PROPOSAL FOR A BACHELOR OF ARTS DEGREE IN PUBLIC HEALTH

OFFICE OF PUBLIC HEALTH STUDIES

JOHN A. BURNS SCHOOL OF MEDICINE

UNIVERSITY OF HAWAI‘I at MĀNOA

Locus (Unit/School/College): Office of Public Health Studies, John A. Burns School of Medicine

Chair/Conveners of Planning Committee: Jay Maddock and Robert Cooney

Program Category: New

Department Unit/Program: Office of Public Health Studies/Department of Public Health Sciences

Level of Program: Undergraduate

Degree and Certificate Proposed: Bachelor of Arts in Public Health

Proposed Date of Implementation: Academic Year 2013-14
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1. Program Objectives and Learning Outcomes

A. Program Objectives

The primary objective of the program is to prepare students for future careers in a wide array of exciting career fields within public health. The Bachelor of Arts degree in Public Health is designed to educate undergraduates interested in public health and/or health profession training in the broad basic concepts in public health education, practice, and research. The primary focus of public health education is to improve health and quality of life through the population-based prevention and treatment of disease and other physical and mental health conditions, through surveillance of cases and the promotion of healthy behaviors.

The Institute of Medicine (IOM), a non-profit, non-governmental organization founded in 1970, under the U. S. Congressional charter of the National Academy of Sciences, has developed the following definition: “A public health professional is a person educated in public health who is employed to improve health through a population focus. As noted in the publication Who will keep the public healthy?, IOM states, “nearly all public health professionals encompassed by this definition have earned at least a baccalaureate degree” (IOM, 2003). Public health education at the baccalaureate level is becoming the common academic thread for entry level into public health across the United States. It is anticipated that the undergraduate degree will eventually be required for all Council on Education in Public Health (CEPH) accredited schools of public health.

Potential career paths in public health are interdisciplinary and wide-ranging, including epidemiology, biostatistics, public health administration, health policy planning and development, social and behavioral aspects of health, and environmental health. In some cases, public health professionals additionally specialize in other health professions, such as medicine, nursing, pharmacy, dentistry, or social work.

The Association of Schools of Public Health (ASPH) has identified over 25 areas of specialization for students seeking a career in public health including injury prevention, HIV/AIDS, health policy and planning, tobacco control, health economics, reproductive health, food safety, program evaluation, minority health, geriatrics, health statistics, and more. Public health workers possessing a bachelor’s degree in public health can expect to be prepared for entry-level public health positions. More specialized and management level positions typically require a master’s degree or higher.

The clear trend in U.S. public health education is toward initiating public health education and training at the undergraduate level. The proposed Bachelor of Arts in Public Health degree will serve the State of Hawai‘i by educating its current and future public health workforce, and providing well-qualified candidates future advanced education opportunities in public health or other related health fields.

The Hawai‘i State Department of Health has a close working relationship with UHM, and routinely sends existing job announcements to Office of Public Health Studies seeking
potential applicants for open positions, for which Public Health students and alumni are strong candidates. Students graduating from the undergraduate program will also be included for transmission of these announcements, and it is also envisioned that service-learning projects might be directly related to some of these vacancies.

B. Learning Objectives

The primary educational objective of the Bachelor of Arts in Public Health program is to prepare students to enter the public health workforce and/or to pursue advanced studies in public health and/or other health-related professions. A proposed catalog description is included as Appendix A.

There are currently no accreditation standards for undergraduate programs in public health, but there are recently-released specific national recommendations regarding core elements for curriculum content. In August 2012, the Association of Schools of Public Health (ASPH) released Critical Component Elements of an Undergraduate Major in Public Health (included in Appendix I), which provides the first nationally-established guidelines for essential elements for bachelor’s degrees that would prepare students to enter the workforce and/or to pursue advanced studies in public health or in related health professions.

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

ii. Skill-based Learning Objectives
1. Communications: Students should be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences
2. Information Literacy: Students should be able to locate, use, evaluate, and synthesize information

-Reproduced from the Association of Schools of Public Health, 2012

2. Appropriateness of the Program for School, University, and State

A. Relationship to State, University, and Campus Mission and Development Plans

The Bachelor of Arts in Public Health offers many potential benefits for the University,
its students, and the State. The program will help to provide a pool of more knowledgeable candidates for graduate-level programs, provide more collaborative opportunities to Office of Public Health Studies and its other UH system partners interested in offering public health opportunities to its students, and more appropriate training for undergraduate students interested in a public health career.

