



THE GRADUATE SCHOOL

UNIVERSITY *of* WASHINGTON

January 31, 2012

Dr. Randy Spaulding
Director, Academic Affairs
Higher Education Coordinating Board
917 Lakeridge Way
Olympia, WA 98504

Dear Dr. Spaulding:

Enclosed please find a copy of a proposal from University of Washington Bothell to establish a Bachelor of Arts in Health Studies to be offered by the Nursing and Health Studies Program beginning fall 2013.

Thank you for your assistance. Please contact Robert Corbett (206- 616-0657; rcorbett@uw.edu) or Annette Anderson (425 352-3629; AAnderson@uwb.edu) with any questions you may have regarding this proposal.

Sincerely,

Dr. Gerald J. Baldasty
Dean and Vice Provost
The Graduate School

cc: Dr. Christopher Wade, Nursing and Health Studies, UW Bothell
Dr. Susan Jeffords, Vice Chancellor, Academic Affairs, UW Bothell
Mr. Douglas J. Wadden, Executive Vice Provost, UW
Ms. Annette P. Anderson, Curriculum Development Director, UW Bothell
Mr. Robert M. Corbett, Coordinator of New Programs, UAA and The Graduate School, UW
Ms. Jennifer Payne, University Curriculum Coordinator, Registrar's Office, UW
Mr. Mark Bergeson, Associate Director, Academic Affairs, HECB

Application to the
Higher Education Coordinating Board

Bachelor of Art in Health Studies

Nursing & Health Studies Program
University of Washington Bothell
June 2011

FORM 2

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: Health Studies

Institution Name: University of Washington Bothell

Degree Granting Unit: Nursing and Health Studies, UW Bothell
(e.g. College of Arts & Sciences)

Degree: B.A. Health Studies Level: Bachelor Type: (of) Arts
(e.g. B.S. Chemistry) *(e.g. Bachelor)* *(e.g. Science)*

Major: Health Studies CIP Code: 51.2299
(e.g. Chemistry)

Minor: NA
(if required for major)

Concentration(s): NA
(if applicable)

Proposed Start Date: Autumn 2013

Projected Enrollment (FTE) in Year One: 30 At Full Enrollment by Year: 2016 ; 60
(#FTE) *(# FTE)*

Proposed New Funding: \$400,000

Funding Source: State FTE Self Support Other

Mode of Delivery / Locations

Campus Delivery Bothell
(enter locations)

Off-site _____
(enter location(s))

Distance Learning _____
(enter formats)

Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Scheduling

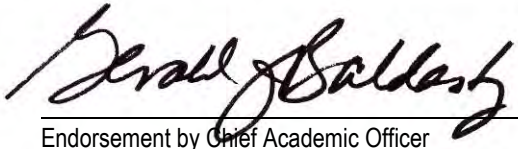
Day Classes Evening Classes Weekend Classes
 Other *(describe)*

Attendance Options

Full-time
 Part-time
Total Credits _____ Quarter Semester

Contact Information (Academic Department Representative)

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Endorsement by Chief Academic Officer

January 31, 2012
Date

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I. Introduction

“Responsible education for citizenship and the well-being of the world will depend on population-based understandings of human sustainability and convergent thinking drawn from the best achievements of the arts and sciences.”¹

The University of Washington Bothell proposes to offer a Bachelor of Arts degree in Health Studies in Autumn 2012. The proposed program will focus on critical issues in population health with particular emphasis placed on principles of ethics and social justice. The program will build technical and analytical skills to address challenges in protecting the health of local and global communities. It is designed to attract students from all backgrounds who are interested in understanding foundational issues in population health at the undergraduate level. The program provides essential knowledge for career paths in social work, psychology, epidemiology, public service, research, education, and health policy, and prepares students for further study in health-related careers including public health, pharmacology, nursing, allied health, medicine, dentistry, and health administration.

A. Program Description - Defining Health Studies

In 2008, UW Bothell selected a team of faculty to research developing a degree in public health and their report noted, “Having a public/global health major will appeal to many UW Bothell 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.”² The proposed program enhances student understanding about challenges, competing interests, and the ethics involved in population health practice, promotion, and improvement.

The Health Studies degree will be offered through the Nursing and Health Studies Program and complements existing UW Bothell degree programs, particularly Biology, Global Studies, Community Psychology, Education, and Society, Ethics & Human Behavior. It will be interdisciplinary and leverage the strengths of curriculum at all campus departments to provide a robust education in population health. This will include providing Health Studies students with the opportunity to fulfill relevant prerequisites and electives across programs at UW Bothell.

¹ Susan Albertine, Alfred Persily, and Richard Riegelman, “Back to the Pump Handle, Public health and the Future,” *Liberal Education*, v 93.4 (Fall 2007): 39.

² Kovalsky, Andrea, “Report of UWB Team Exploring a Public Health Minor at UWB,” (2008).

B. Degree Goals

It is prudent to hold degree programs accountable to students, faculty, the university, and the community. A measure to assess accountability is to ensure that programs are mission directed. The proposed degree program is presenting this measure for accountability with its mission statement, which asserts:

The Health Studies degree program will provide an interdisciplinary foundation for improving population health in order to ensure a more just and equitable world. We strive to prepare students for opportunities in health-related fields and for advanced education.

The Health Studies program proposes a curriculum shaped by core competencies to be achieved by degree majors. The core curriculum is supported by primary courses that reinforce elements of key competencies, as well as elective courses that reflect institutional expertise and support student interests. The program is modeled to include recommendations put forth by the Association of American Colleges and Universities and the Association for Prevention Teaching and Research³. The proposed degree offers an intentional curriculum that advances the learning of complex interactions that promote, achieve, and maintain health at individual, community, and global levels. Primarily, the proposed degree offers students who have an interest in health issues and careers a way to gain an interdisciplinary synthesis of the current trends and debates in global and public health. In general, it encourages students to think ethically, systemically and systematically about health and humanity, thereby producing an “educated and engaged citizenry.”

