

Global and Public Health Studies

Substantive Statement of Need

June 2010

University of Washington Bothell

COVER SHEET
NEW DEGREE PROGRAM PLANNING NOTIFICATION OF INTENT
(PLANNING NOI)

Program Information

Program Name: Global & Public Health Studies

Institution Name: University of Washington Bothell

Degree Granting Unit: University of Washington Bothell

(e.g. College of Arts and Science)

Degree: BA Level: Bachelor Type: Arts
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: Global & Public Health Studies CIP Code: 51.2299

(e.g. Chemistry)

Minor: NA

(if required for major)

Concentration(s): NA

(if applicable)

Proposed Start Date: FALL 2012

Projected Enrollment (FTE) in Year One: 30 At Full Enrollment by Year: 5 : 50

(# FTE) (# FTE)

Proposed New Funding: 603,200.00

Funding Source: State FTE Self Support Other

Mode of Delivery

Single Campus Delivery University of Washington Bothell

(enter locations)

Off-site NA

(enter locations)

Distance Learning NA

(enter formats)

Substantive Statement of Need

See Attachment

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6/22/2010
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I. Degree program description and rationale

“The goal of the new initiatives in undergraduate public health education is not only to prepare future health professionals, but also and perhaps more importantly, to educate future citizens.”¹

The University of Washington Bothell proposes to offer a Bachelor of Arts degree in Global & Public Health Studies. The proposed program will focus on critical issues in public health with particular emphasis placed on principles of ethics and social justice. The program will be structured to develop critical thinking while building leadership skills to address challenges in protecting the public’s health in communities within a global environment. This degree will be a Bachelor of Arts, and will be designed to attract students from all backgrounds who are interested in learning and understanding global and public health at the undergraduate level. Global and Public Health Studies is a dynamic field that lays the groundwork for numerous career paths including health practice, social work, psychology, epidemiology, public service, research, education, international public health, and health policy, to name a few.

A. Why Global & Public Health Studies at UW Bothell?

According to the Consortium of Universities for Global Health, “The number of students enrolled in global health programs in universities across the United States and Canada doubled in just three years due to a surging interest in careers to address health disparities and prevent the spread of disease in developing countries.”² The “Statement of University Presidents of the Consortium of Universities for Global Health” recognizes that universities are uniquely situated to address global health because cross-disciplinary resources may be coordinated to provide systemic solutions.³ The American Public Health Association (APHA) policy statement, Policy Number 200915, notes “Support of undergraduate education may open the pipeline of public health professionals and increase the public health workforce to meet future needs.” The policy proposes that universities and colleges incorporate public health education at the undergraduate level and makes the following recommendations for programs:⁴

¹ Ruth Bernheim, Nisha Botchwey, and Rebecca Dillingham, “Intentionality and Integration in Undergraduate Global Public Health Education,” *Peer Review*, 10.4 (2008): 16.

² “Statement of University Presidents of the Consortium,” Consortium of Universities for Global Health, 2009, <<http://www.cugh.org/sites/default/files/presidents-statement.pdf>>.

³ Consortium.

⁴ “The Integration of Core Public Health Education into Undergraduate Curricula,” American Public Health Association Policy Statement Database, 2009, March 2010, <<http://www.apha.org/advocacy/policy/policysearch/default.htm?id=1390>>.

1. Universities and colleges incorporate undergraduate public health education into general liberal arts curricula to include core introductory public health courses such as public health, epidemiology, and global health. All core courses should include cultural competency as a component.
2. Universities and colleges identify and promote opportunities to increase the quantity of public health education received by undergraduates.
3. Partner with public health and arts and sciences educational associations to educate their members on the role of undergraduate public education in creating an educated individual and provide the scientific evidence to support the integration of public health education in undergraduate curricula.

