectivs - Objectives 9 and 10. Regarding Object 9, the program will help to "Improve the career readiness and employability of postsecondary education graduates" by producing graduates in a timely and high demand field. Regarding Objective 10, the program will help to "Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth" by producing graduates who have the requisite skills to conduct research that may be applied to improve the accessibility, quality, and costs of health services in the state.
12c*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box and append a PDF version of the letter to this form. ☐ (e.g. any program leading to teacher, principal, or superintendent certification, or rank change)

13. Resources

13a	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	The program curriculum is interdisciplinary and includes numerous existing courses at UK., including courses offered by the Department of Economics, College of Education (Department of Education Policy Studies and Evaluation and Department of Educational, School, and Counseling Psychology), College of Public Health (Department of Biostatistics and Department of Epidemiology) and College of Pharmacy (Institute for Pharmaceutical Outcomes and Policy.
13b*	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	The projected faculty to student ratio is 5 core faculty members per 2-6 new students per year. The 5 core faculty members are in the Department of Health Management and Policy and will be responsible for serving as mentors for students' Directed Study and Dissertation credits.
13c*	Describe the library resources available[19] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	The UK library resources are more than adequate to support the proposed program. The UK library already has subscriptions to the numerous journals in the field of health services research.

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[19] Please contact OSPIE (OSPIE@L.uky.edu) for more information.

13d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	The College of Public Health has adequate class room space for class meetings. Several faculty members will employ students as research assistants and have available cubicles in the the Healthy Kentucky Research Building.

14. Demand and Unnecessary Duplication

14a	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels

14b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	The program requires 54 credit hours of coursework in 4 core areas (1. Health Services Research, Theory, and Concepts; 2. Research Methods; 3. a Disciplinary Concentration area; and 4. Directed Research in a Substantive Area), an elective course, grant writing, and dissertation work. The program offers students a choice between two disciplinary concentrations, health economics or health outcomes. Students successfully completing the coursework and achieving the minimum grade point average will be required to pass a written and oral doctoral candidacy examination demonstrating mastery of all 4 core areas of coursework described above before progressing to dissertation work. As part of the dissertation research process, candidates must successfully develop and defend a written proposal of their dissertation research and subsequently develop and defend a written monograph or 3 manuscripts of their dissertation research.

14c	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program?	Yes ☐	No ☒
	If "Yes," explain. *(300 word limit)*		

14d	Identify the primary feeders for the program. *(150 word limit)*
	Feeder programs include state, regional, and national master's programs in public health (e.g., MPH and MS degrees from schools and programs in public health), economics, sociology, and other social sciences. Graduates of health sciences programs (e.g., M.D. and Pharm.D.) who are interested in obtaining advanced health services research skills may also seek the degree.

14e	Describe the student recruitment and selection process. *(300 word limit)*
	The Director of Graduate Studies and program faculty members will be responsible for the recruitment and selection of students. The Director of Graduate Studies and at least 2 other members of the program facutly will review each application and vote on a recommendation regarding admission. The College of Public Health's Academic Affairs office will assist in student recruitment as part of its regular recruitment activities. The Director of Graduate Studies and program facutly will also personally recruit students in their areas of expertise into the program.

14f	Specify any distinctive qualities of the proposed program. *(300 word limit)*
	The major distinctive quality of the program is the opportunity for students to engage in research with facutly mentors. Students will be required to complete Directed Study credits under the mentorship of faculty mentors

	who have a history of funded health services research projects. Students will gain experience in developing research hypotheses, collecting and analyzing data, and writing manuscripts.	

14g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*
	We estimate that the program will results in a net increase of 2-6 students per year.

14h* Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
2020 - 2021	0	2
2021 - 2022	0	4
2022 - 2023	2	6
2023 - 2024	2	6
2024 - 2025	3	6

14i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	The proposed Ph.D. in Health Services Research program will replace the existing Dr.P.H. in Health Management and Policy program offered by the Department of Health Management and Policy in the College of Public Health. The faculty voted to suspend the Dr.P.H. program because the majority of students and graduates have increasingly sought more advanced training in health services research. Many recent Dr.P.H. graduates assumed research positions in the federal government (e.g., CDC) and academia and expressed that the Ph.D. in Health Services Research is a preferred degree.

14c	Has the Council on Postsecondary Education identified similar programs?	Yes ☐ No ☒
	(Please contact OSPIE (OSPIE@L.uky.edu) for help with this question.).	