According to the U.S. Department of Labor, the health sciences field represents the largest single industry in the U.S., accounting for 14.3 million jobs across 200 different fields. In addition, seven of the 20 fastest growing occupations are health-related, generating 3.25 million new jobs between 2008 and 2018, a 22 percent increase, or double the growth of all other industries combined. In the future, it is anticipated there will be a growing need for health promotion professionals as a result of rising incidence of chronic disease, rising health care costs driving intervention strategies, increased need for research in the area of disease prevention, the aging work force, technological advances, and increased demand for consultants.

The Association of Schools of Public Health (ASPH) currently estimates 250,000 more public health workers will be needed in the U.S. by 2020. The public health workforce in the U.S. is diminishing, with 23% of the current workforce (almost 110,000 workers) eligible for retirement by 2012. Nationally, existing schools of public health would have to train nearly three times the number of current graduates to meet this projected demand. From the viewpoint of the surrounding region, the burden of non-communicable diseases (NCDs) pose a serious public health threat, as referenced in Pacific Islands Health Officers Association (PIHOA) Board Resolution #48-01. PIHOA is made up of all of the directors and ministers of health of the U.S. Affiliated Pacific Islands (USAPI) jurisdictions, all of whom have stated, for the record, their strong support of public health training in order to improve the capabilities of their departments.

At the state level, there is a recognized need by the public health sector for more education and training, not only for our current public health workforce, but also for our future public health workforce, given the projected pending retirement of almost 25% of our current public health workforce in Hawai‘i along (estimated at 565 retirees). Governor Neil Abercrombie identified public health and the need to support public health education as a priority for support and development in his, “A New Day in Hawaii” plan in 2010-11. The structure and goals of the proposed Bachelor of Arts in Public Health program fits well with the plan’s stated desire to address access and affordability to higher education for Hawai‘i students, to undertake more community outreach and promote public support for UHM as a research resource for the state, and to expand professional programs such as public health in order to promote workforce development and new career and employment opportunities for UH students.

The UHM Strategic Plan cites four key goals for 2011-15, which include process indicators for: 1. a transformative teaching and learning environment; 2. a global leading research university; 3. an engaged university; and 4. facilitating excellence. The first three goals and process objectives, in particular, intersect very well with the proposed Bachelor of Arts in Public Health degree, and these process measures will help guide the
new program in assessing progress as the program develops. Along with the strong research focus of the UH-Mānoa campus and the current Office of Public Health Studies graduate programs, along service-learning opportunities in the community, the Bachelor of Arts in Public Health will offer undergraduate students invaluable exposure to public health research and practice.

B. Uniqueness of the Public Health Program within the UH System

An undergraduate degree in public health has never been offered within the UH system. The Office of Public Health Studies is a Council for Education in Public Health (CEPH)-accredited public health program, and received its most recent program re-accreditation in the fall of 2007 for a full seven years. Former UH-Mānoa Chancellor, Virginia Hinshaw, announced in Spring 2012 that the Office of Public Health Studies will soon become a School of Public Health again, with the new title of “School of Global and Community Health” (UH Mānoa plans to establish School of Global and Community Health, 4/2/12, UH Mānoa e-news).

In April 2012, per the recommendation of the Council of Chief Academic Officers (CCAO), the Office of Public Health Studies communicated with all campuses within the UH system that currently have or are planning to have health-related degrees and certificates, to inform them of the Office of Public Health Studies proposal to offer a Bachelor of Arts in Public Health degree.

Of the seven UH campuses contacted in Spring 2012, three of these UH campuses indicated interest in the proposed Bachelor of Arts in Public Health program at UHM. The Chancellor and Dean of Health Sciences at Kapi'olani Community College (KCC) indicated an interest in potentially offering an associate’s degree in public health. Windward Community College (WCC) has expressed an interest in offering the required Intro to Public Health (PH201) course. WCC also indicated an interest in student transfers to the Bachelor of Arts in Public Health program at UHM when they have completed the necessary prerequisites at WCC. The University of Hawai‘i at West O‘ahu currently offers a Bachelor of Arts in Public Administration with a specialization in Healthcare Administration, and is potentially interested in eventually developing an undergraduate degree in public health. The University of Hawai‘i at Hilo offers a Bachelor of Arts in Kinesiology and Exercise Science with a Health Promotion track.