In addition, U.S. Department of Health and Human Services has proposed the following objectives for Healthy People 2020, “Increase the proportion of 4-year colleges and universities that offer public health or related majors and/or minors” (PHI HP2020-14); and “Increase the proportion of all degrees awarded to members of underrepresented racial and ethnic groups among the health professions...and the public health field” (PHI HP2020-11).⁵ These objectives are also being promoted by the American Association of Colleges and Universities (AACU)⁶ and the Association for Prevention Teaching Research (APTR)⁷, the Institute of Medicine (IOM),⁸ and the Center for Strategic and International Studies (CSIS)⁹. The “educated citizen” in today’s world benefits in both personal and professional life by an awareness and education related to of public/global health issues and by being able to articulate and respond to these issues.¹⁰

The Global & Public Health Studies major at UW Bothell will benefit the public/common good by educating students/citizens who prioritize the health of individuals, groups, countries, nations, and the world. This major, situated

⁵ U.S. Dept. of Health and Human Services (DHHS), Developing Health People 2020, Public Health Infrastructure, March 2010, <<http://www.healthypeople.gov/hp2020/Objectives/TopicArea.aspx?id=40&TopicArea=Public+Health+Infrastructure>>.

⁶ “The Educated Citizen and Public Health,” American Association of Colleges and Universities, March 2010, <http://www.aacu.org/public_health/>.

⁷ “Recommendations for Undergraduate Public Health Education,” American Associate of Colleges & Universities and Association for Prevention Teaching and Research, April 2009, March 2010, <<http://www.TeachPublicHealth.org>>

⁸ “The U.S. Commitment to Global Health: Recommendations for the Public and Private Sector,” Institute of Medicine, 2009, March 2010, <<http://www.iom.edu/Reports/2009/The-US-Commitment-to-Global-Health-Recommendations-for-the-Public-and-Private-Sectors.aspx>>

⁹ “The Dramatic Expansion of University Engagement in Global Health,” Center for Strategic and International Studies (CSIS), 2009, March 2010, <<http://www.csis.org>>

¹⁰ CSIS.

in the UWB Nursing and Health Studies Program¹¹ will fulfill these recommendations. In 2008, UW Bothell selected a team of faculty to research developing a global and public health degree and their report noted, “Having a public/global health major will appeal to many UWB students, including freshmen and transfer students from community colleges, as well as students who desire a dual or a second undergraduate degree—nursing, biology, education, IAS degrees including Global Studies, Community Psychology, etc. Students enrolled in the major will be prepared to pursue further studies or employment in health or a related career that they may not have considered prior to these studies.”¹²

B. Defining Global Health

A working definition of Global Health states: "Global health is an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide [including but not limited to local populations]. Global health emphasizes transnational health issues, determinants and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration; and is a synthesis of population-based prevention with individual-level clinical care."¹³

The term "global health" is included in the degree name because it represents a synthesis of public and international health. The following characteristics are essential to global health¹⁴:

- priority on a population-based and preventive approaches to health care;
- concentration on poorer, vulnerable and underserved populations;
- multidisciplinary and interdisciplinary approaches;
- emphasis on health as a public good and the importance of systems and structures; and
- the participation of community/communities of multiple stakeholders.

The proposed degree program will stress these components and orient its curriculum around an interdisciplinary liberal arts focus.

C. Degree Goals

The Global & Public Health Studies major will provide the core courses needed to provide students with a broad background necessary to understand the complex dimensions related to understanding global and public health issues and concepts. The degree will be offered through the Nursing and Health Studies Program and will be complementary to

¹¹ The Nursing Program at UWB is seeking internal approval to be renamed “Nursing & Health Studies”.

¹² Kovalsky, Andrea, “Report of UWB Team Exploring a Public Health Minor at UWB,” (2008).

¹³ Bond, Koplin, Merson, Reddy, Rodriguez, Sewankambo, and Wasserheit, “Towards A Common Definition of Global Health,” *Lancet*, 373 (2009)1993-95.

¹⁴ Bond, 1993-94.

existing degree programs including Biology, Interdisciplinary Arts and Sciences (Global Studies, Community Psychology, and Society, Ethics & Human Behavior) and Education degrees. This major requires an interdisciplinary approach and will draw on the strengths of all departments at UW Bothell and students will access prerequisites and electives throughout programs at UWB.

