

July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Population Health with Emphases in Health Care Administration and Public Health

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Population Health effective in fall 2017. The institutional Board of Trustees approved the degree on March 10, 2017.

Background

The DSU proposal makes note of the Triple Aim Initiative of the Institute for Healthcare Improvement, which advocates for reducing healthcare costs, improving patient care, and improving the health of populations; this, in turn, has led to calls for educational programs to be broader and more interdisciplinary. Accordingly, the proposed Population Health major at DSU would include core courses leading to broad understanding of population health, along with an emphasis in either Health Care Administration or Public Health. While these career paths have traditionally required a graduate degree, more recently there have been calls for entry-level professionals with specific undergraduate preparation afforded by the proposed DSU degree.

The proposed degree would be part of DSU's expanding Department of Health & Human Performance in the College of Health Sciences. Multiple sources cited in the DSU proposal point to a pressing need for more public health workers and medical and health services managers over the coming decade. The proposed degree would also provide a viable alternative for DSU students who may not be admitted to nursing or other highly-competitive programs in the health sciences. In addition to direct employment possibilities, an undergraduate degree in population health could also prepare students for admission to various graduate programs in the health sciences. Student interest in the proposed BS in Population Health is projected to be high (100+ graduates in year 5), and DSU anticipates adding significantly to the department budget in the first three years to hire additional faculty, etc.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie 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 Dixie State University's request to offer a BS in Population Health. There are no additional policy issues relative to the approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Population Health with Emphases in Health Care Administration and 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

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Population Health effective Fall 2017. This program was approved by the institutional Board of Trustees on March 10, 2017.

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

Population Health is a relatively new framework for understanding and improving the health of individuals and communities. As broadly defined by the Institute of Medicine, Population Health is "the health outcomes of a group of individuals, including the distribution of such outcomes within the group." Population health outcomes are the product of multiple determinants of health, including: medical care, public health initiatives, lifestyle/behaviors, social factors, environmental factors, and genetics (Kindig, D. and Stoddart, G. 2008). The Institute for Healthcare Improvement has promoted a Triple Aim Initiative which advocates for simultaneously reducing the cost of health care, improving the quality of patient care, and improving the health of populations through social policy and health promotion and disease prevention programs (Berwick et al., 2008). This revised emphasis on cooperation across sectors has led to calls for educational programs to be more broadly focused and interdisciplinary. In response, some colleges are reorganizing under this population health framework and some universities are starting interdisciplinary undergraduate degrees in population health.

Berwick, D. M., T. W. Nolan, and J. Whittington. 2008. The Triple Aim: Care, health, and cost. *Health Affairs* 27(3):759-769. Harvard Pilgrim Health Care Institute. 2013. Department of population medicine. Retrieved from <http://content.healthaffairs.org/content/27/3/759.full>. Accessed 11/26/16).

Kindig, D. and Stoddart, G. 2008. What Is Population Health? *Am J Public Health*. 93(3): 380 -383. PMID: PMC1447747.

#### 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/](http://higheredutah.org/policies/policyr312/).*

The proposed program is consistent with Dixie State University's mission as a public comprehensive university "dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment."

### 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.*

Dixie State University maintains a strong partnership with the Health and Wellness Center at the Dixie Regional Medical Center - Intermountain Healthcare. This proposal aligns to the needs of this center and many others throughout the Southern Utah region.

The proposed Population Health major will require a core of courses that will prepare all students in the major to understand the breadth of population health in the U.S. and to be leaders in interdisciplinary activities in their respective professions. Building on this core, the major will offer two areas of emphasis. Students can choose to specialize in two growing sectors of population health: public health and health care administration. Traditionally, these two career paths have been limited solely to those with graduate degrees. However, recently there have been calls for entry-level professionals with specific undergraduate

preparation, and baccalaureate-level accreditation now exists for both emphases. Currently, only one private university in Utah, Brigham Young University, offers an undergraduate degree with an emphasis in public health, and two public universities, Utah Valley University and Weber State University, offer emphases in health care administration (UVU, a B.S. in Community Health, and WSU, a B.S. in Health Services Administration). However, none of these emphases requires a specific Population Health core. Perhaps the strongest undergraduate programs in both public health and health care administration in the mountain west region are at the University of Nevada, Las Vegas, which also offers graduate degrees in both areas. Offering a Population Health major with these emphases will allow students in the lower half of the state who are interested in these careers to stay in Utah.