Outside the UH system, Hawai‘i Pacific University currently offers a Bachelor of Science in Health Sciences which enrolls well over 100 students per year.

It is important to note that many of the USAPI jurisdictions have significant healthcare and public health workforce training needs. The community colleges in the region are working to develop associate degrees in public health disciplines to address the educational gaps that exist in the current workforce. The proposed Bachelor of Arts in Public Health degree at UHM will offer an opportunity to the region to have its public health workforce trained beyond the community college level, which is currently the highest level of education available in the jurisdictions, except for the University of Guam, which is the only other bachelor’s-level public health training institution in the
region.

C. Survey of Programs at Peer and Benchmark Institutions

Undergraduate degrees are a rapidly-growing area of public health education in the U.S. In 2010, the Association of Schools of Public Health (ASPH) conducted a survey of schools and programs of public health to report on the growth and development of undergraduate public health programs in the U.S. ASPH sponsors a yearly Undergraduate Public Health Summit at the annual American Public Health Association (APHA) meeting, to share updates and recommendations regarding the development of undergraduate public health programs. It is anticipated by many public health education experts that the undergraduate degree will eventually be required for all CEPH-accredited schools of public health.

According to the 2010 ASPH Data Report, several of the 48 ASPH-member schools currently support undergraduate education in public health. Programs include 18 public health major programs, 10 public health minors, and two joint BA/BS and MPH programs (Appendix H). The Association of American Colleges and Universities (AAC&U) catalog scan of undergraduate public health programs reveals:

- of 837 institutions surveyed, 137 (16%) offered an undergraduate major, minor, or concentration in public health
- 63% of programs (79% of programs with public health majors) included an experiential learning component, such as fieldwork
- 26% of public institutions and 9% of independent/private institutions surveyed offer public health programs to undergraduates
- among the 82 schools surveyed with MPH programs, 40 (49%) had undergraduate programs in Public Health

An assessment of the UHM peer institutions and UHM benchmark institutions was conducted to determine which, if any, of these schools offered undergraduate degree programs in public health. Only two peer institutions, Oregon State University and the University of Arizona, currently offer undergraduate degree programs. Of the other peer institutions, the University of Illinois at Chicago, the University of Kentucky, the University of South Florida, and the University of Utah all have CEPH-accredited schools or colleges of public health, while the University of New Mexico has a CEPH-accredited public health program. It is envisioned that these schools will soon offer undergraduate degrees in public health, and this proposed Bachelor of Arts in Public Health would put UHM at the forefront of this movement among the UHM peer institutions.

With regard to the UHM benchmark institutions, the University of California at Irvine, the University of Iowa, the University of Tennessee at Knoxville, and the University of Washington all currently offer undergraduate degrees in public health. Other benchmark institutions that have CEPH-accredited schools or colleges of public health include the University of North Carolina at Chapel Hill and the University of Pittsburgh. The
University of California at Davis has a CEPH-accredited public health program. Again, it is anticipated that these schools will soon offer undergraduate degrees in public health.

D. Justification for Administration of the Undergraduate Degree Program through the Office of Public Health Studies

The Office of Public Health Studies (OPHS) currently has a Master of Public Health (MPH) degree with three specializations (Epidemiology, Social & Behavioral Health and Health Policy & Management), a Master of Science (MS) degree with two specializations (Epidemiology and Social and Behavioral Health Sciences), a Doctor of Public Health (DrPH) degree with a specialization in Community-Based and Translational Research, and a Doctor of Philosophy (PhD) degree in Epidemiology. OPHS will be offering a new MPH concentration in Indigenous Health in Fall 2013, and will also be admitting medical students for a new joint MD/MPH program in Fall 2013. The former UHM School of Public Health was started in 1962, and has graduated over 3,500 masters and doctoral students over its 50-year history, many of whom are now senior Public Health officials throughout the US, Asia, and the Pacific.