II. Relationship to Institutional and Unit Priorities

Although the discipline of public health has been established in graduate education, its incorporation into undergraduate curricula has received little consideration. (APHA 2009)

A. Mission of University of Washington Bothell

The University of Washington Bothell Mission Statement states: “We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.” Further, the mission is to “Encourage and support collaborative, interdisciplinary and cross-program initiatives.” The proposed degree program supports this mission through its focus on health from a multicultural perspective. Additionally, the Global & Public Health Studies degree strives to be inclusive by working with all UWB programs in the development and implementation of this interdisciplinary degree that focuses on public and global health. And last, the Mission Statement charges UWB to “foster productive relationships with the employment community and promote a strong public service commitment.” The Global & Public Health Studies major will offer a program that is designed to emphasize community-based service learning and thus supports the common good by fostering an engagement in the goal of creating public health for all.¹⁵

B. Strategic Plan

The 21st Century Initiative establishes priorities for growth until 2020 for the University of Washington Bothell. Our top priority is to “serve the citizens of the State of Washington by providing access to a premier university education,” with special emphasis on developing new degree programs that respond to the economic development needs of the state and region and to demographic changes. The areas of Science, Technology, Engineering and Math (STEM) and Health, as well as Social Studies and Culture, were identified as top priorities for immediate growth.¹⁶ The proposed degree supports identified priorities and will be housed in the Nursing and Health Studies Program. This degree will emphasize UW Bothell’s signature strength in interdisciplinary scholarship, through engaging students in the study of the interrelationships and the connectivity of global/public health to the humanities, social sciences, sciences (STEM),

¹⁵ “UWB Mission Statement,” About UW Bothell, 2009, March 2010, <<http://www.uwb.edu/about/mission>>

¹⁶ “The 21st Century Campus Initiative: University of Washington Priorities Plan 2008-2020,” UW Bothell, 2008, March 2010, <<http://www.uwb.edu/21stcentury/>>

nursing, education, business, and technology.

C. Mission of Nursing and Health Studies Program

The Global & Public Health Studies major fits within the mission of the Nursing and Health Studies Program. This Mission Statement notes, “Fundamental to our vision of nursing and health is an understanding of community at local, national, and international levels. Community partnerships help us prepare our students for leadership roles in practice, education, research, and policy. By building and maintaining an inclusive learning environment we reflect our commitment and responsibility to our students and the communities served.” Similarly, this proposed major reflects the values of our program related to our Diversity Statement, “A fundamental purpose of nursing [and health studies] is the provision of quality health care to all segments of society. To achieve this purpose, nursing [and health] knowledge must be sufficiently broad in perspective and content to meet the requirements of diverse groups... [and] be receptive to a wide variety of ideas and viewpoints.”¹⁷ The UW Bothell Nursing and Health Studies Program insures that we are responsive to our mission in the development of pedagogy and curriculum for our program.

III. Demand

Global & Public Health Studies is a dynamic field that lays the groundwork for numerous career paths including health practice, social work, psychology, epidemiology, public service, research, education, international studies, and international policy, to name a few. The degree is a springboard to many careers in health care, education and social services, as well as to careers in private and public organizations that address health issues on a local or global community level. Additionally, the “Global & Public Health Studies” major provides a strong basis for continued education and specialization within the health sciences fields. Regardless of the direction graduates may pursue, current reports and demographics indicate that the demand for workers with a background in public health is strong nationally, regionally and internationally, and demand will continue to grow.

Tables and information for occupations related to public health are from Washington Workforce Explorer, Labor Market Economic Analysis, O*Net, and the Bureau of Labor Statistics, US Department of Labor. It should be noted that occupation data cannot be retrieved by querying for an undergraduate degree in public health. Queries are limited to the general title of public health. This query yields many related occupations that require varying levels of education and skills. Occupations reported in the tables below were selected because the education requirement was a bachelor’s degree.