14j	If "Yes," the following questions (14j1 – 14j5) must be answered.	
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☐ No ☐
	If "Yes," explain. *(150 word limit)*	
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs?	Yes ☐ No ☐
	If "Yes," explain. *(150 word limit)*	
(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain.	
(4)	Is there excess demand for existing programs?	Yes ☐ No ☐
	If "Yes," explain. *(150 word limit)*	
(5)	Will there be collaboration between the proposed program and existing programs?	Yes ☐ No ☐
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs. *(150 word limit)*	

14k	Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?	Yes ☒	No ☐
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
14k.i	Identify similar programs in other SREC states and in the nation.		
	The primary professional association for health services, AcademyHealth, lists 20 PhD in Health Services Research (among 44 PhD programs in Health Services Research or related programs in Health Policy and Management, Health Services, and Health Services Organization and Policy) on its website at https://www.academyhealth.org/page/hsr-training-programs. The proposed PhD in Health Services Research at the University of Kentucky program is modeled after several existing training programs at other universities across the country, including the University of Michigan (PhD in Health Services Organization and Policy; University of North Carolina and University of California-Los Angeles (PhD in Health Policy and Management); and University of Washington (PhD in Health Services).		
14k.ii	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☐	No ☒
	If "Yes," explain. *(300 word limit)*		
14k.iii	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes	No ☐
	If "Yes," explain. *(300 word limit)*		
	The proposed program will target potential students residing in Kentucky and several surrounding states. Of note, there is no similar program in West Virgnia or Tennessee.		
14k.iv	Is access to existing programs limited?	Yes	No ☐
	If "Yes," explain. *(300 word limit)*		
	There is no similar program in the Commonwealth of Kentucky, West Virginia, or Tennessee.		
14k.v	Is there excess demand for existing similar programs?	Yes	No ☐
	If "Yes," explain. (300 word limit)		
	Similar programs at the University of Washington, University of North Carolina, and University of Michigan report high demand and low acceptance rates. As an example, the University of Michigan program states on its website that it usually receives more than 70 applications per year, with only 5-7 students entering the program.		
14k.vi	Will there be collaboration between the proposed program and existing programs?	Yes ☐	No ☒
	If "No," explain. *(300 word limit)*		
	We do not plan to collaborate with existing programs at other institutions.		
14l	Would your institution like to make this program available through the Academic Common Market[20]?	Yes ☐	No ☒
14m	Clearly describe evidence of employer demand or discipline needs. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having		

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[20] Please contact OSPIE (OSPIE@L.uky.edu) for more information.

	alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*
	A 2018 article by Frogner, "Update of the Stock and Supply of Health Services Researchers in the United States" in the journal entitled Health Services Research provided statistics on the growth in health services researchers from 2007 to 2015. According to this article, the estimated range in the mean annual growth rate for health services researchers falls was between 2.9 and 4.7 percent from 2007 to 2015. The author points out that the National Research Council Committee to Study the National Needs for Biomedical, Behavioral, and Clinical Research Personnel recommends that growth in the number of health services researchers be similar to annual growth in national health expenditures, which were within the range of growth for health services researchers from 2007 to 2015. *A recent peer-reviewed article by Brown et al. (2018), "Employment Trends among Public Health Doctoral Recipients, 2003-2015," published in the American Journal of Public Health provides information about employment status outcomes related to health services research. Based on analyses of the National Science Foundation's Survey of Earned Doctorates, the authors found 77.3% of graduates of public health doctoral programs with a concentration in health services administration had secured or were negotiating employment.* *Several recent graduates of the DrPH in Health Management and Policy program at the University of Kentucky, including alumni now working in research positions for the federal government, have shared with us that they would have preferred a PhD in Health Services Research because it would have better prepared them for their careers.*
14n	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	The Frogner article mentioned above also reported on the industries where health services researchers work. According to statistics based on the AcademyHealth membership directory, approximately 51% of members worked in academia, 11% worked in a non-academic research or policy organization, 4% worked in government, and the remaining worked for state government, pharmaceutical companies, foundations, consulting companies, and other sectors. According to statistics based on information from LinedIn.com, the 3 most common job functions for health services researchers were research, education, and health care services. *Regarding current demand, the AcademyHealth career website for health services researchers listed 3 advertised positions available in Kentucky, 6 in the region (states with SEC schools and Indiana, Ohio, and West Virginia), and 48 nationally on 10/9/2019 alone.* *Because the majority of health services researchers enter academia, we report here average salaries for professors at institutions that employ health services researchers. According to data from the Association for Schools and Programs in Public Health, the mean salaries for a full professor in a department of health policy and management (where many health services researchers work) was $210,431 in 2018. Some health services research faculty members may work in academic medical settings. As another example, according to data from Texas Tribune, the median salaries for health services researchers at the University of Texas MD Anderson Cancer Center are $98,000 at the assistant professor rank and $237,000 at the full professor rank.*

15. Assessment and Oversight

15a*	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	The HSR program faculty will meet annually to review application, admission, and matriculation numbers; SLO assessment data; student progression and graduation rates; student and peer evaluations of courses; graduates' career placements; and alumni surveys of the program's performance. The College of Public Health's Academic Affairs Office will assist in the collection of data indicators.
15b	Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. *(300 word limit)*

The student learning outcomes for the program (SLOs) pertain to the knowledge and skills that students will possess upon graduation. The SLOs are:
vices research issues, including access, quality, and efficiency.
1. Understand critical health services research issues, including access, quality, and efficiency.
2. Apply theoretical knowledge and conceptual models in support of health services research.
3. Describe key issues and methods in a concentrated substantive area, such as health economics or health outcomes.