The twenty faculty of the Office of Public Health Studies are highly regarded public health professionals and are well-versed in public health theory and knowledge and utilize evidence-based studies and research to support the development of Public Health students at all levels into critical thinkers. The establishment of an undergraduate degree on Public Health is a component of a strategic plan for the Office of Public Health Studies as it moves towards establishment of the School of Global and Community Health.

The Office of Public Health Studies currently offers several courses in undergraduate Public Health, and there are plans over the longer-term to hire additional faculty for the undergraduate program, as it expands the number of students accepted into the BA program. Courses offered at this time include:

- PH201 – Intro to Public Health
- PH 301 – Seminar in Public Health Issues
- PH 303 – Global Health
- PH 310 – Epidemiology
- PH 304 – Public Health and the Environment
- PH 411 - Nutrition and Disease Prevention
- PH 420 – Health Education & Health Promotion

Other courses are currently being developed for the 2013-2014 academic year, and many of these new courses will be submitted for consideration as General Education courses for UHM.

E. Student Interest

The proposed undergraduate degree program once implemented will greatly benefit the
existing graduate programs in Public Health (MPH, MS, DrPH, and PhD) as it will provide a pool of better prepared applicants with a pre-existing educational focus on public health. This will allow the graduate programs to focus more on the specializations within public health for masters and doctoral-level students. In addition many graduate students and alumni have also expressed an interest in mentoring undergraduate students and see this as a way to strengthen their own educational delivery and leadership skills as well.

The proposed curriculum is based upon the new competencies for undergraduate public health education established by the Association of Schools of Public Health Appendix I), and would serve as an outstanding preparatory platform for graduate programs in public health. In addition to public health, the proposed Bachelor of Arts in Public Health could also serve as a valuable foundation for students interested in medicine and other professional health services professions.

A survey was initiated in October 2011 by the Office of Public Health Studies to assess the level of potential interest in an undergraduate Public Health degree program. Undergraduate students (n=73) from various majors completed the survey, of which 53.5% (n=38) indicated an interest in such a major, while another 32.4% (n=23) indicated they were not sure or would require more information (two did not respond to the question). In another question, 81.9% (n=59) indicated an interest in a health-related career (one did not respond to the question).

Spring 2012 communications with the UH-Manoa Pre-Health and Pre-Law Advising Center indicate that there is a strong student interest in health-related professions, that, in addition to those undergraduate students specifically interested in public health, there are currently over 1,000 UHM students/year indicting their pre-med focus alone, many more than can be accommodated by schools of medicine.

Currently, the Interdisciplinary Studies program at UHM supports five students who are focusing on health and wellness. These students are also receiving advisement from Office of Public Health Studies faculty. Current undergraduate classes in public health have all been fully or near fully filled even through they all count as electives.

### 3. Organization of the Program

#### A. Program Course Requirements

An example of the proposed degree plan is included as Appendix B. Students accepted into the Bachelor of Arts in Public Health program will be required to fulfill all UHM General Education requirements and related undergraduate graduation requirements. Specific requirements for the Bachelor of Arts in Public Health include the foundational and general education requirements, including the pre-Public Health courses, and Public Health core courses, and 12 credits of advisor-approved upper-division coursework.

The following is an overview of the proposed required and elective Public Health courses

...
for the Bachelor of Arts in Public Health program:

i. Pre-Public Health Course:

PH201 – Intro to Public Health (3 cr)

ii. Core Courses:

PH303 – Global Health (3 cr)
PH310 – Epidemiology (3 cr)
PH302 – Native Hawaiian and Indigenous Health (3 cr)
PH341 – Biological Basis of Human Health & Disease (3 cr)
PH460 – Public Health Research Methods (3 cr)
PH480 – Service Learning (3 cr)
PH481 – Capstone Seminar (1 cr)

Total=34 credits (22 required Public Health credits + 12 elective credits Public Health Advisor-Approved Upper-Division electives)

iii. Public Health elective courses:

At least 12 credits of advisor-approved upper-division electives, which may include:

PH301 – Seminar in Public Health Issues (3 cr)
PH320 – Needs Assessment, Planning, and Evaluation (3 cr)
PH330 – Health Systems (3 cr)
PH340 – Public Health and the Environment (3 cr)
PH350 – Statistical Methods for Public Health (3 cr)
PH410 – Advanced Epidemiology (3 cr)
PH411 – Nutrition and Disease Prevention (3 cr)
PH420 – Health Education and Health Promotion (3 cr)
PH421 – Physical Activity and Health (3 cr)
PH430 – Health Policy and Management (3 cr)

There will also be a list of recommended public health-related upper-division electives offered in Psychology, Sociology, Women’s Studies, Philosophy, Hawaiian Studies, Economics and other related areas for students in Public Health to consider in completing their 12 credits of advisor-approved upper division electives. Since public health is by nature interdisciplinary students will be encouraged to take electives in areas outside of the department.