¹⁷ “Nursing Program Vision Statement,” Nursing About Us, 2008, March 2010, < <http://www.uwb.edu/nursing/about/mission.>>

A. National Demand

Employment in occupations requiring public health degrees is projected to grow faster than the average of all other occupations from 2008- 2016 with growth rates listed from 19% - 22%.¹⁸ A number of national trends support growth in this profession. Additionally the Bureau of Labor Statistics noted that there will continue to be demand in this sector and that those employed in health care are less likely to lose their jobs during recessions than are those in many other occupations because many are employed on long-term projects.¹⁹ The “health care and social assistance” sector has strong demand and strong growth potential.²⁰ Employment in public health care will continue to grow for several reasons. They include:

1. Population growth: the number of people in older age groups “will almost double between 2005 and 2030” and the nation is not prepared to meet their social and health needs...[in part due to the] dramatic shortage of all types of health care workers.”²¹
2. Public health and healthy communities: adequate food, shelter, education and environment are all related to public health--these concerns are escalating nationally with unemployment and housing foreclosures.
3. Health disparities: inequalities in health due to race/ethnicity and poverty continue to grow in areas such as infant mortality (King county--4 times higher in Alaskan Native/American Indian population than in white population²²), mental health, childhood obesity, and chronic illness.²³
4. Health Protection: as an international community, King County’s population is growing and is vulnerable to communicable diseases from international migration. For example, it is estimated that about 100,000 people have latent or dormant tuberculosis in King County and 83% were born outside of the U.S.²⁴
5. Current global/national trends: wars around the world create mass migrations of refugee populations, some of whom seek refuge in the U.S., and simultaneously, wars in Iraq and Afghanistan demand increased health care

¹⁸ “Occupational Outlook Handbook (OOH), 2010-11 Edition,” Bureau of Labor Statistics, 2010, US Department of Labor, March 2010, <www.bls.gov/oco/ocos060.htm.>

¹⁹ OOH, <http://www.bls.gov/>.

²⁰ OOH, http://www.bls.gov/emp/ep_table_201.htm.

²¹ “Retooling for an Aging America: Building the Health Care Workforce,” IOM, 2008, March 2010, <<http://www.iom.edu/agingamerica>.>

²² “Health Disparities,” AIMs High: Annual Indicators and Measures – King County, 2008, Office of Strategic Planning and Performance Management (OSPPM), March 2010, < <http://your.kingcounty.gov/aimshigh/search2.asp?HEHealthDisparity>.>

²³ OSPPM, <http://www.kingcounty.gov/healthservices/health/data/chi2009.aspx>.

²⁴ “World TB Day: Global Epidemic, Local Threat,” Public Health—Seattle & King County, 2009, March 2010, <<http://www.kingcounty.gov/healthservices/health/news/2010/10032301.aspx>.>

nationally for returning soldiers; disasters and emergencies on a worldwide level necessitate immediate response from health care workers; maternal child health statistics indicate that maternal and infant mortality remain pressing concerns on a worldwide and a national level (the U.S. maternal mortality rates lags far behind most developed countries including those in central and western Europe, as well as the United Arab Emirates and Canada²⁵); and finally, health care reform as well as environmental/ecological concerns demand workers with health education backgrounds.

The following is a partial list of occupations that require a minimum of a bachelor’s degree and experience:

- | | |
|--|---------------------------------------|
| Human Resources Health & Safety Coordinators | Emergency Management Specialists |
| Case Managers | Mental Health Counselors |
| Chemical Dependency Caseworkers | Child, Family & School Social Workers |
| Social Services Program Managers | Community Services Managers |
| Health Educators | Correctional Case Managers |
| Medical & Health Services Managers | Residential Case Managers |
| Environmental Science & Protection Techs | Environmental Health Specialists |

B. Washington State

Projections for Washington State support national projections for demand and growth. The table below reports the highest percentage changes for health educators and medical, public health social workers. The Global & Public Health Studies degree will lay the groundwork for further education and training in these professions.²⁶