The SLOs matched to required HSR courses are shown in an Appendix Table. SLOs will be assessed by course assignments, course examinations, qualifying examinations, dissertation proposals, and dissertations. The Director of Graduate Studies, with assistance from the College of Public Health's Academic Affairs Office, will collect information about the SLOs from individual instructors. The Health Services Research faculty and Director of Graduate Studies will meet annually to review and evaluate SLOs, identify any concerns and weaknesses, and modify the curriculum and courses as warranted.

16.* Advance Practice Doctorate New Program Proposal

16a	Is the proposed program an advance practice doctorate?	Yes ☐	No ☒
	If "Yes," please answer the questions below.		

16a.i	Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitates a new doctoral program.

16a.ii	Does the curriculum include a clinical or experiential component?	Yes ☐	No ☐
	If "Yes," list and discuss the nature and appropriateness of available clinical sites. (*300 word limit*)		

16a.iii	Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field. (*300 word limit*)

16a.iv	Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program. (*300 word limit*)

16a.v	Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed. (*300 word limit*)

16a.vi	Provide evidence that funding for the program will not impair funding of any existing program at any other public university. (*300 word limit*)

17. Cost and Funding of the Proposed Program[21]

17a	Will this program require additional resources?	Yes ☒	No ☐
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (*300 word limit*)		
	Implementation of the program will require very minimal investment. The majority of the courses are already being taught. Few new courses will need to be developed for the program. No new faculty members will need		

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[21] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

	to be hired to support the prgram. The only minimal expense will be a stipend paid to the Director of Graduate Studies for program administration.				
17b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)* If "Yes," briefly describe.		Yes ☐	No ☒	
17c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*				
	Again, implementation of the program will require very minimal investment that is far outweighed by demand for health services researchers in the state, region, and nation. Graduates of the program will conduct timely research that will contribute to improvements in health care access, quality, and costs as well as overall population health in the state, region, and nation.				

18.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit. (Pre-proposal question: Cost, A)

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*$50,000*	*$100,000*	*$150,000*	*$150,000*	*$150,000*
Narrative/Explanation:	*We have planned for at least 2 PhD in HSR students to be supported as research assisstants ($25,000 each) on faculty members' federal grants in year 1. We expect this to increase to 4 students total in year 2 and 6 students total in year 3-5..*				

Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*We have not identified established donors for this effort. However, several of the HSR faculty hold endowed professorships that may be used to support students as research assistants.*				

State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:					

Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)[22]:	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	*0*	*0*	*0*	*0*	*0*
(Existing) Reallocated Resources	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:					

Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*$45,968*	*$91,936*	*$137,904*	*$137904*	*$137,904*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*We estimate that half of the students will be in state (tuition and fees $6,702 per semester in 2019-2020) and half out of state (tuition and fees $16,282 per semester in 2019-2020). We also estimate that the program will have 2 students total in year 1, 4 in year 2, and 6 in years 3-5. In some cases, tuition and fees will be paid for by grants and contracts.*				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	*45968*	*91936*	*137904*	*137904*	*137904*
Total Existing	*50000*	*10000*	*150000*	*150000*	*150000*
TOTAL FUNDING SOURCES	95968	191936	287904	287904	287904

19.* Breakdown of Program Expenses/Requirements[4]

(Please note – all the fields in number 19 are required for the CPE's pre-proposal form.)
(Pre-proposal question: Cost, B)

Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*5000*	*5000*	*5000*	*5000*	*5000*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation[23]:	*The only additional administrative expense will be an administrative stipend for the Director of Graduate Studies.*				

Other Professional (Include salaries.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

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[22] The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

[23] Discuss whether new hires will be full-time or part-time.