B. Program Admission

i. Undergraduate Admissions — General Admission Requirements
   
   • 30 credits of college-level work (sophomore standing)
   • Minimum cumulative Grade-Point Average (GPA) of 3.0 in all courses
attempted (Combined UH Manoa + Transfer GPA from all other colleges attended).

- Completion of pre-public health core courses with no grade below ‘B’ (not B-). Courses in the pre-public health core may be repeated only if the grade earned is below B.

ii. Pre-public health core courses
- Composition I (ENG 100)
- Survey of Psychology (PSY 100)
- Precalculus (MATH 140) or higher
- Statistical Techniques (PSY 225)
- Introduction to Public Health (PH 201)
- Biology or Anatomy & Physiology (BIOL171/L or PHYL103/L)

NOTES
1. All Office of Public Health Studies admission requirements must be completed the semester before you plan on entering the program. Students planning on fall admission, must fulfill ALL admission criteria by the end of spring semester. No exceptions will be made for fall admission if any requirements are completed over the summer.

2. Pre-requisite courses listed that are completed at schools outside the University of Hawai‘i system may require a Petition for Course Equivalency.

3. To earn a BA in Public Health degree from UH Manoa, you must complete (a) the residency requirement of 30 credit hours at UH Manoa and (b) a minimum of eight courses (24 credit hours) in upper division public health courses at UH Manoa after admission to the Office of Public Health Studies.

4. The Office of Public Health Studies will work directly with interested community colleges to allow direct matriculation of qualified students into the major.

C. Advising and Counseling

Prior to applying to the Bachelor of Arts in Public Health program, OPHS is requesting that students will be able to utilize the services at the Mānoa Advising Center or the UHM Pre-Health Pre-Law Advising Center. Upon admission to the professional public health program, it is envisioned that OPHS will employ one full-time specialist to serve as the primary undergraduate advisor and service-learning coordinator. This position would function similarly to the specialist position currently utilized in the graduate programs in OPHS.

4. Enrollment in the Program

Because this is the only undergraduate Public Health degree option in the UH system, the Office of Public Health Studies recognizes and supports the need to be accessible and open to applicants from all UH campuses, provided that they meet the prerequisite...
program requirements.

It is anticipated that interest at UH-Manoa and from other UH campuses will be very strong, since public health is a diverse interdisciplinary field that will attract a wide range of students interested in a research, sciences, social services and/or health-related career. It is also possible that a number of applicants may choose to switch from other previously-declared majors at UHM.

Because of current Office of Public Health Studies resource limitations, program enrollment initially will be capped around 20 to 25 students, but is expected to rise to at least 50 or more undergraduate students per year in the program, based on the experiences of other schools that have seen steep increases in demand for a public health major, ranging from 100 to 500 full-time enrolled undergraduate students on average. Additional expansion of the Bachelor of Arts in Public Health degree program would require additional faculty, staff, and space to support increased numbers of classes.

Because the Office of Public Health Studies is currently focused on graduate education, it is difficult at this time to project the number of students terminating their education at the undergraduate-level, but for planning purposes, the current projection is that approximately 50% of students enrolled in the program will immediately seek employment. The Office of Public Health Studies is prepared to assist by providing career advising and open position referrals.

For the remaining 50% of graduates, it is assumed that approximately 25% will apply to for graduate studies in public health, with the other 25% potentially applying to other professional programs, such as medicine, nursing, dentistry, etc. The Office of Public Health Studies intends to collect data on its graduates from the program for at least one-year post-graduation, to track their post-graduation progress.