B.S. in Public Health, Brigham Young University. Retrieved from: <https://catalog.byu.edu/life-sciences/health-science>. Accessed 11/26/16.

B.S. in Community Health - Health Services Administration Emphasis, Utah Valley University. Retrieved from: <https://www.uvu.edu/catalog/current/departments/public-and-community-health/community-health-health-services-administration-emphasis-bs/>. Accessed on 11/26/16.

B.S. in Health Services Administration, Weber State University. Retrieved from: <http://weber.edu/HAS/>. Accessed on 11/26/16.

## 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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

In 2008, the Association of Schools of Public Health (ASPH) released a report on the shortage of public health professionals, concluding at that time that more than 250,000 additional public health workers would be needed by 2020. The report states that:

“Leading public health organizations, including the Centers for Disease Control and Prevention, the American Public Health Association, the Association of State and Territorial Health Officials and the Institute of Medicine agree that the current workforce is inadequate to meet the needs of the US and global populations. Given the growing complexity of public health challenges, more specialists will need to be trained in additional public health sub-disciplines. The existence of a significant public health workforce shortage in the U.S. is generally acknowledged but difficult to quantify, given numerous challenges including inconsistent enumeration of the existing workforce and no systematic effort to date to assess national needs.”

The authors of the report called for increasing public health educational capacity and increasing the diversity of the public health workforce, including baccalaureate-trained practitioners. Public health has many unique job titles, many of which do not have specific employment data. The Bureau of Labor Statistics projects that just one segment of the public health workforce, community health educators and workers, will grow 12-15% by 2024, faster than average. The Utah Department of Workforce Services Job Outlook, predicts an average annual growth rate of 2.9% for this one sector of public health, which is faster than the average growth rate for other occupations.

<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

<https://jobs.utah.gov/wi/data/employment/indprojections.html>

Undergraduate programs in Health Care Administration started appearing in the 1970's, but there has been increased interest in recent years. The Bureau of Labor Statistics projects much faster than average growth (17%) for Medical and Health Services Managers, adding more than 50,000 new positions by 2024. The Utah Department of Workforce Services Job Outlook, predicts an average annual growth rate of 3.2%, which is faster than the average growth rate for other occupations, adding about 150 new positions per year.

<https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm>

<https://jobs.utah.gov/wi/data/employment/indprojections.html>

## 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.*

DSU continues to grow its enrollment and serve the ongoing growth of its region. Additionally, the programs in the DSU College of Health Sciences are not able to keep up with student demand. For example, approximately 200 students apply each year to DSU's Nursing program after having already completed many prerequisites for the program. The program is currently capped at 80 students. Other DSU clinical health programs are capped at much smaller cohorts. This leaves 120 students, many of whom are from Washington County and wish to study at DSU, with little or no options to transfer to and apply these prerequisites. DSU reached out to Sam Houston University in Houston, Texas, which had a similar challenge. Sam Houston confirmed that a Population Health program with varying emphases has been proven to be a wildly successful option for students who are not admitted in to a nursing program, or another health program. DSU is confident that its experience of adding this degree will be proportionately similar to that of Sam Houston.

## 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)?*

Currently, only one private university in Utah, Brigham Young University, offers an undergraduate major with an emphasis in public health, and two public universities, Utah Valley University and Weber State University, offer emphases in health care administration (UVU, a B.S. in Community Health, and WSU, a B.S. in Health Services Administration). However, none of these emphases requires a specific Population Health core. Perhaps the strongest undergraduate programs in both public health and health care administration in the mountain west region are at the University of Nevada, Las Vegas, which also offers graduate degrees in both areas. Offering a Population Health major with these emphases will allow students in the lower half the state interested in these careers to stay in Utah.