Narrative/Explanation:					
Faculty (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	171191	175227	178731	182306	185952
Narrative/Explanation[24]:					
Graduate Assistants (Include salaries and/or stipends.)[25]	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	50,000	100000	150000	150000	150000
Existing	0	0	0	0	0
Narrative Explanation/Justification:	*We have planned for at least 2 PhD in HSR students to be supported as research assisstants ($25,000 each) on faculty members' federal grants in year 1. We expect this to increase to 4 students total in year 2 and 6 students total in year 3-5..*				
Student Employees (Include salaries and/or stipends.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Library (Include new journal subscriptions, collections, and electronic access.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year

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[24] If new hires are involved, explain whether new hires will be full-time or part-time.
[25] Identify the number of assistantships/stipends to be provided; include the level of support for each.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					

Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					

Faculty Development (Include travel, conference fees, consultants, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					

Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					

Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					

Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					

Total Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	55000	105000	155000	155000	155000
Existing	171191	175227	178731	182306	185952
TOTAL Program Budgeted Expenses/Requirements:	893407				

GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources	95968	191936	278904	287904	287904
Total Expenses/Requirements	226191	296936	333731	337360	340952

TOTAL NET COST:	_130223_	_105000_	_54827_	_49453_	_53048_

20. Course Descriptions (*complete for question 11n*)

20a	**Program Core Courses (includes pre-major and pre-professional courses)**
Prefix & Number	**Course Description (from the Bulletin or the most recent new/change course form)**
HSR 700	*This course reviews major scholarly advancements in the theories, methods, and applications of health services research. Students read, discuss, and critique historical and empirical writings concerning the development, organization, financing, and delivery of health services and their impact on population health and health system performance, including access, quality, and efficiency*
HSR 701	*This course exposes students to empirical articles in the field of health services research. Students critically evaluate research questions, methods, findings, and conclusions from empirical articles covering the impact of the organization, financing, and delivery of health services on health services use and outcomes.*
HSR 705	*The purpose of this course is to help students develop research logic, analytic, writing, and presentation skills. Students are required to propose and carry out a secondary data analysis research project suitable for submission to an empirical peer-reviewed research journal.*
HSR 710	*This course explores how to plan and conduct rigorous health outcomes research studies at the clinic and population levels. Students will learn how to formulate health outcomes research questions, design a study to investigate selected research questions, evaluate the validity and reliability of health outcomes measures, and identify appropriate statistical analyses.*
HSR 715	*This course reviews key topics in comparative effectiveness research (CER). Topics include systematic reviews and meta-analysis, study designs and modeling methods for evaluating the efficacy, effectiveness, and cost-effectiveness of devices, interventions, and health care delivery systems.*
HSR 720	*Students work under the direction of a faculty member on an ongoing research project, learning about the major components of the research process, including synthesis of existing literature, development of theoretical and empirical models and hypotheses, development of research protocols and instruments, collection and analysis of data, and interpretation and translation of study findings. .*
HSR 725	*This course is designed to provide students with the skills needed to fully participate in grant-funded research. The course will include attention to identifying potential funding sources, reading and understanding requests for proposals, and understanding the process of grant writing.*
CPH 767	*Dissertation Residency Credit.*

20b	**Program Guided Electives Courses (for the major)**
Prefix & Number	**Course Description (from the Bulletin or the most recent new/change course form)**
PA 692	*Maximum likelihood estimation, ordinary least squares (OLS) regression, instrumental variables (IV) regression, heteroscedasticityconsistent regression, fixed and random effects models, probit, logit and tobit models, and identification and two-state least squares estimation of simultaneous equations models.*
PA 795	*Analysis of specialized topics in public administration of particular interest to practitioners. May be repeated to a maximum of six credits.*
EPE 679	*Quantitative techniques for dealing with multiple measures of persons, programs, or products. Appropriate techniques for pretest-posttest designs, multiple outcome measures, reliability, time series and other situations where there are multiple measurements.*
EDP 707	*A study of several techniques for the analysis of educational outcomes utilizing multiple variables.*

PPS 704	*This course explores the theory and methods of measuring the performance and quality of pharmaceutical health outcomes emphasizing evidence-based practice and quality improve- ment approaches. Particularly, the course focuses on the use of data and information systems to measure quality, performance, and outcomes. Topics covered include designing and testing outcome based measures, measuring and evaluating satisfaction, measuring and evaluating treatment, risk adjustment, survey methods, patient records, encounter data, administrative data, claims data, and an assessment of the current outcome based standard National Committee on Quality Assurance, HEDIS 2009*
PPS 710	*Course not yet listed in bulletin.*
EDE 711	*This course will provide students with an overview of the theory and applications of advanced quantitative methods. A quantitative research method focuses on advanced quantitative methodologies used in methodologically-oriented studies in educational research, evaluation, and statistics. The goal of this course is to prepare students to analyze data using advanced quantitative methods. It covers topics in the areas of multilevel modeling, data mining, missing data, categorical data analysis, meta-analysis, and longitudinal data analysis. Other specific analysis techniques may also be explored. Given the advanced nature of the course, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course can be repeated for up to 12 credit hours*
EDE 712	*This course will provide students with an overview of the theory and applications of advanced psychometric methods. A psychometric method focuses on advanced psychometric methodologies used in methodologically-oriented studies in educational measurement and evaluation techniques. The goal of this course is to prepare students to analyze data using advanced psychometric methods. It covers topics in the areas of Rasch Modeling, Item Response Theory, Structural Equation Modeling, Advanced Survey Techniques, and Latent Variable Modeling (as well as additional techniques). Given the advanced nature of the course, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course can be repeated for up to 12 credit hours*
BST 762	*This course presents statistical techniques for analyzing longitudinal studies and repeated measures experiments that occur frequently in public health, clinical trials, and outcomes research. This course will cover linear mixed models, generalized linear mixed models and an introduction to nonlinear models as they apply to the analysis of correlated data*
CPH 631	*Students will learn design and analysis issues associated with well-known national health surveys, including reliability and validity of measurements, instrument validation, sampling designs, weighing of responses, and multiple imputations. Students will learn how to use statistical software to analyze data from complex survey designs. Lecture, two hours; laboratory, two hours per week* *CPH 635 and BST 634 are also guided electives, but this form does not allow space to add their descriptions.*
20c	**Program Free Electives Courses**
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	Students may select a 600-level (or higher number course) as an elective.