The program is designed as a Bachelor of Arts and has a strong focus on liberal arts education that aligns with UW Bothell’s diverse student population: students who are transferring from community colleges, students who are already working in health-related professions, freshmen who may not be certain that a career in public health is for them, and/or students who are in allied or other health-related professions who want a more specialized approach to health issues.

The program provides a series of core courses grounded in public health concepts, research, and social issues in healthcare to explore differing health outcomes across populations. Students will take a series of courses across four areas of study:

- a) Ethics/Education/Policy/ Management,
- b) Health and Life Sciences,
- c) Social and Historical Issues, and
- d) Health Issues and Interventions at Local and Global Levels.

³ AACU and APTR, “Recommendations for Undergraduate Public Health Education.” www.TeachPublicHealth.com.

Students are offered a combination of hands-on learning, community engagement, and real-time, problem-based learning as ways to explore current challenges, debates, and interventions in population health.

II. Relationship to Institutional Mission

In 2008 UW Bothell developed a plan, The 21st Century Campus Initiative⁴,” to define campus priorities through the year 2020. To date, we have excelled at meeting our goals. We have increased enrollment by greater than 100%, implemented fifteen new degree programs, increased research by 100%, launched two centers of study and implemented two successful programs designed to recruit and retain underrepresented and first generation college students. It is a top priority to focus on developing new degree programs that respond to the economic development needs of the state and region and to demographic changes. The proposed degree in Health Studies unequivocally contributes to this response.

A. Mission of University of Washington Bothell

UW Bothell’s vision statement proclaims: “The University of Washington Bothell will be a transformational learning community. We will serve as a catalyst to enhance the quality of life throughout our region.”⁵ Our mission supports the vision by specifying concrete curriculum goals:⁶

- Teaching critical thinking, writing, and information literacy,
- Developing innovative and creative curricula,
- Promoting interdisciplinary teaching and research,
- Incorporating multicultural content and diverse perspectives, and
- Proving the best of educational technology in support of teaching and learning.

The Health Studies degree is structured around these goals. The details of the degree highlight a curriculum that crosses programs at UW Bothell, includes community-based service learning, uses mission-directed learning concepts, and embraces technology to increase access.

B. Strategic Plan

As noted, the 21st Century Campus Initiative outlines UW Bothell’s priorities to increase opportunities for students to attain the knowledge, skills and experiences that will prepare them for leadership roles and lifelong learning. Our commitment to serve our students, faculty, staff and community drives us to respond to this need by designing

⁴21st Century Campus Initiative: <http://www.uwb.edu/21stcentury>, accessed April 15, 2010.

⁵ UWB Vision Statement: <http://www.uwb.edu/about/vision>, accessed April 15, 2010.

⁶ UWB Mission Statement: <http://www.uwb.edu/about/mission>, accessed April 15, 2010.

programs that build on our academic strengths while fostering community engagement even in these challenging economic times. The areas of a) Health, b) Science, Technology, Engineering and Math (STEM), and c) Social Studies and Culture, were identified as top priorities for immediate growth.⁷ The proposed degree will be housed in the Nursing Program. However, input has been obtained from all of UW Bothell's academic programs as well as from faculty and administrators from the UW Seattle School of Nursing, the School of Public Health, and the Department of Global Health.

The degree program compliments existing majors in Nursing, Biology, Community Psychology, Global Studies, Society, Ethics, and Human Behavior and Nursing. This program is built on interdisciplinary scholarship, a longstanding history of strong faculty to student mentorship, and the ability to achieve and sustain community partnerships that strengthen student experiences. Thus, the proposed degree satisfies our strategic initiatives on many levels and is another building block that will generate a high degree of return on investment for UW Bothell, our students and faculty, and the community we serve.

C. Vision and Strategic Goals of UW Bothell's Nursing Program

The Nursing Program's vision statement asserts, "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."⁸ The proposed degree uses innovative curriculum structured to reach students across a broad range of interests that are supported by faculty expertise and scholarship.

Undergraduate degree programs that provide an in-depth exploration of population health have been scarce; current growth is a recent phenomenon. Presently, organizations such as Association of American Colleges and Universities, American Public Health Association, the Institute of Medicine, and Association of Schools of Public Health are urging schools to incorporate public health in undergraduate education. The UWB Nursing faculty started a process to gather information and move forward on this initiative in 2006. The development of this degree has been a long-term strategic focus that advances the Nursing Program's vision and goals. Our partners at local community colleges and hospitals also

⁷ 21st Century Campus Initiative: <http://www.uwb.edu/21stcentury>, accessed April 15, 2010.

⁸ Nursing Program Vision Statement: <http://www.uwb.edu/nursing/about/mission>, accessed April 15, 2010.

support a program that will allow transfer students to receive additional education and training in a general health-related field.

III. Documentation for Need of Program

The demand for public health careers is increasing and our proposed degree in Health Studies will provide a strong foundation for a number of related career paths. The degree is a springboard to many careers in health care, education and social services, as well as to careers with private and public organizations that address health issues on a local or global community level. The 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 personnel with a background in public health is strong and will continue to grow regionally, nationally, and internationally.