Statewide					
Occupational title	Empl 2007	Projected 2017	# change	%change	Median wage/hr
Medical and health services managers	3443	4113	670	19.5	49.16
Health and Safety engineers	416	461	45	10.8	41.16
Health Educators	1976	2363	387	19.6	22.91
Health specialties teachers, post-sec	3033	3462	429	14.1	
Medical and public health social workers	2420	2915	495	20.5	25.43
Emergency Management Specialists	396	444	48	12.1	28.43
Mental Health Counselors	5611	6,494	883	15.7	16.9
Rehabilitation Counselors	7157	8,312	1,155	16.1	18.49

²⁵ Margaret C. Hogan, et.al, “Maternal mortality for 181 countries, 1980-2008: A systematic analysis of progress towards Millennium Development Goal 5,” *The Lancet*, 2010, April 2010, <[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)60518-1/fulltext.>](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)60518-1/fulltext.>)

²⁶ Occupation Explorer, *Workforce Explorer Washington, LMEA*, 2010, February 2010, <<http://www.workforceexplorer.com/cgi/databrowsing/occExplorerQSSelection.asp?menuChoice=occExplorer.>>

Environmental Science & Protection Techs	765	943	178	23.3	19.79
Environmental Science & Health Specialists	3909	4,737	828	21.2	29.45
Community & Social Services Specialists	2431	2871	440	18.1	19.41

Table 1: Occupational Titles in Washington State from LMEA

While the above list contains many possibilities it is by no means complete. Additional occupations include community mental health counselors, food and nutrition specialists, emergency management planners and others. All of the above occupations are in demand with growth projected through 2017.

C. King and Snohomish Counties

Regional employment numbers also reflect national/state trends in terms of current demand & growth.²⁷

King County	Estimated empl 2007	Long term trend	Mean wage 2009	Statewide vacancies
Biological Science Teachers, Post-sec	580	growth	92,209	20
Child, Family and school social workers	1478	growth	42,862	27
Environmental and health scientists	1821	growth	71,413	26
Medical and Public Health social workers	999	growth	56,417	98
Social and Community service managers	6911	growth	80,742	129
Snohomish County				
Med and Public Health Social workers	134	growth	56,711	98
Environmental and health scientists	174	growth	63,922	26

Table 2: Regional Occupational Data from LMEA

Regional occupation titles designated by LMEA as “In Demand,” mean that there is a shortage of individuals with the necessary skills to meet current demand in these areas. For example, the education required for health educators is a Bachelor’s degree; table three shows this occupation title to be “In Demand.”²⁸

Occupations for Public Health Education and Promotion in Washington State

Occupation Title	Employment Projections	Minimum Educational	View
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²⁷ Occupation Explorer,

<http://www.workforceexplorer.com/cgi/databrowsing/traProgramSummary.asp?menuChoice=occExplorer&CipCode=512207&geogArea=530100000>.

²⁸ Occupation Explorer.

	2007	2017	Change	% Chg	Requirement	Video
<u>Health Educators</u> InDemand	1,976	2,363	387	19.6	Bachelor's degree	Career Video
<u>Health Specialties Teachers, Postsecondary</u> InDemand	3,033	3,462	429	14.1	No category defined	

Table 3: Regional "In Demand" Occupations

Conclusively, there is demand and growth in the occupation sectors where a BA in Global & Public Health Studies can provide an educational foundation.

IV. Student Demand

A priority for UW Bothell is determining if student demand is in alignment with proposed new degrees. Surveys are posted on the UW Bothell website to measure interest in potential degrees and to get student feedback. Surveys are open to potential students who visit the site as well as students currently enrolled at UW Bothell. Students are directed to surveys from the Academics homepage of the website: <http://www.uwb.edu/academics>. A general survey titled Degree Interest Survey lists thirteen potential degrees. This is supplemented by surveys for each potential degree. Students can also select to take a survey specific to the degree of their interest. The top six in terms of response are included in the survey table and demonstrates strong initial interest in Global and Public Health.