## 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 [higher.utah.org/policies/policy315/](http://higher.utah.org/policies/policy315/). 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.*

As DSU continues to attract students from across its region, it anticipates that this program will have little or no effect on other institutions. This program will also serve as a pipeline of qualified students for the new graduate programs (physical therapy, occupation therapy, physician assistant) to be offered in St. George in collaboration with the University of Utah.

## 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.*

Nationally-recognized, baccalaureate-level accreditation is available for the emphases within the Population Health major.

The Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs outside schools of public health. Started in 2013 and amended in 2016, CEPH offers accreditation for stand-alone baccalaureate programs. The Public Health emphasis in this proposed major meets the curricular and experiential requirements for accreditation. An additional requirement for accreditation is 2.0 FTE faculty with public health expertise. Accreditation typically takes about three years after graduating first cohort and making application. The fees for first time accreditation are approximately \$5,500 and then about \$3,300 annually.

The Association of University Programs in Health Administration (AUPHA) is recognized by the U.S. Department of Education

to accredit health care administration programs. Started in 2012 and amended in 2013, AUPHA offers certification for baccalaureate programs in health care administration. The Health Care Administration emphasis in this proposed major meets the curricular and experiential requirements for certification. An additional requirement for certification for programs with less than 150 students is 2.0 FTE faculty with health care administration expertise. Certification typically takes about 2.5 years after graduating first cohort and making application. The fees for first time accreditation are approximately \$4,000 and then about \$3,200 annually.

## 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](http://higheredutah.org/policies/R401).*

Students must complete 120 credits to graduate with a Bachelor of Science in Population Health. The major will require a minimum of 40 upper-division credits within the 120 required, and all students must complete at least 30 hours of upper-division credit from DSU for institutional residency.

### Admission Requirements

*List admission requirements specific to the proposed program.*

DSU is an open-admission institution. The program prerequisites are required before being admitted into the programs.

### 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 program will be housed in the Department of Health & Human Performance. No new organization structures will be needed to deliver the program. Some of the courses required for the program are currently being taught in other departments and colleges. These departments and colleges have been advised that there may be an increase of students in to these classes due to the offering of this program. Existing plans and mechanisms are in place to add additional sections as needed.

### 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.*

Existing faculty are not sufficient, and two full-time faculty will need to be recruited to support this program. Additional faculty/instructors will be hired as needed.

## 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.*

An administrative assistant was recently hired in the Department of Health & Human Performance and will support this program. Additional advisement will need to be provided commensurate with the growth of the program.

## Student Advisement

*Describe how students in the proposed program will be advised.*

The advisor will guide students through the post-freshman review, degree requirements, and course selection. Faculty will help with advisement in coursework and professional career direction once students have declared to the Population Health program.

## Library and Information Resources

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

DSU has access to many top journals and collections through its EBSCO subscription including: Bioethics, Consumer Health, & Health Administration.

## 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 Population Health major will prepare students to understand the breadth of population health in the U.S. and globally, and to be leaders in interdisciplinary activities in their respective professions by improving the quality of patient care and the health of populations through social policy, health promotion, and disease prevention programs. The emphases in the major will seek accreditation. Program assessment for this major will be developed to satisfy the requirements for these accreditations. The program will conduct annually assessments of learning outcomes and use assessments for program improvement.

Full-time faculty will participate in the governance of the program, including curriculum design, student advising, and program assessment and improvement. The University will assure that the program leader, all full-time faculty, and adjunct faculty have advanced training and professional experience and/or scholarship within their respective emphases. The majority of instructors will be full-time departmental faculty. For accreditation, faculty and a leader with doctoral-level degrees are preferred.

Students will receive qualified advisement for course selection and professional guidance. Advisement will commence the first semester in the program and continue regularly throughout program.

The program is committed to an appreciation of diversity in students and faculty, research and community service, and curriculum. Instruction will use a variety of experiential techniques, such as service learning, guest speakers, practitioner instructors where appropriate, and internships. All majors will be required to complete at least a 200-hour faculty supervised internship.

Through surveys or other data collection measures, the program will assess currently-enrolled students, graduated former students, and important community stakeholders, such as internship preceptors, adjunct practitioner instructors, employers of

alumni, and other key community partners.