A. Student Demand

"Today's students want to contribute, to empower individuals and communities to take charge of their own Health."
Ruth Gaare Bernheim, UVA

UW Bothell has in place an intentional process to develop new degrees. In gathering information from students to determine if a new degree is a priority we survey students, review enrollment data from regional and national schools and gather information on employment potential. 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 UW Bothell's *Academics* homepage of the website. The site includes a general interest survey that lists thirteen potential degrees. The survey limits selection to one potential degree and individuals can not repeat the survey. There are 214 respondents through February 2011. Health Studies was added to the general survey in November 2009 and has remained in the top five of potential degrees selected, with an average of 24% of the respondents selecting it as their preferred degree.

Surveys for each potential degree are posted to measure specific interest. The survey specific to Health Studies has fourteen (14) questions and was posted December 2009 and closed March 2010 with a total of 48 unique respondents. The survey points to strong student interest and in particular, it has attracted students who are planning to transfer to UW Bothell. The table includes some of the responses to key questions on the survey:

Rank	Answer	Percentage
Please select the response that best describes your interest in UW Bothell.		
1	I am planning on enrolling at UW Bothell as a freshman.	12.50%
2	I am currently enrolled at UW Bothell.	12.50%
3	I am planning to transfer to UW Bothell from a community or technical college.	37.50%
4	I am planning to transfer from another 4 year institution.	25.00%
5	I am planning on enrolling at UW Bothell as a graduate student.	12.50%
6	I am undecided at this time.	0.00%
Are you interested in pursuing a BA in Global and Public Health Studies?		
1	Yes	100.00%
2	No	0.00%
3	Undecided	0.00%
How important is it to your decision to enroll at UW Bothell or to remain at UW Bothell if a Global and Public Health Studies degree is not available?		
1	Very important	60.00%
2	Somewhat important	40.00%
3	Not very important	0.00%
4	No opinion	0.00%

Table 1 Interest Survey on Health Studies

The last question on the student survey is an open question requesting input on the potential degree. Responses underscore that students prefer that UW Bothell offers this degree:

“I am a junior this year in high school. This degree sounds really appealing, and the fact that UW Bothell is smaller than UW Seattle is appropriate.”

“I have graduated from UW Bothell, but wish this degree had been an option when I was there. I would have chosen it!”

B. Employer

By 2020 it is projected that the national shortage of professionals will reach crisis proportions. Employment in occupations requiring public health and related degrees is projected to grow faster than the average of all other occupations from 2008- 2018 with growth rates listed from 19% - 22%.⁹ The “health care and social assistance” sector has strong demand and strong growth potential.¹⁰ 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.”¹¹
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 population¹²), mental health, childhood obesity, and chronic illness.¹³
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.¹⁴
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 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

⁹ “Occupational Outlook Handbook (OOH), 2010-11 Edition,” Bureau of Labor Statistics, 2010, US Department of Labor, March 2010, <www.bls.gov/oco/ocos060.htm.>

¹⁰ OOH, http://www.bls.gov/emp/ep_table_201.htm.

¹¹ “Retooling for an Aging America: Building the Health Care Workforce,” IOM, 2008, March 2010, <<http://www.iom.edu/agingamerica>.>

¹² “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>.>

¹³ OSPPM, <http://www.kingcounty.gov/healthservices/health/data/chi2009.aspx>.

¹⁴ “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>.>

and Canada¹⁵); and finally, health care reform as well as environmental/ecological concerns demand workers with health education backgrounds.

The following table lists health-related occupations that require a minimum of a bachelor’s degree and projected changes in employment.

Occupational Title	Employment	Projected Empl.	Change, 2008-18	
	2008	2018	Number	Percent
Health educators	66,200	78,200	12,000	18
Medical and health services managers	283,500	328,800	45,400	16
Child, family, and school social workers	292,600	328,700	36,100	12
Medical and public health social workers	138,700	169,800	31,100	22
Mental health and substance abuse social workers	137,300	164,100	26,800	20
Social workers, all other	73,400	82,800	9,400	13

Table 2: Employment in Health Studies Related Occupations (Bureau of Labor Statistics, 2010-11 edition)

C. Washington State

Projections for Washington State mirror national projections for demand and growth. The table below reports the highest percentage changes for health educators and medical, public health social workers. The Health Studies degree will lay the groundwork for further education and training in these professions.¹⁶

¹⁵ 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).>

¹⁶ Occupation Explorer, *Workforce Explorer Washington, LMEA*, 2010, February 2010, <<http://www.workforceexplorer.com/cgi/databrowsing/occExplorerQSSelection.asp? menuChoice=occExplorer>.>

Occupational title	Empl 2008	Projected 2018	# change	%change	Annual Job Openings	Median wage/hr
Medical and health services managers	4,282	5,211	929	21.7	183	53.44
Health and Safety engineers	460	484	24	5.2	15	39.98
Health Educators	1,232	1,463	231	18.8	52	23.01
Health specialties teachers, post-sec	2,917	3,263	346	11.9	88	NA
Medical and public health social workers	2,707	3,295	588	21.7	134	25.74
Emergency Management Specialists	434	485	51	11.8	16	29.86
Mental Health & Substance Abuse	2,367	2,879	512	21.6	116	20.26
Environmental Science & Protection Techs	776	901	125	16.1	48	22.26
Environmental Science & Health Specialists	4,054	4,659	605	14.9	184	33.42
Community & Social Services Specialists	2,787	3,188	401	14.4	103	21.12
Rehabilitation Counselors	7,817	9,018	1,201	15.4	289	19.36

Table 3: Occupational Titles in Washington State from LMEA

D. Region and Community

Regional data indicate demand in employment for persons with Health Studies related education and skills. The listed occupations for the state and for both King and Snohomish counties are designated as “In Demand.” This label is used based on a ranked index:

- Occupational Projections,
- Unemployment Data, and
- Job Vacancy Rates.