20d	**Courses for a Track.** (If multiple tracks are available, click <u>HERE</u> for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
ECO 601	☐ Track Core ☒ Track Elective	*An intensive course covering microeconomic theory and its various methodological and analytical techniques*
CPH 658	☒ Track Core ☐ Track Elective	*This course describes the role and methods of economics as applied to public health care delivery in the United States.*
ECO 724	☐ Track Core ☒ Track Elective	*This seminar in environmental economics deals with market failure, benefit-cost analysis, no market failure, valuations of environmental changes, and selected topics in environmental economics. Central to the course is valuing changes in health risks, risk perception, and behavior related to health risk. Selected topics include international issues, environmental equity and markets for environmental quality*
ECO 725	☒ Track Core ☐ Track Elective	*This course rigorously examines the organization, financing, and management of the US health care system and programs, and emphasizes economic analysis contemporary health policy concerns. By the end of the semester, students should have the institutional knowledge and analytic tolls needed to contribute to current public policy debates about health and medical care*
ECO 751	☐ Track Core ☒ Track Elective	*An advanced study of both how government activities influence allocation, relative prices and welfare and what is the proper role of the public sector in resource allocation. Relevant topics include: public goods, externalities, tax incidence, optimal taxation, benefit-cost analysis, public pricing, fiscal federalism, state-municipal finance and public choice*
	☐ Track Core ☐ Track Elective	*THIS IS FOR THE HEALTH ECONOMICS TRACK*
	☐ Track Core ☐ Track Elective	*SEE APPENDIX FOR THE SECOND TRACK ON HEALTH OUTCOMES*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

February 5, 2020

Jennifer Bird-Pollan
UK Senate Council Chair
203 E Main Building
Lexington, Kentucky

Dear Professor Bird-Pollan,

Please accept this letter of support for the implementation of a Doctoral Degree in Health Services Research (PhD HSR) in the College of Public Health (CPH). Our CPH Faculty Council approved this program on December 2, 2019.

The proposed PhD HSR program was designed to provide students with the theoretical and methodological foundations necessary to conduct creative and independent research on these issues with the ultimate goal of identifying evidence-based policy and management pathways to improve health care access, quality, and costs. The program will fill an important niche in graduate health professions education in Kentucky and the region that is not addressed by other existing or planned degree programs within the CPH or elsewhere at the University of Kentucky.

At present, CPH is well-situated to efficiently and effectively offer the PhD HSR degree. We have placed our DrPH program on hiatus and most students in that program will complete degree requirements by May 2020. Thus, our fiscal modeling illustrates that CPH has financial resources to invest in, and support, the program. Internal feasibility assessments demonstrated CPH's ability to offer an academically rigorous degree program.

In summary, offering a PhD HSR degree is feasible given CPH resources; supported by CPH faculty and staff; and, meets a unique academic market need. And, perhaps most importantly, this endeavor is consistent with the mission and values of CPH, specifically, and the University of Kentucky, more broadly.

If I can provide additional information, please don't hesitate to contact me.