5. Resources

A. Faculty

The OPHS faculty will provide the core support for all proposed classes and ongoing development of the undergraduate program. Specific teaching assignments will be made by the Department Chair in line with workload and expertise of the faculty. The staff, logistical, and fiscal resources available in the existing Office of Public Health Studies budget, is deemed adequate to support this proposal. Current Office of Public Health Studies faculty are being offered the opportunity to teach undergraduate courses in the proposed new program. The proposed undergraduate program specialist would also serve as an instructor for undergraduate courses. Lecturers and part-time faculty would be utilized for other available courses, as necessary, which could provide valuable teaching opportunities for graduates of the masters and doctoral programs, as well as other professionals in the community. It is also envisioned that DrPH and PhD students under the direct supervision of OPHS faculty may be offered the opportunity to teach undergraduate Public Health courses as graduate assistants, to augment their teaching
It is envisioned that all new Office of Public Health Studies faculty will be required to teach undergraduate courses. This will offer the students additional elective options and provide a ‘fresh perspective’ drawing on the vast knowledge and various experiences of faculty hires, better integrate the undergraduate program with our existing graduate programs, as well as provide our faculty with more opportunities for professional growth, especially with regard to teaching.

Current Office of Public Health Studies faculty are listed below with those that are currently teaching or committed to teach undergraduate public health courses in the next two years identified with an asterisk:

- Cheryl Albright, PhD, MPH
- Kathryn Braun, DrPH
- Vanessa Buchthal, DrPH
- Deon Canyon, PhD, MPH
- Jane Chung-Do, DrPH
- *Robert Cooney, PhD: PH 340 – Environmental Health; PH 341 Biological Basis of Human Health & Disease PH 413 – Nutrition & Disease Prevention
- Treena Delormier, PhD
- Andrew Grandinetti, PhD
- *Eric Hurwitz, PhD: PH 310 – Epidemiology; PH 410 – Advanced Epidemiology
- Alan Katz, MD, MPH
- Dongmei Li, PhD
- Yuanan Lu, PhD
- *Jay Maddock, PhD: PH 420 Health Education and Promotion; PH 421 - Physical Activity and Health
- Elizabeth McFarlane, PhD
- *Denise Nelson, PhD (expected Spring 2013): PH 350 – Biostatistics; PH 303 – Global Health
- Claudio Nigg, PhD
- Walter Patrick, PhD
- *Tetine Sentell, PhD: PH330 - Health Systems
- *Maile Tauali‘i, MPH, PhD: PH302 – Native Hawaiian & Indigenous Health
- Valerie Yontz, MPH, PhD

B. **Space Resources**

All proposed and existing undergraduate public health courses are expected to be accommodated within existing Office of Public Health Studies facilities in the Biomedical Sciences (Biomed) building. This includes use of Biomed D-207 and C-104, as well as potential use of Biomed D-court classrooms. Classes for undergraduates are
anticipated to average 20-25 students per course. No specific clinical laboratory space other than access to the existing Office of Public Health Studies computer laboratory is expected to be required.

As undergraduate student numbers eventually rise to 50 students per year and beyond, there is expected to be increased demands for faculty, staff, and classroom space that may require an expansion of facilities and resources, and possibly designated undergraduate facilities in the Biomed building. Additional classroom space will be requested as needed from the pool of available classrooms maintained by the VCAA. Additional resources are not identified as an immediate need and therefore will not impede the initiation of the undergraduate program, but may be required in the future as the program's needs and scope expands.

C. **Equipment and Supply Resources**

Other than existing equipment and supplies already provided for the operations of the Office of Public Health Studies, there is no added equipment or supply needs anticipated at this time to implement this proposed new program in Public Health.

D. **Other Resources**

One additional student services staff member is anticipated to be accommodated within the existing Office of Graduate Students Services office. An estimated two 0.5FTE 11-month graduate assistant positions will be required, to help implement this new undergraduate Public Health program. These two positions will be utilized to help teach undergraduate courses, as well as to assist in carrying out administrative duties such as data collection and evaluation. It is also expected that a student support administrator position will be utilized, similar to the student support positions utilized for the graduate programs. The program will also be able to make use of the student assistants currently working in the OPHS student support office.