Regional projections for employment also mirror the national demand in terms of projected growth for similar occupations.¹⁷ ONet uses the designation of a “Bright Outlook” to describe these fields.

King County	Empl 2008	Projected 2018	# change	%change	Annual Job Openings	Median wage/hr
Med and Public Health Social workers	1,078	1,359	281	26.1	59	27.59
Child, Family and school social workers	1,197	1,221	24	1	41	20.01
Substance Abuse and Behavioral Disorder C	657	870	213	32.4	37	18.57
Social and Community service assistants	2,403	2,962	559	23.3	112	27.59
Social and Community service managers	885	1,025	140	15.8	36	35.07
Snohomish County	Empl 2008	Projected 2018	# change	%change	Annual Job Openings	Median wage/hr
Med and Public Health Social workers	299	372	73	24.4	16	27.59
Child, Family and school social workers	299	372	73	24.4	16	20.46
Substance Abuse and Behavioral Disorder C	108	142	34	31.5	6	18.57
Social and Human Service Assistants	509	659	150	29.5	27	15
Social and Community service managers	201	243	42	20.9	10	35.07

Table 4: Regional Occupational Data from LMEA

¹⁷ ONet: <http://www.onetonline.org/>

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

The 2008 Strategic Master Plan for Higher Education in Washington focuses on strategies to increase educational attainment in the state. This goal is now more challenging given our current economic situation and the loss of funds to higher education. However, the proposed Health Studies degree is an innovative program that will satisfy many of the objectives identified in the Strategic Master Plan.

A. HECB Master Plan Strategies

The Health Studies degree promotes the core objectives in the HECB's Master Plan concerning educational attainment while meeting the HEC Board's policy goal of expanding degrees in STEM and health sciences¹⁸:

- 1. Focus on diversity.** The Nursing Program prioritizes the importance of having a student body that represents the society that 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.¹⁹ The proposed curriculum incorporates mechanisms to enhance diversity through outreach and experiential learning.
- 2. Create higher expectations for K-12 students.** The 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. Groups with projects that reach directly into high schools have been invited to discuss their work. Health Studies is designed to look for synergies with existing programs like Global Washington and includes external engagement components to generate associations with regional and community programs.
- 3. Create a system of support for lifelong learning and an understanding of the necessary components that support the health and wellbeing of individuals and societies.** The health and wellbeing of individuals and societies is dependent upon education. The 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 enough graduates to meet

¹⁸ HECB, 12.

¹⁹ "Diversity Statement," Nursing About Us, March 2010, <<http://www.uwb.edu/nursing/about/diversity.>>

demands in health professions and notes that the number of degrees awarded in math, physical science, health and engineering have declined.²⁰

1. Fill unmet needs in high-demand fields. The demand for graduates in public and global health has seen an increase across related professions and is projected to remain strong. Undergraduate education in the Health Sciences will contribute to meeting this demand. As noted above, undergraduate degree programs in Public Health related fields are a recent phenomenon, and this degree puts us in the forefront among those offering these programs.

2. Promote student enrollment in health and science fields. The proposed degree has generated significant support from existing students and Nursing 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 program will also be interdisciplinary, which will extend its attraction to students who may not have considered a health professions or STEM related degrees 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 education. A focus of the Health Studies degree will be to involve faculty and students in collaborative research. There will be opportunities to align with established faculty research in the Nursing 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 public health studies as well.

V. Relationship to Other Institutions

"There's high demand: students are clamoring for undergraduate courses, and public health employers are hungry for new graduates to replace retiring baby boomers." Howard Frumkin, Dean UW School of Public Health

Undergraduate programs in public health are increasing to the point where ASPH is considering developing an accreditation process for these programs to guarantee quality curriculum. A survey prepared by ASPH in 2008 indicated that only twelve (12) schools reported having undergraduate programs in public health.²¹ UW Seattle has the only CEPH accredited School of Public Health in the State of Washington. It offers a Bachelor of Science in Health Informatics and Information Management and a Bachelor of Science in Environmental Health. The School is in the process of

²⁰ HECB, State and Regional Needs Assessment Report, Olympia, 2006, 3-4.

²¹ Association of Schools of Public Health, <http://www.asph.org/document.cfm?page=978>.

incorporating an individualized program of study in Public Health currently housed in the School of Arts and Sciences. The undergraduate programs are included to show the range of degrees that approximate the proposed Health Studies program.

1. UW Seattle – Individualized Study in Public Health, BA/BS

The Public Health major introduces undergraduates to public health issues such as emerging infectious diseases, chronic diseases, access to health care and modes of health care delivery, the geography of health, and the effects of environment on health and disease. Students also learn about the tools medical researchers use to understand the biological mechanism of disease and the modes of disease spread, prevention, and cure. The program has two degree options:

- Bachelor of Arts— requiring 10 credits of natural sciences, or
- Bachelor of Science—30 credits from related natural sciences.

The program has a 19 credit core curriculum and students must complete 72 to 94 credits for the degree.

2. George Washington University - Public Health, BS

The George Washington University School of Public Health and Health Services first offered the BS Public Health fall semester 2003. The program was designed after the liberal arts tradition associated with small, private colleges, and is a respected and proven model for teaching students to assume responsibility for their own life-long learning. The focus of the degree is to teach students about improving the health of communities at home and abroad through health education, promotion and communication, the use of scientific and epidemiologic methods, policy analysis, environmental tools, and management skills. The core competencies developed by GWU for its curriculum have been adopted by the AACU/LEAP as learning objectives for undergraduate public health studies including programs designed as minors.²²

3. UPENN – Health and Societies, BA

The Health and Societies program responds to the worldwide nature of modern health problems and the steadily expanding reliance on a multidisciplinary team approach to their solution. Students explore serious intellectual questions in health, the social sciences, and the humanities while acquiring the skills necessary to participate in modern globalized health care and decision-making. The Health and Societies major provides an exciting, intellectually-coherent yet practical education for undergraduates preparing for careers in the health professions or for a health care specialization in fields such as law, government, journalism, and business.