Sincerely,

Donna K. Arnett, PhD
Dean and Professor
College of Public Health

Semester 1 (Fall Year 1): 12 credit hours
HSR 700 Health Services Research and Theory (3 credit hours)
CPH 712 Advanced Epidemiology (3 credit hours)
Concentration Course (3 credit hours)
Intermediate Statistics Course (3 credit hours)
HSR 701 Health Services Research Journal Club (0 credit hours)

Semester 2 (Spring Year 1): 12 credit hours
CPH 635-201 Databases and SAS Programming (3 credit hours)
EPI 714 Epidemiologic Study Design (3 credit hours)
Concentration Course (3 credit hours)
Concentration Course (3 credit hours)
HSR 701 Health Services Research Journal Club (0 credit hours)

Semester 3 (Summer Year 1): 3 credit hours
HSR 720 Directed Research (3 credit hours)

Semester 5 (Fall Year 2): 12 credit hours
HSR 705 Health Services Research Methods (3 credit hours)
Methods Course (3 credit hours)
Concentration Course (3 credit hours)
HSR 720 Directed Research (3 credit hours)
HSR 701 Health Services Research Journal Club (0 credit hours)

Semester 5 (Spring Year 2): 11 credit hours
Advanced Statistical Analysis Course (3 credit hours)
Elective Course
HSR 720 Directed Research (3 credit hours)
HSR 725 Developing Proposals for Health Services Research (2 credit hours)
HSR 701 Health Services Research Journal Club (0 credit hours)

Semester 6 (Summer Year 2)
Doctoral Candidate Examination
Dissertation Proposal Defense

Semesters 7 (Fall Year 3): 2 credit hours
CPH 767 Dissertation Residency Credit (2 credit hours)

Semester 8 (Spring Year 3): 2 credit hours
CPH 767 Dissertation Residency Credit (2 credit hours)
Dissertation Defense

See below

Dear Ty Borders ,

Thank you for submitting an Early Notice for **Health Services Research, PhD, Doctor of Philosophy (51.2299)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required

2. **Verification that OSPIE has reviewed the proposal:** Based on the documentation presented the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

IMPORTANT: Certificates (undergraduate and graduate) will be added to the CPE Inventory once they have been approved by the University Senate. For degree programs, an NOI will be submitted by the Office of Strategic Planning and Institutional Effectiveness to CPE and you will need to work closely with our office to ensure that your proposal meets all external CPE requirements and deadlines.

Should you have any questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact our office.

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Visit the Office of Strategic Planning and Institutional Effectiveness Website

Appendix

Disciplinary Concentrations (12 credit hours). The program offers students a choice between two disciplinary concentrations: (1) <u>health economics</u> or (2) <u>health outcomes</u>. The health economics concentration includes courses on microeconomic theory and methods for economic evaluation. The health outcomes concentration includes courses on health outcomes measurement and comparative effectiveness research.

    a. <u>Health Economics Concentration</u>
        Required concentration course:
        ECO 725 Health Economics *or* CPH 658 Health Economics (3 credit hours)

        Concentration electives (Students select 3 courses from below or other courses with approval by the DGS):
        ECO 601 Advanced Microeconomic Theory (3 credit hours)
        ECO 724 Environmental Economics (3 credit hours)
        ECO 751 Public Economics (3 credit hours)

    b. <u>Health Outcomes Concentration</u>
        Required concentration courses:
        HSR 710 Health Outcomes Res. Design, Measurement, and Analysis (3 credit hours)
        HSR 715 Comparative Effectiveness Research (3 credit hours)

        Concentration electives (Students select 2 courses from below or other courses with approval by the DGS):
        CPH 713 Pharmacoepidemiology (3 credit hours)
        PPS 700 Introduction to Pharmaceutical Outcomes and Policy (3 credit hours)
        KHP 673 Health Promotion and Behavior Change (3 credit hours)
        KHP 677 Health Promotion and Program Planning (3 credit hours)

INSTRUCTIONS

The faculty of each academic program, degree or certificate, are asked to complete this plan template during the 2019-20 academic year to guide assessment of the program-level student learning outcomes (PSLOs) during the upcoming cycle. Assessment plans are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) no later than **April 15, 2020** and should be submitted to the appropriate college and program folder in SharePoint.

A Quick Start Guide and other documentation as well as dates for live training sessions are provided on the OSPIE website. Training resources and session topics range from an overview of the new assessment process to principles and practice for student learning outcome assessment. Questions can be directed to OSPIE staff.

Reading the Quick Start Guide prior to completing the new plan template is strongly encouraged.

ABOUT THE PROGRAM

College or School *(example: College of Arts & Sciences)*   College of Public Health

Degree Type *(example: BA or MS)*   PhD

Program Name *(example: History)*   Health Services Research

Please provide the mission statement for the program. If one does not currently exist, provide the department or college mission statement.

> The mission of the College of Public Health is to develop health champions, conduct multidisciplinary and applied research, and collaborate with partners to improve health in Kentucky and beyond.

(Optional) Include any additional information about the program's history, development, or structure that may be beneficial in understanding the curriculum and how student learning is assessed.

ASSESSMENT CYCLE

All programs that do not have specialized accreditation and are not located in a department/college with a specialized accreditation should follow a 4-year PSLO assessment cycle. Programs that have specialized accreditation(s) or are within a college that has a comprehensive accreditation can develop an alternate PSLO and periodic review cycle in consultation with OSPIE.