E. **Sources of Funds**

Initially, one 1.0 FTE (specialist) faculty and two 0.5 FTE graduate assistants will be assigned to the program as the core undergraduate faculty/administrative support. As the numbers of students in the undergraduate program grow, more faculty are expected to be added. The Office of Public Health Studies and its faculty are also currently seeking to identify potential extramural funding sources, such as CDC, for resources to support the expansion of this unique undergraduate program.

6. **Efficiency**

**Narrative for Academic Cost and Revenue Template**

The proposed Bachelor of Arts in Public Health program is expected to have a neutral financial impact on the Office of Public Health Studies. OPHS is proposing to reallocate
specific existing resources for the initiation of this new Bachelor of Arts in Public Health, including one (1.0 FTE) faculty member at the Assistant Specialist level, and two half-time (0.5 FTE) graduate assistants dedicated to the new program. Other undergraduate course will be taught by current and future OPHS faculty.

Equipment and supplies as well as other related program costs will be provided out of existing OPHS fiscal resources. Extramural funding will also be sought to expand the program capacity to offer more courses, support service learning/internship opportunities, etc. No additional funding is anticipated to be requested by OPHS for the initiation of this proposed Bachelor of Arts in Public Health program.

The following table provides an estimate of the costs and revenues attributable to the program. Costs have been inflated at 3% per annum. “Other personnel costs” includes a student services administrator and a student assistant. It has been inflated at 3% per annum. Tuition increases are based on UH Executive Report E6.201 – Tuition Schedules, 2012–2013 through 2016–2017.

### Projected Cost and Revenue During the First Program Cycle (5 years)

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<td>36</td>
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<tr>
<td>SSH</td>
<td>480</td>
<td>600</td>
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<td>Tuition Rate/Credit</td>
<td>381</td>
<td>410</td>
<td>441</td>
<td>474</td>
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<td>Total Revenue from Tuition</td>
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<td>246000</td>
<td>317520</td>
<td>341280</td>
<td>341280</td>
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<tr>
<td>Other Sources of Income</td>
<td>182880</td>
<td>246000</td>
<td>317520</td>
<td>341280</td>
<td>341280</td>
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<tr>
<td>TOTAL Revenues</td>
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<td>246000</td>
<td>317520</td>
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7. Demonstration of Program Effectiveness

A. **Student Preparation**

In terms of student preparation, the Office of Public Health Studies faculty will be utilizing the ASPH-developed cognitive learning objectives (Appendix I). Students will also be prepared in terms of skill-based learning, which will consist of: capstone and
fieldwork/internship experiences, which will include a minimum of 160 hours in a relevant public health setting.

Office of Public Health Studies faculty are identifying specifically where in the proposed curriculum these learning objectives (cognitive and skill-based will be taught, how the students will be expected to apply and practice these proficiencies, and how we measure/evaluate how well the proposed curriculum and program is meeting these proficiencies.

B. Student Placement Success

As stated previously, students graduating with a Bachelor of Arts in Public Health will have the education necessary to prepare them for public health work in an entry-level capacity, or the option of continuing on to graduate or professional training. The Office of Public Health Studies will be setting up a tracking system to ensure that all students receive:

- Pre-graduation career advising and referrals
- Recommendation support and guidance for plans for professional or graduate school applications
- Career opportunities colloquia and forums to hear about and meet potential employers
- Tracking and follow-up for at least one year post-graduation regarding their educational and/or career activities.

C. Course and Instructor Evaluation

All Office of Public Health Studies courses are evaluated via the UH E-Café evaluation for courses and faculty. The Office of Public Health Studies uses a standard format for all courses, and faculty may add additional evaluation questions as needed. E-Café evaluations are forwarded on to the Office of Public Health Studies Personnel Committee and are used as a part of the yearly evaluation for all Office of Public Health Studies faculty.

For the proposed internship course (PH 480), students will be asked to evaluate their fieldwork/internship placement experience, and internship preceptors will also be asked to evaluate student performance in the practicum.

Graduating Public Health program majors will also be asked to provide feedback and rate their overall experience in the public health program, based on the program’s learning objectives and other factors such as advising and professional and career-building opportunities.

The program will also be collecting benchmarks on the enrollment of new majors into the program (projected versus actual), the graduation rate per year of majors, the tracking and placement of graduating students into public health positions and professional schools/graduate programs, and the degree to which Office of Public Health Studies
faculty engage in undergraduate program educational offerings, such as courses and advising.