²² AACU and APTR, “Recommendations for Undergraduate Public Health Education.” www.TeachPublicHealth.com, p3.

VI. Curriculum

In line with the UW Bothell Priorities Plan 2008-2020 in the 21st Century Campus Initiative, the American Public Health Association Policy Statement, and the AACU recommendations, the proposed curriculum is purposely designed to be accessible to a 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 Health Studies program aims to accomplish this through its intentional curriculum.

The Health Studies program will integrate learning about health problems within the larger framework of the dynamics of an ever-changing global world. This approach has its origins in a liberal arts curricula that integrate sciences, social sciences, health, humanities, technology and leadership to help students better understand the competing interests and challenges in providing, promoting, and maintaining health and healthcare. In the Health Studies program, students gain an understanding of the importance of current local and global health issues. The curriculum will initially offer a Bachelor of Arts degree in order to encourage students from a variety of backgrounds and interest areas to apply. As UW Bothell's Science and Technology Program matures, we anticipate developing a Bachelor of Science degree in Health Studies to be offered in the future. On completion of the program, students will graduate with a clear focus in population health that is situated within a broad liberal arts framework and that will lead to careers and further education in the health sciences, social services, and policy fields.

A. Bachelor of Arts in 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). The program is also designed to accommodate students that transfer to UW Bothell who: 1) have completed the appropriate transfer track at regional community colleges, 2) are out-of-state transfer students, and, 3) students from other 4 year institutions. The proposed degree requires 85 – 90 credits and a total of 180 credits are required for graduation.

One of the features of the proposed program is a requirement that students will receive an introduction to a range of liberal studies, health, and science courses across **four concentration areas**. The courses for these concentrations are grouped into divisions that focus on:

- Ethics, Education, Policy and Management
- Health and Life Sciences
- Social and Historical Studies
- Local and Global Health Practice

The concentrations allow students to opt for focusing on population health in one of the particular areas, while also providing direction in course selection for students who want to traverse the concentrations for a broader education.

1. Learning Objectives

The learning objectives developed for the Health Studies program are drawn from current objectives in other health studies program at similar sized universities, the Council on Education for Public Health (CEPH), and the Association of Schools of Public Health's (ASPH) learning outcome domains. We propose that students in the Health Studies program will work to:

- a) Identify the various factors that influence health and wellness at individual, community, and global levels;
- b) Understand the policies and systems that shape our healthcare practices;
- c) Acquire the skills to understand and critique health research at the population level;
- d) Apply methods used in the development and evaluation of public health interventions; and
- e) Partner with individuals and communities to improve health outcomes.
- f) Advocate for ethics in healthcare practice and for the just distribution of health care resources.

2. Key Concepts

The curriculum includes “key concepts” that are essential to understanding the issues, commitments and debates in population health. Students graduating from the Health Studies program will acquire the following learning:

- a) A clear understanding of the complexities of populations and cultures, and how these issues can influence their patterns of wellness and illness;
- b) An ability to use population health information that has been generated through epidemiological methods;
- c) Capability of analyzing community needs with respect to health behaviors, health education, and health practices;
- d) The capacity and knowledge to successfully work within the context of current local and global health systems, policy, and management practices;
- e) An understanding of illness surveillance, monitoring, and preventative practices;
- f) An ability to improve and critique healthcare services with attention to social justice considerations such as health equity, social determinants of health, and health resource ethics and management.

It is anticipated that graduates from the UW Bothell Health Studies program will acquire the following skill set:

- a) Foundational skills in scholarly inquiry, critical thinking, and problem-solving;
- b) The ability to work collaboratively and effectively in team settings, with community partners, and other scholars;

- c) Foundational quantitative reasoning and literacy skills;
- d) The ability to communicate using various forms of media and with diverse populations (e.g., health care seekers, providers, policy makers, other stakeholders);
- e) Descriptive and analytic writing skills;
- f) Essential skills in working across differences, with specific attention understanding issues of cultural sensitivity and safety for vulnerable populations; and
- g) Foundational skills in assessment, intervention, and evaluation of population health related problems.

Pedagogical tools and strategies that will be used in courses for this program include:

- a) Readings and literature review,
- b) Case study review,
- c) Community engagement and service learning, including advocacy,
- d) Integrated student/faculty research and community partnership activities,
- e) Collaborative and group work, and
- f) Team teaching, lecture, and problem-based learning strategies.

3. Prerequisite Courses for the Health Studies Program

We anticipate that students who enter the Health Studies program will be either students who are currently admitted as freshmen to UW Bothell and are therefore, currently taking the General Education Requirements preliminary coursework, or are transfer students from other colleges. Students would apply for admission to the program during their sophomore year or upon transferring.

4. Required Courses

The requirements for the proposed Health Studies program are:

1. One course (from a menu of 3) in statistics - a pre-requisite for Introduction to Epidemiology (5 credits)
2. Three (3) required classes to introduce students to foundational concepts in population health (15 credits):
 - a) Introduction to Public Health
 - b) Community Dynamics, Disparities, and Health
 - c) Introduction to Epidemiology
3. One course (from a menu of 3) in research methods (5 credits)
4. One course from each of the proposed concentration areas (20 credits total)
 - a) Ethics, Education, Policy and Management

- b) Health and Life Sciences
 - c) Social and Historical Studies
 - d) Local and Global Health Practice
5. Four additional courses from the concentration areas (20 credits)
- a) 4 courses across all concentration areas, or
 - b) 4 courses in a single concentration area
6. Elective courses across the university (20 credits)
7. Two portfolio courses, Health Studies Pathways and Senior Portfolio (7 credits)

5. Description of the Core Courses

The Nursing Program faculty will develop 3 core courses focused on the principles of population health, epidemiology, and health diversity and disparity issues.