Which cycle will the program being using?

☒ 4-year cycle [What does this look like?]

☐ Other (accredited programs/departments only)

If the program has selected "other" for the assessment and periodic review cycle, please append a copy of the proposed cycle and a brief justification to this plan.

ASSESSMENT COORDINATION AND RESOURCES

Individual(s) coordinating program-level student learning outcomes assessment

First and Last Name	Title/Position	Email
Dr. Tyrone Borders	Director of Graduate Studies	Ty.borders@uky.edu

Other individuals providing oversight, coordination, or support for assessment

First and Last Name	Title/Position
Andrea Perkins	Director of Accreditation and Assessment

(Optional) Other utilized resources for assessment (e.g. software such as rubrics or portfolios, evaluator stipends, etc.)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list the program-level student learning outcomes (PSLOs). If applicable, indicate which, if any, outcomes are required by your specialized accreditor(s) [What is this?]. Bachelor's degree programs must also indicate which outcome(s) map to the university's GCCR (Graduation Composition & Communication Requirement). The GCCR is not a requirement for certificates, graduate, or professional programs.

Space for up to 10 PSLOs has been provided below, but this does not imply that 10 outcomes are required. Program faculty should decide the appropriate number based on the design of the curriculum. Most programs have 3-8 outcomes, depending on the length of the program. If more than 10 lines are needed, either insert more lines into the table or submit a request to OSPIE@uky.edu for a template with additional lines for PSLOs.

PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
Example	*Graduates will be able to critically evaluate scientific literature related to drugs and disease to enhance clinical decision-making.*	☐	☐
1	*Understand critical health services research issues, including access, quality, and efficiency.*	☐	☐
2	*Apply theoretical knowledge and conceptual models in support of health services research.*	☐	☐
3	*Describe key issues and methods in a concentrated substantive area, such as health economics or health outcomes.*	☐	☐

Please provide a brief description of the process used to develop or revise current PSLOs and the extent to which program faculty were involved. If applicable, provide discussion of any attempts to align PSLOs with professional or accreditation standards, employer expectations and job skills, graduate program curricula, etc. If PSLOs are taken directly from an accreditor, discuss whether (and how) the PSLO statements were reviewed by the faculty to ensure they were comprehensive.

The PSLOs were developed by proposed PhD in Health Services Research (HSR) faculty members in the Department of Health Management and Policy, including Drs. Borders, Benitez, Sohn, and Waters. The PSLOs were selected after reviewing student learning outcomes and curricula at more established HSR programs (i.e., the University of North Carolina, University of Washington, and University of Michigan), as well as evidence about employer needs and demands (i.e., peer reviewed articles about the HSR workforce).

CURRICULUM MAP

Please create a map of the PSLOs to the curriculum. All required courses should be included in the left-hand column, and all PSLOs should span across the remaining columns. If desired, specific elective courses or elective "tracks" can be included (recommended). The purpose of the curriculum map is to show where each PSLO is emphasized within the curriculum. The level at which each PSLO is taught within a given course should be indicated as follows: introductory (I); reinforced (R); or mastery (M). Each PSLO should have at least an instance of I, R, and M across the curriculum, with the exception of certain graduate programs where introductory knowledge is provided at the undergraduate level. For assistance in developing a curriculum map, please visit the OSPIE website or contact the OSPIE team.

Course	PSLO1	PSLO2	PSLO3								
HSR 700 Health Services Research and Theory	I	I	I								
HSR 701 Health Services Research Journal Club	R	R	R								
HSR 705 Health Services Research Methods	R	R	R								

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HSR 720 Directed Research	R	R	R								
HSR 725 Developing Proposals for Health Services Research	M	M	M								

I = Introduced; indicates that students are introduced to the outcome
R = Reinforced and opportunity to practice; indicates the outcome is reinforced and students afforded opportunities to practice
M = Mastery at the senior or exit level; indicates that students have had sufficient practice and can now demonstrate mastery

ASSESSMENTS

Please complete the chart below by listing each assessment on a separate row, and including the requested information. Except for outcomes that focus on students' values or beliefs, at least 1 assessment should be direct. Ideally, all outcomes should have at least 2 assessments. If available, append a copy of the assessment measure/instrument (e.g. scoring rubric or sample questions) to this report. If a goal/target has already been set or can be set for a given measure/instrument, this should be included in the table. Otherwise, the program will need to determine and specify a target/goal when results are first reported for that instrument/measure. Note: space for only 15 instruments/measures have been provided. If space for additional assessment instruments/measures are needed, either insert additional rows into the table or contact OSPIE staff to receive a customized template with additional lines.