At minimum, data collection will monitor:

1. grades for coursework compared against standardized rubrics representing core competencies in each emphasis
2. enrollment, retention rates, GPA, and progress toward degree
3. graduation rates (with a goal of 70% within six years)
4. job placement or admission to graduate school (with a goal 80% placement within one year)
5. periodic and exit interviews to determine satisfaction with instruction and advising
6. alumni satisfaction and career progress
7. internship preceptor feedback
8. emphasis-level, community stakeholder advisory board feedback (at least annually)

### 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.*

In addition to the Population Health required courses and emphasis specific courses, students will have a strong foundation in:

- basic sciences, including the life sciences, biology, human anatomy/physiology, and disease
- basic social sciences, including history, sociology, culture, economics, government and human psychology and behavior
- basic computational math and statistics
- cross-cutting skills, including oral and written communication, computer literacy, and the ability to locate and use information

Students will complete an academic cumulative experience as part of the capstone course that will allow them to demonstrate competence in integrating concepts across the curriculum. All students will also participate in a community-based practical experience of at least 200 hours that will allow them to observe real-life practice and to be given some autonomy to demonstrate mastery of professional skills.

For accreditation, the Health Care Administration emphasis will provide instruction in the following content areas. Each content area can be addressed through a variety of learning experiences and the learning experiences can be in a single course or spread across the curriculum. (See Criteria for Undergraduate Program Certification. Retrieved from <http://www.aupha.org/membership/certification>. Accessed on 11/26/16):

- "The US Healthcare System
- Population/community health
- Cultural competence/diversity
- Organizational development/organizational behavior theory
- Management of healthcare organizations
- Operations assessment and improvement
- Management of human resources and health professionals
- Information systems management and assessment
- Healthcare Law
- Governance
- Health policy
- Leadership
- Statistical analysis and application to decision making
- Healthcare Economics
- Healthcare Marketing
- Financial analysis and management
- Ethics in business and healthcare decision-making



- Strategy formulation and implementation
- Quality assessment for patient care improvement
- Managerial Epidemiology
- Research Methodology”

For accreditation, the Public Health emphasis will provide instruction in the following domains. Each domain can be addressed through a variety of learning experiences and the learning experiences can be in a single course or spread across the curriculum. (See Accreditation Criteria Standalone Baccalaureate Programs. Amended July 2016. Retrieved from <http://ceph.org/assets/SBP-Criteria.pdf>, Accessed on 11/26/16):

- “the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology”

Through a combination of learning experiences, students will be exposed to the basics skills necessary for career success, including (See Accreditation Criteria Standalone Baccalaureate Programs Amended July 2016. Retrieved from <http://ceph.org/assets/SBP-Criteria.pdf>, Accessed on 11/26/16):

- “advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic
- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership”