Core Course # 1: Introduction to Public Health

The proposed course is a survey course examining the principles of current public health practice. The AACU and Association for Prevention Teaching and Research (APTR), in their recommendations for undergraduate public health education recommend that course content be focused on evidence-based and experiential learning. The Introduction to Public Health course will introduce students to context and scope of public health, its history, current issues, health care systems issues and debates, and interdisciplinary approaches to achieving and sustaining the health of populations. Additionally, healthcare cost and quality issues will also be examined in this course.

Core Course #2: Community Dynamics, Disparities, and Health

The proposed course provides an introduction to population diversity and the complex social situations within which health promotion and service provision are offered. Students will be introduced to the concepts of health disparities, community partnership and engagement, advocacy, and the ethics of providing health services for large populations. Students will explore tools for successful communication with vulnerable populations, including aging people, maternal-child health, and economically disadvantaged groups. Disaster preparedness will also be explored in this course.

Core Course # 3: Introduction to Epidemiology:

This course presents the foundational concepts behind the application of scientific methods to monitor, describe, and study population health. It will explore how diseases are distributed non-randomly due to a variety of environmental,

genetic, and social factors and explain how different empirical research methods reveal the role that these factors play in health. Specific areas that will be addressed include: historical and ethical issues in population health research, usage of data to describe health, measures of association and causation, potential limitations and biases found in epidemiological research, and strategies for applying evidence to the improvement of healthcare practice. Additionally, real examples and data from epidemiologic practice will be used to develop practical skills in the study of population health risks.

6. Areas of Concentrated Study

In addition to the core concepts, core courses and portfolio work, the Health Studies program will allow students the choice of receiving content and skills from four areas of concentrated study in the liberal arts. These four concentration areas were developed so that students will have a choice of either concentrating their learning in population health in the context of a specific set of problems (e.g., the Health and Life Sciences, or Ethics, Education, and Health Policy Management, etc.) or to allow students to build a broad basis of understanding of the range of contexts within which health issues for populations occur.

The Health Studies taskforce who worked to develop this proposal reviewed a list of courses offered at UW Bothell to determine how current courses across the campus may fit within a body of knowledge and may provide a useful lens through which to understand population health. One reason for proposing pre-designed areas of concentrated study is that faculty can shepherd students in coursework that will help them understand the complexity of a topic from an interdisciplinary perspective. Another important reason has to do with resources. In a model where students explore a pre-designed concentration, the need for program and faculty advising personnel is reduced, allowing the program to operate with a higher return on investment.

For students who desire building a broader base of liberal studies knowledge, the curriculum allows the choice of taking a series of courses across each of the areas of concentrated study rather than specifically focusing on a single concentration area. The specific areas of concentrated study are described below.

Ethics, Education, Policy and Management Concentration: The mission of the Health Studies program includes improving health to ensure a more just and equitable world. The collective focus of this concentration is to support student interests in health care policy and management, the ethics of providing care to large populations, and the challenges and methods of educating populations about health. In this concentration area, courses are primarily drawn from IAS (policy studies), Business, and the Education program. Courses to be developed at a future date are designated with an asterisk.

Sample Courses: Ethics, Education, Policy & Management

BIS 281	Global Politics (5) I&S
BISSEB 304	Institutions and Social Change (5) I&S
BIS 445	Meanings and Realities of Inequality (5) I&S
BEDUC 315	History of Education in the US (I & S) 5 Credits
BEDUC 320	Education and Society (I & S)
B BUS 330	Information Management and Analysis (5)
*BHXXX	Clinical Informatics
*BHXXX	Leadership Theory and Practice
BHLTH 456	Representation of Health Policy and Ethics in Contemporary Films

Health and Life Sciences Concentration: The Health and Life Sciences concentration is designed for students who are interested in coursework to prepare for advanced study in the health sciences. For example, some students who choose this concentration area may return to dental, medical, or nursing school, or may go on to Masters in Public Health programs to focus on environmental health issues. In this concentration area, courses are primarily drawn from Science and Technology, Biology, Interdisciplinary Arts and Sciences, and the Nursing program. Courses to be developed at a future date are designated with an asterisk.

Sample Courses: Health & Life Sciences

B BIO 231	Genes, Genomes and Heredity (5)
B BIO 350	Physiology
B BIO 364	Biochemistry
B BIO 3XX	Human Anatomy
B BIO 460	Developmental Biology
B BIO 4XX	Microbiology
BH XXX	Health Psychology
BST 200	Introduction to Climate Science (5)
BST 322	Exploration of Consciousness (5)

*BHLTH 480	Genetics and Public Health (5)
BHLTH 497	Human Nutrition, Ecology & Health (5)
BIS	Drug & Alcohol Dependence
BHLTH 497	Health Policies & Politics in a Global Context (5)
BHLTH 450	Exploring the Humanities in Healthcare
*BHLTH 497	Mental Health, Addictions and Homelessness (5)
BHLTH 444	Issues in American Indian Health
BHLTH 465	Adolescent Health
BHLTH 452	Nursing History/Women's History
BHLTH 454	Healthcare and the Humanities
BIS 493	Special Topics (3-5, max. 15)

