

January 11, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Weber State University – Bachelor of Science in Public Health

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science (BS) in Public Health effective in fall 2017. The institutional Board of Trustees approved the degree on September 6, 2016.

Background

The Department of Health Administrative Services (HAS) in the Dumke College of Health Professions currently offers a BS degree with an emphasis in health promotion in conjunction with the Department of Health Promotion and Human Performance (HPHP) in the Moyes College of Education. As the interests of students in the HAS health promotion emphasis have shifted, the HAS department is proposing to establish a new BS in Public Health (with the health promotion degree still available through the HPHHP department). The proposed degree would focus on public health administration and epidemiology versus a health education focus in the current degree. Graduates would be prepared for entry-level positions at local and state departments of health, as well as master-level programs in public health, health administration, and biomedical informatics, with proper advising.

The WSU proposal documents a significant need for public health workers who are well trained and qualified, with local need corroborated by the Davis and Weber-Morgan county health departments. The proposed BS in Public Health is a 120-credit-hour program that has been developed in accordance with and will seek national accreditation through the Council on Education for Public Health. Five new courses will be developed, and one additional full-time and one or two additional adjunct faculty members will be added prior to implementation. Otherwise, existing courses, faculty and staff, and other resources at WSU are sufficient to offer the proposed degree.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Weber State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Weber State University's request to offer a BS in Public Health. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer a Bachelor of Science in Public Health.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Public Health effective Fall 2017. This program was approved by the institutional Board of Trustees on September 6, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Weber State University's Department of Health Administrative Services (HAS) has nationally-recognized and accredited programs in Health Administration and Health Information Management. The department currently offers a Bachelor of Science with an emphasis in health promotion, which is a dual degree shared with the College of Education's Department of Health Promotion and Human Performance (HPHP). The interest of the students enrolling in the HAS health promotion emphasis has been transitioning from health education to more public health administration and epidemiology. To meet this changing need, the HAS department has decided to sunset the health promotion emphasis and establish a new Bachelor of Science in Public Health. Students will not be impacted because the Health Promotion degree can still be earned in the Department of Health Promotion and Human Performance.

The new Bachelor of Science in Public Health (BSPH) will prepare graduates to take entry-level jobs in epidemiology and public health administration at local and state departments of health. Additionally, it will position them to take their education to the next level with a master's degree in Public Health, Health Administration, or Biomedical Informatics, with appropriate advising. Recent assessments of the public health workforce have identified a lack of qualified workers to fill entry-level positions at both the state and local levels.

The new BSPH program will be built upon the foundation of courses currently available in HAS, HPHP, and Microbiology. These existing courses cover concept areas such as management, communication, program planning, and public policy. The program will require the addition of five new courses to cover program-specific content like advanced epidemiology and population health, health data analytics, public health finance, and grant writing. Current faculty have the expertise, interest, and capability to cover these courses. This program, as with other programs within the HAS department, will be offered completely online and on-campus.

Keeping in line with the tradition of high-quality programs offered through the college and the department, this program will seek national accreditation. The Council on Education for Public Health (CEPH) is the accrediting body for public health programs at both the undergraduate and graduate levels. This proposal is in line with the accreditation requirements for BSPH programs. See Section VI, Student Standards of Performance, for a list of required courses and accreditation competencies.

In September 2011, the Public Health Accreditation Board (PHAB), a nonprofit organization, answered the call of the Institute of Medicine and began providing voluntary accreditation of state and local health departments. This accreditation is meant to improve performance and accountability of public health departments. The standards for accreditation state that health departments should be hiring qualified public health workers, assessing the skills and competencies of current staff, and providing them with any necessary education. Standards also state that the departments of health should be supporting and developing a pipeline for future public health workers. As stated in their enthusiastic letters of support, both the Davis and the Weber-Morgan Health Departments recognize the need for this new program.