I am interested in these proposed new degrees:		
Rank	Answer	Percentage
1	Bachelor of Science in Biology	37.00%
2	Global & Public Health Studies	25.00%
3	Mechanical Engineering	16.00%
4	Interactive Media and Technology	8.00%
5	Bachelor of Science in Climate and Science Policy	8.00%
6	Civil Engineering	4.00%

Table 4: Degree Interest Survey

The Degree Interest Survey that included Global & Public Health Studies was posted on the UWB website from December 3, 2009 – February 28, 2010 and completed by one hundred seventy-six (176) students. The students self-selected the proposed degree from a list of six (6) potential STEM related degrees. The Global & Public Health Studies

(GPHS) degree was second only to Biology in terms of interest and student demand: 25 % of the respondents selected GHS while 38 % of the respondents selected Biology. The survey specific to Global & Public Health Studies indicated that 75% of the respondents would prefer to attend UW Bothell to obtain this degree. Additional surveys will be developed to provide information for the full proposal.

V. Relationship to HECB Master Plan & State and Regional Needs Assessment

The Higher Education Coordinating Board (HECB) outlines two primary goals in its strategic plan²⁹:

Goal 1: We will create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships.

Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.

UW Bothell's charge is to provide educational opportunity and increase access for the region and community. We structure every program with the goal of incorporating flexibility and support for our students who are non-traditional or from underserved populations. The Global & Public Health Studies degree will address regional prosperity by educating graduates who will be prepared to enter high demand and growth fields in the State. It has the additional focus of being a health-oriented undergraduate degree program thereby encouraging secondary education and pipeline institutions to strengthen and support preparation for the study of public and global health curricula.

A. HECB Master Plan Strategies

The Global & Public Health Studies degree structure promotes the core objectives in the HECB's Master Plan concerning educational attainment³⁰:

1. **Focus on diversity.** UW Bothell strives to bring a significant population of non-traditional students to nursing, science, health and technology fields, including underserved populations and students with disabilities. Included in the seven priorities of the 21st Century Initiative is our commitment to diversity and inclusiveness. Implementation of the "21st Century Initiative" includes identifying barriers to enrollment and developing strategies to surmount barriers.³¹ The Nursing and Health Studies Program prioritizes the importance of having a student body that represents the society

²⁹ Washington State Higher Education Coordinating Board (HECB), 2008 Strategic Master Plan for Higher Education in Washington - Moving the Blue Arrow Pathways to educational opportunity, Olympia, 2007, ii.

³⁰ HECB, 12.

³¹ UW Bothell, March 2010, <<http://www.uwb.edu/21stcentury/>>

which we serve. This diverse student body is integral to the collegial exchanges that support the generation and integration of knowledge needed to address the health issues of a diverse population.³²

2. Create higher expectations for K-12 students. The Global & Public Health Studies degree will serve as a gateway for students wishing to pursue careers in health and social services fields. The experiential learning component of the program will generate opportunities for engaging regional high school faculty and students. This may be realized through one of the core diversity courses that reach regional high schools students - the Dream Project. It is also in alignment with the Education Program's focus on health education. Thus, the impact of the Global & Public Health Studies degree will be multilevel.

3. Create a system of support for lifelong learning and an understanding of the necessary components that support the health and well being of individuals and societies. The health and well being of individual and societies is dependent upon education. The Global & Public Health Studies degree will employ traditional classroom and community-based modes of learning while addressing subject matter using problem-based and integrative approaches. Such a combination of approaches will speak to students with a diversity of learning styles and equip them to tackle a range of future challenges.

B. State and Regional Needs Assessment Report 2006(SRNA)

According to the State and Regional Needs Assessment Report, the state is not producing graduates to meet demand in health professions and notes that the number of degrees awarded in math, physical science, health and engineering have declined.³³

1. Fill unmet needs in high-demand fields. The need for graduates in public and global health fields is supported by the data in the proposal. Additionally, UW Bothell is located in an area of the country that is emphasizing all aspects of health related to the global public good and is informed and encouraged by its regional partners to create programs that will provide industry-ready graduates. The Global & Public Health Studies major will encourage leadership and innovation in its graduates in public and global health, social service and public service.