## 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					30
Required Courses					
<input type="radio"/>	<input type="radio"/>	MATH 1040		Statistics	3
<input type="radio"/>	<input type="radio"/>	BIOL 2320 & 2325		Human Anatomy & Lab	5
<input type="radio"/>	<input type="radio"/>	BIOL 2420 & 2425		Human Physiology & Lab	4
<input type="radio"/>	<input type="radio"/>	CHEM 1110 & 1115		Elem General/Organic Chemistry & Lab	5
<input type="radio"/>	<input type="radio"/>	PSY 1010, SOC 1010	<input type="checkbox"/>	Social & Behavioral Sciences Foundation	3
<input type="radio"/>	<input type="radio"/>	NFS 1020		Nutrition	3
<input type="radio"/>	<input type="radio"/>	FCS 1500 or PSY 1110	<input type="checkbox"/>	Human Development Lifespan	3
<input type="radio"/>	<input type="radio"/>	ANTH 1010, SOC 1010	<input type="checkbox"/>	Cultural Competence & Diversity	3
<input type="radio"/>	<input type="radio"/>	HLOC 1000		Medical Terminology	2
<input type="radio"/>	<input type="radio"/>	HLOC 1010		Intro to Health Professions	2
<input type="radio"/>	<input type="radio"/>	HLTH 2010	X	Health & Disease	3
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>	HLTH 3010	X	Population & Community Health	3
<input type="radio"/>	<input type="radio"/>	HLTH 3020	X	US & World Health Systems	3
<input type="radio"/>	<input type="radio"/>	HLTH 4010	X	Biostatistics & Epidemiology	2
<input type="radio"/>	<input type="radio"/>	HLTH 4910	X	Population Health Capstone	3
<input type="radio"/>	<input type="radio"/>	HLTH 4920	X	Internship (must take Capstone before Internship)	3
Required Course Credit Hour Sub-Total					50
Elective Courses					
<input type="radio"/>	<input type="radio"/>			Complete at least 9 credits from below:	
<input type="radio"/>	<input type="radio"/>	PSY 2800		Human Sexuality in a Diverse Society	3
<input type="radio"/>	<input type="radio"/>	COMM 3180		Provider & Patient Relations	3
<input type="radio"/>	<input type="radio"/>	COMM 3200		Community Health Communication	3
<input type="radio"/>	<input type="radio"/>	COMM 3230		Health Communication	3
<input type="radio"/>	<input type="radio"/>	ENGL 3130		Grant & Proposal Writing	3
<input type="radio"/>	<input type="radio"/>	HLTH 2700	X	Consumer Health Issues	3
<input type="radio"/>	<input type="radio"/>	HLTH 3040	X	Environmental Health	3
<input type="radio"/>	<input type="radio"/>	HLTH 3385	X	Healthcare Quality and Safety	3
<input type="radio"/>	<input type="radio"/>	HLTH 3600	X	Patient Navigation	3
<input type="radio"/>	<input type="radio"/>	HLTH 3750	X	Health Determinants & Disparities	3

		Course Number	NEW Course	Course Title	Credit Hours
<input type="radio"/>	<input type="radio"/>	HLTH 3800	×	Genetics & Disease	3
<input type="radio"/>	<input type="radio"/>	HLTH 3900	×	Infectious Disease	3
<input type="radio"/>	<input type="radio"/>	HLTH 4020 or DHYG <input type="checkbox"/>	×	Research Methodology	2
<input type="radio"/>	<input type="radio"/>	HLTH 4310	×	Health Promotion	3
<input type="radio"/>	<input type="radio"/>	HLTH 4500	×	Global Health	3
<b>Elective Credit Hour Sub-Total</b>					9
<b>Core Curriculum Credit Hour Sub-Total</b>					89

Can students complete this degree without emphases? Yes or  No

		Course Number	NEW Course	Course Title	Credit Hours
		Name of Emphasis: <b>Public Health</b>			
<input type="radio"/>	<input type="radio"/>	COMM 3200		Community Health Communication	3
<input type="radio"/>	<input type="radio"/>	HLTH 3040	×	Environmental Health*	3
<input type="radio"/>	<input type="radio"/>	HLTH 3750	×	Health Determinants & Disparities	3
<input type="radio"/>	<input type="radio"/>	HLTH 4020 or DHYG <input type="checkbox"/>	×	Research Methodology	2
<input type="radio"/>	<input type="radio"/>	HLTH 4030 or DHYG <input type="checkbox"/>	×	Leadership & Group Dynamics	2
<input type="radio"/>	<input type="radio"/>	HLTH 4310	×	Health Promotion	3
<input type="radio"/>	<input type="radio"/>	HLTH 4400	×	Health Law & Policy	3
<input type="radio"/>	<input type="radio"/>	HLTH 4500	×	Global Health	3
<input type="radio"/>	<input type="radio"/>			Nine credits of additional major elective	9
<b>Emphasis Credit Hour Sub-Total</b>					31
<b>Total Number of Credits to Complete Program</b>					120
Remove this emphasis					