The Dumke College of Health Professions and the Department of Health Administrative Services are well positioned to support this new program. This program is in line with the University mission, offering an academic program that will further research and provide public service and community-based learning to students. State and local health departments, and ultimately the citizens those departments serve, will benefit from the well-trained workers this program will produce.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The Weber State University mission includes providing baccalaureate degrees in science, as well as providing public service and community-based learning and serving as a leader in the community. The core themes of the mission are Access, Learning, and Community. The Bachelor of Science in Public Health program will open new doors to facilitate research and provide community-based learning activities that will not only benefit students, but also improve the health of surrounding communities. This program will follow the tradition of Weber State University, improving access to education for the non-traditional student by offering a degree that can be earned online or on-campus.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The purpose of the new BSPH program is to prepare graduates to take entry-level jobs in research, epidemiology, and public health administration at local and state departments of health. Additionally, it will position them to take their education to the next level with a master's degree in Public Health, Health Administration, or Biomedical Informatics, with appropriate advising. Recent assessments of the public health workforce have identified a lack of qualified workers to fill entry-level positions at both the state and local levels. Additionally, in an effort to improve the quality of both local and state departments of health, the Public Health Accreditation Board has started offering official accreditation of departments. This accreditation requires that health departments "encourage the development of a sufficient number of qualified public health workers" and "ensure a competent workforce through assessment of staff competencies, the provision of individual training and professional development, and the provision of a support work environment." These requirements identify an opportunity to partner with an educational institution and program such as the BSPH program being proposed here. The Weber-Morgan and Davis County Departments of Health have provided letters of support substantiating this need.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to Holsinger, Lewis, and Chen (2015), the public health workforce in the United States will require a conservative 250,000 additional new workers. To meet this need, current Association of Schools and Programs of Public Health (ASPHH) accredited programs will need to triple, or more, the current graduation rate. Sellers et al. (2015) analyzed data collected in a national survey of public health workers. They found only 17% of the respondents had any formal education in public health, identifying a potential need to educate those already in the workforce. Additionally, they found there are a significant number of public health workers planning to retire or leave the public health field (Sellers et al., 2015). Leadership from both the Weber-Morgan Health Department and the Davis County Health Department have provided letters of support for this proposal substantiating the need for qualified workers at the local level. Graduates from the proposed BSPH program would also be qualified to work in other related fields, such as biomedical informatics and biomedical research. With increased adoption of electronic medical records and the introduction of big data into the health field, the need for qualified workers in biomedical informatics is also growing (Dixon, McFarlane, Dearth, Grannis, & Gibson, 2015). While biomedical informatics is not exactly public health, the course of training included in the BSPH program would position graduates to be qualified to take entry-level positions in this and other closely-related fields.

References

Dixon, B. E., McFarlane, T. D., Dearth, S., Grannis, S. J., & Gibson, P. J. (2015). Characterizing Informatics Roles and Needs of Public Health Workers: Results From the Public Health Workforce Interests and Needs Survey. *Journal of Public Health Management and Practice*, 21, S130 -S140. <http://doi.org/10.1097/PHH.0000000000000304>

Holsinger, J. W., Lewis, A. L., & Chen, Q. (2015). Undergraduate Public Health Education: Does it Meet Public Health Workforce Needs? *Frontiers in Public*

Health, 3. <http://doi.org/10.3389/fpubh.2015.00001>

Sellers, K., Leider, J. P., Harper, E., Castrucci, B. C., Bharthapudi, K., Liss-Levinson, R., ... Hunter, E. L. (2015). The Public Health Workforce Interests and Needs Survey: The First National Survey of State Health Agency Employees. *Journal of Public Health Management and Practice*, 21(Suppl 6), S13 -S27. <http://doi.org/10.1097/PHH.0000000000000331>

Current Labor Market Data

The 2012-2022 Utah Occupational Projections for Government lists the employment growth rate as follows:

- Medical and Health Services Managers (HAS, Long-Term Care, and BSPH majors) 13.1% or 47 open positions in Utah
- Epidemiologists (BSPH majors) 3.3% or 14 open positions in Utah
- Statisticians (BSPH majors) 1.0% or 8 open positions in Utah
- Medical Records and Health Information Technicians (HIM majors) -3.5% or 9 open positions in Utah

The Bureau of Labor Statistics predicts employment growth rate for 2014-2024 as follows:

- Medical and Health Services Managers (HAS, Long-Term Care, and BSPH majors) 17%
- Epidemiologists (BSPH majors) 6%
- Statisticians (BSPH majors) 34%
- Medical Records and Health Information Technicians (HIM majors) 15%

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

A survey was sent to all students seeking advisement by the College of Health Professions admissions office in May 2016. This survey was sent to 150 students interested in health professions. The survey asked these students how interested they would be in pursuing a bachelor's degree in Public Health at Weber State University. One hundred thirty-six students responded to this survey (90.7%); 27.9% (n = 38) responded that they were most definitely interested, 55.9% (n = 76) responded that they were somewhat interested, and 16.1% (n = 22) responded not at all interested. The survey response indicates a strong interest in the proposed BSPH degree. Since it is unclear how this will equate to actual majors, the number of majors estimated for this proposal is conservative. The department could accommodate up to 25 new students in this program without adding additional resources. If the interest in this program is greater than estimated, the department and college are prepared to allocate additional resources to the program with internal reallocations.

In addition, many of the students enrolled in the Health Promotion emphasis in the Health Administrative Services department have expressed interest in more of the administrative and epidemiologic aspects of public health. There have also been inquiries about which Weber State University programs would best prepare students for entry-level positions in public health (specifically beyond the scope of health promotion and education) and qualify them for entry into a Master of Public Health program at another university.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

The addition of this new program is not meant to compete with other bachelor-level public health degrees in the state. Instead, the intent is to fill a gap in current degree offerings among Utah's public institutions of higher education. Utah State University offers a bachelor's degree in public health with an emphasis in either environmental health, industrial hygiene, or public health education. Utah Valley University offers public health bachelor-level programs in community and school health education.

Neither of these schools offers a bachelor's degree in public health focused on epidemiology or the administration of public health programs not related to health education. As a result, students graduating from these programs would pursue different jobs than those targeted by this proposal.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

This degree is different from the other undergraduate public health degrees being offered by USHE institutions. The impact to the other programs will be minimal, as this degree is intended to fill a gap in the public health programs currently being offered by USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

External review and accreditation will be sought from the Council on Education for Public Health (CEPH). CEPH is the only national accrediting body for public health programs. The program curriculum and requirements have been developed using CEPH accreditation standards. Accreditation will be sought after the first class graduates, in accordance with CEPH accreditation policies and procedures.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

General Education requirements will take between 38-46 credits depending on student preparation. Major core course requirements will take 58 credits with an additional 6 credits from a list of specific elective courses for a total of 64 credits from the major program (14 Prerequisite credits + 58 Core credits + 6 Elective credits - 10 Support credits that count towards GE = 68 credits in the major). This exceeds the limit of 63 major credits. This is the minimum necessary to achieve the standards for CEPH accreditation. Therefore, an exception is requested. Following university standards, 120 total credits will be required for this Bachelor of Science degree.

Admission Requirements

List admission requirements specific to the proposed program.

Admission requirements for the public health program will be consistent with the current requirements for other degrees in Health Administrative Services.

Entry requirements will include:

- Enrollment at Weber State University
- Completion of prerequisite courses with a grade of C or better
- University General Education Requirements
- HLTH 1030 SS - Health Lifestyles

- HTHS 1110/1111 - Integrated Human Anatomy and Physiology I & II
- MICR 1113 - Introductory Microbiology
- GPA of 2.5 or higher
- Completed application and application fee (\$25) - biannual application deadlines