Social and Historical Studies Concentration: The Social and Historical Studies concentration area allows students to conduct a deeper exploration into social and historical events of various populations to use as a catalyst for understanding their health needs and problems. This concentration area draws its courses from Education, Interdisciplinary Arts and Sciences (American Studies, Global Studies), and the Nursing program. Courses to be developed at a future date are designated with an *. The courses students will draw from include:

<i>Sample Courses: Social and Historical Studies Concentration</i>	
BEDUC 315	History of Education in the US (I & S) 5 Credits
BHLTH 397	Current Health Topics (3-5)
BEDUC 456	Adolescents in School and Society (I & S) 5 Credits
BEDUC 461	Educational Implications of Gender Inequality 5 Credits
BEDUC 320	Education and Society (3 credit seminar and optional 2 credit service learning)
BEDUC 475	Global Perspectives on Diversity and Citizenship Education (I & S) 3 Credits
BEDUC 493	Environmental Education (3 credit seminar and optional 2 credit service learning)
BIS 348	Cultural Psychology (5) I&S

BIS 369	Women Across Cultures (5) I&S
BIS 385	Cross-Cultural Oral Traditions (5) VLPA
BIS 427	Global History I (5) I&S
BIS 431	Issues in Sexual Politics and Cultures (5, max. 10) I&S
BIS 436	Comparative Family Systems (5) I&S
BIS 445	Meanings and Realities of Inequality (5) I&S
BISAMS 364	Public Memory and Dissent in American Culture (5) VLPA/I&S
BISAMS 366	Exploring American Culture: Americans at the Margins (5) VLPA/I&S
BISAMS 367	Exploring American Culture: Race, Ethnicity, and Immigration (5) VLPA/I&S
BISGST 397	Topics in Global Studies (5, max. 15) I&S
BIS 436	Comparative Family Systems (5) I&S
BIS 420	Colonizing History in Sub-Saharan Africa (5) I&S
BIS 438	Prevention and Promotion (5) I&S
BIS 445	Meanings and Realities of Inequality (5) I&S
BHLTH 459	Medicine & Nursing: A Socio-cultural Perspective (5)
BHLTH 455	Women, Culture, and Healing (5)
BHLTH 461	Aging and Health Promotion
BHLTH 462	Global/Local Health Inequalities & Interventions (5)
BHLTH 463	Gerontologic Practice in the Community (5)
BHLTH 444	Issues in American Indian Health (5)
BHLTH 497	Teaching and Learning Strategies for Patient and Family Education (5)
BHLTH 450	Exploring the Humanities in Healthcare
BHLTH 463	Teaching and Learning Strategies for Patient and Family Education (5)
*BHLTH 480	Genetics and Public Health (5)
BHLTH 497	Migration and the Latino Experience in the US (5)
BHLTH 497	Community, Prisons & Health (5)

BHLTH 497	Health Policies & Politics in a Global Context (5)
BHLTH 464	The Environment and the Health of Populations
BHLTH 465	Adolescent Health

Local and Global Health Practice Concentration: Improving population health through clearer understandings of community health practice methodology in a range of locations is the focus of this concentration area. Coursework will primarily focus on health improvement through community engagement, community-based interventions, and community evaluation and planning efforts. The ability of students to participate in community health improvement efforts while under the shared direction of faculty and community partners is a feature of this concentration area. In this concentration area, courses are primarily drawn from Nursing, Interdisciplinary Arts and Sciences (Global Studies, Environmental Sciences), Education, and the Business program. Courses to be developed at a future date are designated with an asterisk.

Sample Courses: Local and Global Health Practice	
BIS 438	Prevention and Promotion (5) I&S
BHLTH 462	Global/Local Health Inequalities & Interventions (5)
BHLTH 445	Health in a Developing Nation (5)
BHLTH 455	Women, Culture, and Healing (5)
BHLTH 463	Teaching and Learning Strategies for Patient and Family Education (5)
BHLTH 497	Health Policies & Politics in a Global Context (5)
BISGST 397	Topics in Global Studies (5, max. 15) I&S
BIS 342	Geographic Information Systems (5) I&S
BIS 337	Risk and Resilience (5) I&S
BIS 314	Topics in Geography: Mapping communities (5, max. 10) I&S
BES 301	Science Methods and Practice (5) NW/QSR
BIS 222	Travel and Cultural Difference (5) I&S
BEDUC 493	Environmental Education (3 credit seminar and optional 2 credit service learning)
B BUS 330	Information Management and Analysis (5)

B BSKL 300	Business Team Skills
BHS 3XX	Service Learning Theory and Fieldwork
BHLTH 464	The Environment and the Health of Populations

Portfolio: The two portfolio courses provide a forum for students to articulate who they are in terms of the work they have completed throughout the Health Studies program. The courses will be directed study where students respond to the program learning objectives and program goals.

The initial 2-credit *Health Studies Pathways* course will be taught in the junior year as a means to help to students begin planning their educational approach.

- a) Students will assess their interests with respect to different areas of health studies
- b) A plan for appropriate elective and concentration area courses will be developed
- c) The concepts of developing a future senior portfolio will be introduced

The proposed Senior Portfolio will be a 5-credit course of 20-25 students based on engagement strategies:

- a) Students may produce a narrative of their educational experience under faculty direction;
- b) Evidentiary constructs of individualized learning will be developed by students; and
- c) Students may complete reflective essays that analyze and synthesize their work and activities throughout the program.

5. Program Pathway

The program is structured for four-year students entering UW Bothell as freshmen as well as transfer students from community colleges and other institutions. The table provides a four-year program path. Transfer students may take the Introduction to Statistics prerequisite in the third year as long as completion precedes the core course, *Introduction to Epidemiology*.