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
Comprehensive Exam	1 – 3	Direct	Students will complete a comprehensive written and oral examination of their competency of the curriculum pertaining to PSLOs 1-3 after completing all required	This measure was selected because it provides a thorough assessment of each student's competencies and abilities prior to moving on to propose	95% of students will earn a mean assessment of 2 or better (1=exceed expectations,		☒

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			courses, other than the dissertation. Each comprehensive examination committee member will complete an evaluation form about the student's performance corresponding to each PSLO (see rubric on last page).	and conduct original research.	2=meets expectations, 3=below expectations) on each PSLO.		
Dissertation proposal	1-3	Direct	Students will complete a dissertation proposal which will include a written proposal and an oral defense of the proposal. The proposal will be assessed by the dissertation faculty committee. Each committee member will complete a holistic evaluation form about the student's performance (see rubric on last page).	This measure was selected to assure that the student has demonstrated competencies and abilities required to perform/conduct the proposed dissertation research.	95% of students will earn a mean of 3 or better on a holistic scale.		☒
Dissertation	1-3	Direct	Students will complete a written dissertation of their research. The dissertation will be assessed by the dissertation committee. Each committee member will complete a holistic	This measure was selected to assure that the student has satisfactorily conducted an original research project and satisfied all of the required PSLOs.	95% of students will earn a mean of 3 or better on a holistic scale.	HSR 730 Doctoral Dissertation Research	☐

Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type (Direct or Indirect)	Assessment Instrument/Measure Description (What is this?)	Assessment Instrument/Measure Rationale (What is this?)	Benchmark or Goal (If Available) (What is this?)	Course(s) (If applicable)	Rubric or Example Appended?
			evaluation form about the student's performance (see rubric on last page).				

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ASSESSMENT REPORTING CYCLE

Please complete the chart below by providing the requested information for each learning outcome. Note: space for up to 10 PSLOs has been provided. If space for additional PSLOs are needed, either insert additional rows into the table or contact the OSPIE staff to receive a customized template.

PSLO #	Semester/ Year(s) Data Collected	Year(s) Results Submitted to OSPIE (see Results Report Definition)	Year(s) Reflection Report Submitted to OSPIE (see Reflection Report Definition)	Year(s) Action Report Submitted to OSPIE (see Action Report Definition)
1	Fall 2023	Summer 2024	Summer 2025	Summer 2026
2	Fall 2023	Summer 2024	Summer 2025	Summer 2026
3	Fall 2023	Summer 2024	Summer 2025	Summer 2026

FEEDBACK AND SUPPORT ON PSLO ASSESSMENT PLAN

Each program has the option of receiving formative feedback on its new or revised PSLO assessment plan from OSPIE staff members. OSPIE staff can provide suggestions for improvement to learning outcome statements, overall assessment plan design, curriculum mapping, standard setting, individual assessment tools, etc. If your program would like to receive feedback on its assessment plan, please indicate below:

☐   Yes, we would like to receive feedback.

☐   No thank you, not at this time.

If there are questions the program director or faculty did not have the opportunity to ask prior to submission of the PSLO assessment plan, and you would like to schedule a brief consultation with OSPIE staff, please indicate below:

☐   Yes, we would like to schedule an individual or group consultation.

☐   No thank you, not at this time.

RUBRICS

Comprehensive Examination Rubric: For *each* PSLO corresponding to the Comprehensive Examination, each Comprehensive Examination Faculty member will evaluate the student's performance using the following rubric.

1=exceeds expectations, 2=meets expectations, 3=below expectations

Dissertation Proposal Holistic Rubric: For the PSLOs corresponding to the Dissertation Proposal, each Dissertation Committee Faculty member will evaluate the student's overall performance using the following holistic rubric.

Acceptable:

1 - Approved with commendation, the level of scholarship in this dissertation proposal is exceptional.

2 - Acceptable, all crucial elements are included and adequately described.

3 - Approved, although revisions are strongly suggested in one or more important components that are of markedly lesser quality than the other sections. Comments on how to enhance quality are provided by the dissertation committee.

Unacceptable:

4- Must be revised and resubmitted because one or more essential components are not satisfactorily described.

5- Must be revised and resubmitted because one or more required elements are missing or previous requests for revision were ignored.

<u>Dissertation Holistic Rubric</u>: For the PSLOs corresponding to the Dissertation, each Dissertation Committee Faculty member will evaluate the student's overall performance using the following holistic rubric.

Acceptable:

1 - Approved with commendation, the level of scholarship in this dissertation is exceptional.

2 - Acceptable as written, all crucial elements are included and adequately described.

3 - Approved, although revisions are strongly suggested in one or more important components that are of markedly lesser quality than the other sections. Comments on how to enhance quality are provided by the dissertation committee.

Unacceptable:

4- Must be revised and resubmitted because one or more essential components are not satisfactorily described.

5- Must be revised and resubmitted because one or more required elements are missing or previous requests for revision were ignored.