Upon acceptance, a background check and drug screen will be required, at the expense of the student, for participation in onsite internship or capstone experiences. If a background check reveals a history of convicted criminal actions, or the drug screen reveals the presence of a non-prescribed controlled substance, the student will not be able to complete the program and will not be entitled to any refunds of tuition dollars or other fees.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The Department of Health Administrative Services is well positioned to host this new program. The basic administration and health care systems courses needed for this degree already exist within the department, along with the expertise and capacity to deliver them. Courses from the Microbiology and Health and Human Performance programs will be used to supplement and fill some content gaps. Five new courses will be required for the new program. These courses include (a) advanced epidemiology/population health, (b) health data analytics, (c) public health finance, (d) grant writing, and (e) a public health capstone course. The interest and capacity to create these courses exists among current faculty. Interest and capacity to cover the Program Chair responsibilities also exists among current faculty. Two adjunct faculty will be sought to deliver the Public Health Finance and the Grant Writing courses. In addition, a new faculty position will be added to the HAS department to be in place for the first year of the program. Existing staff will provide administrative support. There will be a potential need for one additional instructor position within five years if enrollment grows at or above expected rates.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Faculty requirements for CEPH accreditation include three full-time faculty (2.0 FTE), one of whom is the designated Program Chair contributing 1.0 FTE to the public health program; the other two must contribute a minimum of .5 FTE to the program. Existing faculty in the Health Administrative Services department, with the addition of one faculty line and one or two adjunct faculty, will be used to meet the remaining requirement. Current faculty have the expertise and background necessary to deliver the public health curriculum. The Program Chair will be responsible for providing student advisement. Adjunct faculty with related professional experience will be sought through public advertisement, as well as through local professional networks and associations.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The Health Administrative Services department currently has one full-time support staff. It is anticipated that the new program

will require only minimal staff support. The current staff can cover these duties and tasks.

Student Advisement

Describe how students in the proposed program will be advised.

The program chair will be responsible for student advisement. A degree map and student materials will be crafted to streamline the advising process. Program faculty will assist with advisement in the event enrollment exceeds the advising capacity of the program chair.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Public health publications required for course and practical experience are mostly online. With the exception of the five new courses, all of the courses included in the program have already been evaluated for library services. Librarian-assisted material searches may be required by a maximum of 10 students.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goals of this program are three-fold:

1. Produce graduates who possess the knowledge, skills, and abilities to operate successfully in entry-level epidemiology, public health administration, and research positions in the state and local departments of health.
2. Prepare graduates for continued education at the master-level in public health or a related subject.
3. Provide an academic experience for students that includes personal interaction with faculty, practical experience in the field, and the resources necessary to be successful in this program and in their future career.

Performance towards meeting these goals will be assessed using three methods. First, student performance and proficiency in the core public health competencies will be measured using the capstone course, as well as specific projects or assignments that cover those competencies within program courses. Second, graduates will be administered surveys at time of graduation and one year after graduation. This survey will assess placement and the student view of how well they were prepared for employment or the next level of school, based on which path they decided to take. Third, using employer information from the student survey, a focus group of employers will be assembled to assess their opinion of how well prepared the graduates from this program were. Additionally, thoughts on what should be improved or included in the curriculum will be solicited.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The core competencies for the Bachelor of Science in Public Health program come from the Council on Linkages Between Academia and Public Health Practice and include these categories:

- Analytical/Assessment (covered in following courses: HAS 4620, HAS 4700, HAS 4860, HIM 3200, HIM 3210, HIM

3500, HIM 3550)

- Policy Development/Program Planning (covered in the following courses: HAS 3000, HAS 3240, HAS 4320, HAS 4400, HAS 4500, HAS 4700, HAS 4860, HIM 3200, HLTH 3000)
- Communication (covered in the following courses: HAS 3000, HAS 3020, HAS 3150, HAS 3230)
- Cultural Competency (covered in the following courses: HAS 3230, HAS 3240, HAS 4400, HIM 3200, HIM 3210, MICR 3012)
- Community Dimensions of Practice (covered in the following courses: HAS 3000, HAS 3150, HAS 3230, HAS 4320, HAS 4620, HLTH 3000, MICR 3012)
- Public Health Science (touched on in all courses)
- Financial Planning and Management (covered in the following courses: HAS 3240, HAS 3260, HAS 3700, HAS 4320)
- Leadership and Systems Thinking (covered in the following courses: HAS 3000, HAS 3260, HIM 3210, HIM 3550)
- Human Health and Disease (covered in the following courses: HTHS 1110, HTHS 1111, HTHS 2230, HIM 3200, HIM 3210)