2. Promote student enrollment in health and science fields. The proposed degree has generated significant support from existing students and Nursing and Health Studies program partners. The program is being offered as a Bachelor of Arts degree with the intention of attracting students to a curriculum that includes STEM foundation courses. The

³² "Diversity Statement," Nursing About Us, March 2010, <<http://www.uwb.edu/nursing/about/diversity.>>

³³ HECB, State and Regional Needs Assessment Report, Olympia, 2006, 3-4.

program will also be interdisciplinary which will extend its attraction to students who may not have considered a Health or STEM related degree as an option.

3. Expand research capacity: The SRNA report refers to a declining number of graduates in research while noting a need for higher levels of training. A focus of Global & Public Health Studies degree will be to involve faculty and students in collaborative research. There will be opportunities to align with established research in the Nursing and Health Studies Program. Also, UW Bothell's Office of Research Support (ORS) will provide administrative support for research and assist in identifying and connecting the program with relevant research opportunities regionally and nationally.

UW Bothell is in the process of developing graduate education that is consistent with undergraduate education and this translates into strong potential for graduate studies in the future that will support research in global and public health studies as well.

VI. Proposed Curriculum

Due to the UWB Priorities Plan 2008-2020 in the 21st Century Campus Initiative, as well as the American Public Health Association Policy Statement and the AACU recommendations, the proposed curriculum is purposely designed to be accessible to a widely diverse group of students. All three of the above directives note the importance of educating students to be global citizens who will contribute to the common good. The proposed curriculum aims to accomplish this through the following: (See Appendix)

- 1) It will help students gain an understanding of the importance of global and public health for all;
- 2) It will integrate learning about health concerns within the larger framework of the dynamics of an ever-changing global world (this approach will be based on liberal arts curricula that integrate the sciences, social sciences, health, humanities, technology and leadership);
- 3) The curriculum will initially offer a Bachelor of Arts degree in order to encourage students from all backgrounds and interest areas to apply;
- 4) Students will graduate with a clear focus in public and global health, situated within a broad liberal arts background leadership framework that will lead to careers and further education in the health sciences, social services and public service and policy fields.

A. Bachelor of Arts in Global & Public Health Studies

The curriculum will be designed so that students can declare the major after completing the General Education Requirements including foreign language. (Total credits: 69-91) It will also be available for students that transfer to UW

Bothell who have completed the appropriate transfer track at regional community colleges. A total of 180 credits are required for graduation.

1. Required Core Courses

a) Global and public health core courses (30 credits)

Introduction to Public Health

Introduction to Global Health

- Health disparities/social determinants of health (in introductory PH and GH)

Diversity, Culture & Health

Health & the Environment

Introduction to Epidemiology

Leadership, Ethics & Policy

b) Senior Study (5 credits)

c) Global and Public Health related courses (35 credits total).

- Must take one course in the political, economic and/or geographical history related to PH/GH.
- Must take one research course.
- Must take 15 credits from BHLTH course options in Nursing and Health Studies Program.

d) General upper division electives (20 credits).

e) Program total: 90 credits, 70 credits must be in matriculated status.

2. Global and Public Health Related Requirements

Approved electives to fulfill the “global and public health related” course requirement for Global and Public Health Studies majors will come from Nursing, Interdisciplinary Arts and Sciences, Business, Computer Software and Systems, Science & Technology, and Education. Fifteen credits must be Bothell Health (BHLTH) courses.

Examples of BHLTH courses that have been offered in previous years:

BHLTH 397 Current Health Topics (3-5)

Survey of current issues in human health with analysis of selected topics. The personal, social, political and economic aspects of health are explored through professional health writing and interdisciplinary literature.

BHLTH 445 Health in a Developing Nation (5)

Provides an overview of the health and health care challenges in a developing and low-income country. Socio-cultural, environmental, economic, political and ecological factors that influence health, illness, disability and death as well as responses to health issues both within and outside the health sector are addressed.

BHLTH 451 Family Caregiving Across the Life Span (5)

Focuses on family caregiving across the lifespan. Examines issues, problems and challenges family caregivers face while taking on this role across communities and illnesses. Supports health and social service providers in defining their roles within the context of family caregiving.