		Course Number	NEW Course	Course Title	Credit Hours
		Name of Emphasis: <b>Health Care Administration</b>			
<input type="radio"/>	<input type="radio"/>	CIS 2010 & MIS 3050 <input type="checkbox"/>		Business Computer Proficiency & Management Information Systems	6
<input type="radio"/>	<input type="radio"/>	MGMT 3400		Management & Organizations	3
<input type="radio"/>	<input type="radio"/>	MGMT 3600		Operations Management	3
<input type="radio"/>	<input type="radio"/>	MGMT 4300		Human Resource Management	3
<input type="radio"/>	<input type="radio"/>	MGMT 4600		Six Sigma I	3
<input type="radio"/>	<input type="radio"/>	HLTH 3500	×	Financial Analysis	3
<input type="radio"/>	<input type="radio"/>	HLTH 4030 or DHYG <input type="checkbox"/>	×	Leadership & Group Dynamics	2
<input type="radio"/>	<input type="radio"/>	HLTH 4100	×	Health Law & Policy	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	HLTH 4300	×	Healthcare Marketing	3
+ -	HLTH 4790	×	Management of Healthcare Organizations & Strategy	3
<b>Emphasis Credit Hour Sub-Total</b>				32
<b>Total Number of Credits to Complete Program</b>				121
Remove this emphasis				

### Program Curriculum Narrative

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

#### Population Health Curriculum including General Education

\*May apply towards GE requirement

#### General Education Courses

Institutional Requirement in Computer Literacy 0-6

#### General Education Core Requirements

English GE Courses 3-7

Information Literacy GE Course 0-1

Mathematics GE course (Quant Reasoning OR Algebra) 3-5

American Institutions GE course(s) 3-6

#### General Education Breath and Depth Requirements

Life Sciences GE course 3-10

Physical Sciences GE course 3-5

Fine Arts GE course 3

Literature/Humanities GE course 3

Social & Behavioral Sciences GE course 3

Exploration GE course 3-5

Global & Cultural Perspectives Courses 0-6

**General Education Credit Hour Sub-Total 30**

#### Major Required Courses

ANTH 1010, SOC 1020, SOC 3630, EDUC 2400, COMM 3190, or NURS 3300 Cultural competence & diversity course 3

BIOL 2320/2325\* Human Anatomy & Lab 5

BIOL 2420/2425\* Human Physiology & Lab 4

CHEM 1110\* & CHEM 1115\* Elem General/Organic Chemistry & Lab 5

FCS 1500\* or PSY 1100\* Human Development Lifespan 3

MATH 1040\* Statistics 3

NFS 1020\* Nutrition 3

PSY 1010\*, SOC 1010\*, SOC 1020\* OR SOC 1200\* Social & Behavioral Sciences Foundation 3

HLOC 1000 Medical Terminology 2  
HLOC 1010 Intro to Health Professions 2  
HLTH 2010 (new) Health & Disease 3  
HLTH 3010 (new) Population & Community Health 3  
HLTH 3020 (new) U.S. & World Health Systems 3  
HLTH 4010 (new) Biostatistics & Epidemiology 2  
HLTH 4910 (new) Population Health Capstone 3  
HLTH 4920 (new) Internship (must take Capstone before internship) 3

**Major Required Credit Hour Sub-Total 50**

**Population Health Electives (complete 9 credits)**

HLTH 2700 (new) Consumer Health Issues 3  
HLTH 3040 (new) Environmental Health 3  
HLTH 3385 (new) Healthcare Quality and Safety 3  
HLTH 3600 (new) Patient Navigation 3  
HLTH 3750 (new) Health Determinants & Disparities 3  
HLTH 3800 (new) Genetics & Disease 3  
HLTH 3900 (new) Infectious Disease 3  
HLTH 4020 or DHYG 4020 (new) Research Methodology 2  
HLTH 4310 (new) Health Promotion 3  
HLTH 4500 (new) Global Health 3  
COMM 3180 Provider & Patient Relations 3  
COMM 3200 Community Health Communication 3  
COMM 3230 or HLOC 3230 Health Communication 3  
ENGL 3130 Grant & Proposal Writing 3  
PSY 2800 Human Sexuality in a Diverse Society 3

**Health Care Administration Emphasis Required Courses**

CIS 2010 & MIS 3050 Business Computer Proficiency & Management Information Systems 6  
MGMT 3400 Management & Organizations 3  
MGMT 3600 Operations Management 3  
MGMT 4300 Human Resource Management 3  
MGMT 4600 Six Sigma I 3  
HLTH 3500 (new) Financial Analysis 3  
HLTH 4030 or DHYG 4030 (new) Leadership & Group Dynamics 2  
HLTH 4100 (new) Health Law & Policy 3  
HLTH 4300 (new) Healthcare Marketing 3  
HLTH 4790 (new) Management of Healthcare Organizations & Strategy 3