The Council on Education for Public Health has adopted these core competencies. Both summative and formative methods will be used to evaluate student proficiency with specific skills in each of these competencies. Formative assessment activities like assignments and quizzes will be used within each course to help students master these competencies through the identification of shortcomings and weaknesses. Summative assessment activities will be used at the course and program levels to formally measure student understanding and proficiency. Summative assessment will include midterm and final exams at the course level and the applied capstone course at the program level.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			46
Required Courses			
HAS 3000		The Health Care System	3
HAS 3020		Health Care Marketing	3
HAS 3150		Community Health Agencies and Services	3
HAS 3230		Health Communication	3
HAS 3240		Human Resource Development in Health Care	3
HAS 3260		Health Care Administrative and Supervisory Theory	3
HAS 4320		Health Care Economics and Policy	3
HAS 4400		Legal and Ethical Aspects of Health Administration	3
HAS 4860		Practicum / Internship	4
HAS 3700	×	Finance in Public Health	3
HAS 4500	×	Grant Writing	2
HAS 4700	×	Public Health Capstone	3
HIM 3200		Epidemiology and Biostatistics	3
HIM 3500		Biomedical Research Support	2
HIM 3210	×	Advanced Epidemiology and Population Health	3
HIM 3550	×	Health Care Data Analytics	3
MICR 3012/3502		Microbiology and Global Public Health or Environmental Health	2
HTHS 2230		Introductory Pathophysiology	3
HLTH 3000		Foundation of Health Promotion	3
ACT 2010		Survey of Accounting	3
HTHS 111		Integrated Human Anatomy and Physiology II (pre-requisite course)	4
Required Course Credit Hour Sub-Total			62
Elective Courses			
		Minimum of 6 credit hours from the following list	6
AT 1300		First Aid Responding to Emergencies (3)	
AT 2300		Emergency Response (3)	
AT 3600		Ergonomics for Health and Safety (3)	
HLTH 1110		Stress Management (3)	
HLTH 3160		Principles of Health Behavior (3)	
HLTH 3400		Substance Abuse Prevention (3)	
HLTH 3500		Human Sexuality (3)	
HTHS 110		Medical Terminology (2)	

Course Number	NEW Course	Course Title	Credit Hours
HAS 4620		International Health and Health Care (3)	
		Additional 6 credit hours of electives	6
Elective Credit Hour Sub-Total			12
Core Curriculum Credit Hour Sub-Total			120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Variable credits in this program would only be related to any variation in how the student meets Weber State University General Education requirements. The assumption of 49-50 credit hours in General Education is based on a maximum of a student needing to complete Math 1010 for 4 credits and CIL for all 4 credits, in addition to the other 36-38 required credits (Breadth = 24-25 credit hours and Core = 12-13). This program requires 14 credits of specific required General Education level courses as a prerequisite to program enrollment. Details of these requirements are included in the degree map. Also, there are as many as 6 credit hours of electives which can be taken in any department.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Freshman (Fall)	
Engl 1010 English Composition	3
HLTH SS1030 Healthy Lifestyles (pre-req and SS)	3
HTHS 1110 Integrated Human Anatomy/Physiology I (pre-req and LS)	4
Math 1010 Intermediate Algebra	4
1 Course to fulfill Creative Arts or Humanities	3
Total Semester Credits 17	
Freshman (Spring)	
Engl 2010 English Composition	3
HAS 3000 The Healthcare System	3
HTHS 1111 Integrated Human Anatomy/Physiology II	4
MICR 1113 Introductory Microbiology (pre-req and LS)	3
Quantitative Literacy (Math 1030, Math 1040, Math 1050)	3-4
Total Semester Credits 16-17	
Sophomore (Fall)	
Actg 2010 Survey of Accounting (pre-req)	3
HAS 3150 Community Health Agencies & Services	3
1 Course to fulfill Creative Arts or Humanities - Diversity	3
Computer & Info Literacy (1-4 courses or tests)	4
HIST 1700 American Institution	3
Total Semester Credits 16	
Sophomore (Spring)	
Econ 2010 Microeconomics (pre-req and SS)	3
1 Course to fulfill Physical Science	3
1 Course to fulfill Creative Arts or Humanities	3
HIM 3200 Epidemiology & Biostatistics	3
HTHS 2230 Pathophysiology	3
Total Semester Credits 15	
Junior (Fall)	
HIM 3210 Advanced Epidemiology & Population Health	3
HIM 3020 Health Care Marketing	3
HIM 3500 Biomedical Research Support	2
HLTH 3000 Foundations in Health Promotion	3
HAS 3230 Health Communication	3
Total Semester Credits 14	
Junior (Spring)	
HAS 4400 Legal and Ethical Aspects of Health Administration	3
HIM 3550 Health Care Data Analytics	3
HAS 4320 Health Care Economics & Policy	3
HIM 3020 Health Care Marketing	3
MICR 3012 Microbiology and Global Public Health or MICR 3502 Environmental Microbiology	2
Total Semester Credits 14	