BHLTH 455 Women, Culture, and Healing (5)

Interdisciplinary course explores the inter-connectedness of identity, culture, healing. Address how women make meaning in their lives; how they are both shaped by and influence history, culture and the world. Integrates humanities, social and health sciences to study cultural influences on women's health and healing.

BHLTH 462 Global/Local Health Inequalities & Interventions (5)

This interdisciplinary course examines the conditions (political, economic, cultural, and historical) that create and sustain disparities in health globally and locally. Students will critically examine health issues from multiple perspectives, exploring theories and movements of people creating social justice in health within frameworks that are both globally and locally situated.

BHLTH 465 Adolescent Health (5)

Explores growth and development, challenges of adolescence, and how society, through its communities, health agencies, schools and media, identifies and responds to adolescent health care needs. Uses literature and media produced for adolescents and professionals, reflective writing and interviews to examine issues related to promoting adolescent health.

BHLTH 497 Special Topics in Health (3-5)

Guided survey and discussion of current literature in health related to personal, social, economic and political topics. Lecture and seminar with analysis and discussion of selected topics and readings. May have field component.

Additional BHLTH courses that will be available as electives:

BHLTH 456 Caring and Compassionate Leadership (5)

BHLTH 458 Comparative Health Care (5)

BHLTH 459 Medicine & Nursing: A Socio-cultural Perspective (5)

BHLTH 461 Aging and Health Promotion

BHLTH 463 Gerontologic Practice in the Community (5)

BHLTH 497 Current Issues in American Indian Health (5)

BHLTH 497 (Mis)perceptions of the Body (5)

BHLTH 497 Teaching and Learning Strategies for Patient and Family Education (5)

BHLTH 497 Public Health Genomics (under development) (5)

BHLTH 497 Migration and the Latino Experience in the US (5)

BHLTH 497 Reflective Practice (5)

BHLTH 497 Human Nutrition, Ecology & Health (5)

BHLTH 497 Healthcare & the Humanities (5)

BHLTH 497 Community, Prisons & Health (5)

BHLTH 497 Health Policies & Politics in a Global Context (5)

BHLTH 497 Maternal and Child Health (under development) (5)

BHLTH 497 Mental Health, Addictions and Homelessness (under development) (5)

3. Prerequisites for major in Global and Public Health Studies

a) For students with 80 or more credits:

1. Individual and Society/Social Sciences (15 credits)
2. Visual, Literary and Performing Arts--VLPA (15 credits)
3. Natural World Sciences (15 credits—5 must be in biology)

4. Quantitative/SR Studies (10 credits)

Algebra—3 years high school including intermediate or 5 credits of intermediate college algebra with 2.0

Statistics course-basic or modified biostatistics (5 credits)

5. Writing (5 credits) English Composition with a grade of 2.0 or higher

6. Foreign language requirement (10 credits) 2 years high school or 10 college credits of a single language or through 102 passing

b) For students with 45-79 credits

1. Individual and Society/Social Sciences (10 credits)

2. Visual, Literary and Performing Arts--VLPA (10 credits)

3. Natural World Sciences—(10 credits—5 must be in biology)

4. Quantitative/SR Studies (10 credits)

Algebra—3 years high school including intermediate or 5 credits of intermediate college algebra with 2.0

Statistics course-basic or modified biostatistics (5 credits)

5. Writing (5 credits) English Composition with a grade of 2.0 or higher

6. Foreign language requirement (10 credits) 2 years high school or 10 college credits of a single language or through 102 passing

7. Students may be admitted to the major with the listed courses but will also need five (5) additional credits in each of the following:

- Visual, Literary and Performing Arts (Humanities): 5 credits
- Individual and Societies (Social Sciences): 5 credits
- Natural World (Natural Sciences): 5 credits

B. Assessment

A formal system of assessment of student learning and long-term success, and curricular effectiveness, as well as evaluation of success in attracting a diverse student body, will be developed. This will allow us to assess newly developed courses and approaches for student recruitment, student preparation, learning, career outcomes, and faculty development. Critical reflection and response will allow us to continually improve student experiences and outcomes through the early years of degree development and into the future.

C. Global and Public Health Studies Diagram