**Health Care Administration Emphasis Required Courses Credit Hour Sub-Total 32**

**Public Health Emphasis Required Courses**

COMM 3200 Community Health Communication 3  
HLTH 3040 (new) Environmental Health 3  
HLTH 3750 (new) Health Determinants & Disparities 3  
HLTH 4020 or DHYG 4020 (new) Research Methodology 2  
HLTH 4030 or DHYG 4030 (new) Leadership & Group Dynamics 2  
HLTH 4310 (new) Health Promotion 3  
HLTH 4400 (new) Health Law & Policy 3  
HLTH 4500 (new) Global Health 3

Choose 9 additional credits from Population Health Electives

**Public Health Emphasis Required Courses Credit Hour Sub-Total 31**

## 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.

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
CIS 1200	3	GE Literature/Humanities	3
GE English: ENGL 1010	3	GE Social & Behavioral: SOC 1020	3
LIB 1010	1	GE Life Sciences: BIOL 1300	1
GE Math 1040	3	GE Life Sciences cont.: BIOL 2320/2325	5
GE American Institutions	3	GE English: ENGL 2010	3
HLOC 1010	2		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
GE Life Sciences: BIOL 2420/2425	4	GE Fine Arts	3
GE Exploration: NFS 1020	3	GE Global/Cultural: FCS 1500/PSY1100	3
GE Physical Sciences: CHEM 1110 & 1115	5	HLTH 2010 Health & Disease	3
GE Cultural Competence & Diversity	3	HLTH 3010 Population & Community Health	3
		HLTH 3020 U.S. & World Health Systems	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
HLTH 4010 Biostatistics & Epidemiology	2	Emphasis	3
HLTH 4030 Leadership & Group Dynamics	2	Emphasis	3
HLOC 1000	2	Emphasis	3
Pop Health Elective	3	Emphasis	3
Pop Health Elective	3	Emphasis	3
Pop Health Elective	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
HLTH 4910 Population Health Capstone	3	HLTH 4920 Internship	3
Emphasis	3	Emphasis	3
Emphasis	3	Emphasis	2
Emphasis	3	General Elective	3
Emphasis	3	General Elective	3
		General Elective	1
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

### 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			
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

#### 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							
	Jared	Dupree	Tenure	PhD	Kansas State University	50%	
	Susan	Hart	Tenure	PhD	Texas A&M University	25%	
	Brenda	Armstrong	Tenure	M.D.H	University of Minnesota	25%	
Part Time Faculty							

#### 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		2	2	One faculty will require a Healthcare Administration background <input checked="" type="checkbox"/>	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					



## 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
<b>Student Data</b>						
# of Majors in Department		200	320	400	450	500
# of Majors in Proposed Program(s)	////	60	120	180	220	260
# of Graduates from Department		80	100	160	200	225
# Graduates in New Program(s)	////	0	30	60	90	110
<b>Department Financial Data</b>						
	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>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<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)		\$200,000	\$0	\$200,000		
Operating Expenses (equipment, travel, resources)		\$10,000		\$10,000		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$210,000	\$0	\$210,000		
<b>TOTAL EXPENSES</b>		\$0	\$210,000	\$0	\$210,000	
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$105,000		\$105,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		\$105,000		\$105,000		
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$210,000	\$0	\$210,000		
<b>TOTAL DEPARTMENT FUNDING</b>		\$0	\$210,000	\$0	\$210,000	
<b>Difference</b>						
Funding - Expense		\$0	\$0	\$0	\$0	

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

Primary expenses will include funding 2.0 FTE in year one and 2.0 FTE in year three. Additional expenses include travel.

**Part III: Describe funding sources**

**Revenue Narrative 1**

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

DSU plans to fund this program through reallocation of dollars and new tuition dollars.

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

DSU will apply for grants and pursue private donors to support teaching additional courses.