Senior (Fall)	
HAS 4700 Public Health Capstone	3
HAS 3700 Public Health Finance	3
HAS 3260 Health Care Admin. & Supervisory Theory	3
HAS 3240 Human Resource Development	3
1 Elective	1 or 2 (as needed)
Total Semester Credits 14	
Senior (Spring)	
HAS 4860 Practicum/Internship	4
HAS 4500 Grant Writing	2
1 Course to fulfill Public Health Elective	3
1 Course to fulfill Public Health Elective	3
1 Elective	1 or 2 (as needed)
Total Semester Credits 14	
Total Bachelor Credits 120	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	2	1	1
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1		5
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			1
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Miland	Palmer	Other	MPH	University of Utah	100	Instructor sta
	Ken	Johnson	T	PhD	University of Utah	10	
	Macey	Buker	Other	CPA/MHA	Weber State University	35	Instructor sta
	Brian	Cottle	Other	MHA	Weber State University	25	Instructor sta
	Cory	Moss	TT	DHA	Central Michigan University	25	
	Lindsay	Garr	Other	MHA	Weber State University	25	Instructor sta
	Heather	Merkley	Other	MEd	Weber State University	10	Instructor sta
	Darcy	Carter	TT	DHSc	AT Still University	10	
Part Time Faculty							
	Brandon	Cassel	Other	MHA	Weber State University	as needed	Adjunct
	Ryan	Tripp	Other	MHA	Weber State University	as needed	Adjunct
	Kristi	Jones	Other	BS	Weber State University	as needed	Adjunct

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	N/A				
Faculty: Part Time with Doctorate	N/A				
Faculty: Full Time with Masters	N/A				

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters	N/A				
Faculty: Full Time with Baccalaureate	N/A				
Faculty: Part Time with Baccalaureate	N/A				
Teaching / Graduate Assistants			N/A		
Staff: Full Time	N/A				
Staff: Part Time	N/A				

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	474	491	510	531	554	579
# of Majors in Proposed Program(s)		10	20	30	42	46
# of Graduates from Department	172	189	208	229	252	277
# Graduates in New Program(s)		0	0	0	10	10
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$572,690					
Operating Expenses (equipment, travel, resources)	\$16,510					
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$589,200	\$589,200	\$589,200	\$589,200		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$494,391	\$94,809				
Special Legislative Appropriation						
Grants and Contracts	\$94,809	(\$94,809)				
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$589,200	\$589,200	\$589,200	\$589,200		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Expenses for the BSPH program are shared with all of the majors in the Health Administrative Services department. Many of the HAS and HIM courses fulfill requirements for the other majors. Adding this new program will add a few students into courses that are already being delivered using department resources. The new program will add five new courses to the department that will be used as electives in the other majors offered.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

This program will add students into existing course sections, but the department feels that this can be easily absorbed.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Funding for a full-time faculty position (Miland Palmer) that was supported by a grant was added to the base budget in year 1 using funding allocated for new faculty positions in high demand/market areas. The grant also funded 50% of one other faculty position (Pat Shaw) as reassigned time for grant management. This grant will end September 30, 2017; as a result, this time will come back to the HAS department. This shift in resources will free up load for Miland Palmer for the new BSPH courses, as Pat and other HIM faculty will return to teaching the courses Miland covered during the grant.