Year 1	Autumn Quarter	Winter Quarter	Spring Quarter	Total Credits
	Discover Core I (e.g. The Natural World and Composition)	Discovery Core II (e.g. Climate Change)	Discovery Core III (e.g. World Literature and Public Activism)	45
	Discovery Core I (e.g. Placing the Americas: Human Rights, Culture, and Ethnicity)	Elective (e.g. General Chemistry II)	Elective (e.g. General Chemistry III)	

	Elective (e.g. General Chemistry I)	Elective (e.g. Elementary Spanish I)	Elective (e.g. Introduction to Psychology)	
Year 2	Autumn Quarter	Winter Quarter	Spring Quarter	
	Introduction to Statistics*	Elective (e.g. Intro to Biology II)	Research Methods*	45
	Elective (e.g. Intro to Biology I)	Elective (e.g. Gender & Globalization)	Elective (e.g. Intro to Biology III)	
	Elective (e.g. Community Psychology)	Elective (e.g. Elementary Spanish II)	Elective (e.g. Introduction to the Global Economy)	
Year 3	Autumn Quarter	Winter Quarter	Spring Quarter	
	Introduction to Public Health	Community Dynamics, Disparities, and Health	Introduction to Epidemiology	45
	H&LS Dist. Req. (e.g. Human Anatomy)	E&M Dist. Req. (e.g. Information Management and Analysis)	S&HS Dist. Req. (e.g. Meanings and Realities of Inequality)	
	General Elective (e.g. Education and Society)	General Elective (e.g. Media Policy and Institutional Change)	General Elective (e.g. Ethics and Society)	
		Health Studies Pathways		
Year 4	Autumn Quarter	Winter Quarter	Spring Quarter	
	HI&I Dist. Req. (e.g. Health in a Developing Nation)	Senior Portfolio	H.S. Elective (e.g. Health Policies and Politics in a Global Context)	45
	H.S. Elective (e.g. Aging and Health Promotion)	H.S. Elective (e.g. Genetics and Public Health)	H.S. Elective (e.g. Health Psychology)	
	General Elective (e.g. Science, Technology, and Society)	General Elective (e.g. Operations and Project Management)	General Elective (e.g. Literature, Film, and Consumer Culture)	
Total Credits				180

Table 5: Potential Path for Health Studies

VII. Faculty

The Nursing faculty is committed to supporting the proposed program and brings a wealth of talent and expertise to the Health Studies major. There are currently eleven (10) full time UW Bothell Nursing Program and four (4) part- faculty members who have advanced expertise in the discipline. Faculty members who are a planning to teach in the program are listed below, with a description of their areas of specialization.

A. Current Faculty

Mary Abrams, PhD, RN is an Associate Professor with a doctorate in Socio-cultural Anthropology and an MN in Maternal/Child Nursing. Her areas of scholarship include cultural/social and discrimination issues in health, race/class/gender studies, global and local health disparities, women's/maternal-child health, African American health, and critical medical anthropology. She has extensive teaching experience in community health and in courses related to culture/diversity/disparity issues in local and global health. She has taken students to Cuba to study health care in a developing country. She has recently published a book, *Moving the Rock: Poverty and Faith in a Black Storefront Church* (2010). This ethnographic and life history research tells the stories of poor and working class African American women who experience disparities related to race, class and gender. She is currently working in the community on maternal/infant mortality and on using global health concepts in developing health care access for refugees and immigrants in Washington State.

Suzanne Sikma, PhD, RN is a Professor in the Nursing Program. Dr. Sikma's research has focused on the evaluation of policy and Gerontologic nursing practice in community-based environments, including a specific interest in how care/living environments support the self-determination of older adults. Dr. Sikma has more than 20 years' experience in leadership and/or administration in tertiary care, long term care and academic settings. Her interests include mentoring in practice, academic and research contexts; nursing faculty development; and program planning and evaluation in multiple contexts. Dr. Sikma is responsible for mentoring junior faculty in the Nursing Program and has led strategic planning efforts for the program. Dr. Sikma's teaching has included undergraduate courses in critical thinking, nursing research, community health nursing, caring leadership, gerontological nursing, and nursing leadership/communication. At the graduate level she has taught courses in nursing theory; leadership for advanced practice; program planning & evaluation in health care and both research methods core courses. In addition, she developed a new graduate course in mentoring in nursing education, leadership and clinical practice.

Andrea Kovalsky, PhD, RN is an Associate Professor in the Nursing Program and the Associate Director in the Center for University Studies and Programs (CUSP/all pre-majors). Prior to teaching at UW Bothell in 1997, Andrea worked for Public Health Seattle King County in both immunizations and on the infant mortality epidemiology project. She was certified in addictions nursing from 1994 – 2009, having also worked in a State funded home-based program for mothers with addictions. Andrea has taught public health and other community health specialties for 10 years, including supervising students in numerous public health departments throughout Northwest Washington and in several correctional facilities. Andrea also has taught alcohol education and health psychology classes in Lithuania, has participated in a health oriented visit to Moscow and Uzbekistan with the Seattle Sister City Program, and has collaborated on a maternal-child health project with a colleague in Japan (Dr. Taiko Hirose). She currently teaches ethics, research, and aesthetic courses and primarily uses qualitative methodologies in her research about the use of the arts in healthcare.

Selina Mohammed, PhD, MPH, RN is an Assistant Professor in the Nursing Program. Her teaching interests encompass diversity, community health, research methodologies, and the health of underserved populations. Her areas of scholarship include racial discrimination and health, as well as the use of critical methodologies and community based participatory research to explore how historical, socio-cultural, political, and economic contexts contribute to health disparities for American Indians.

Mabel Ezeonwu, PhD, RN is an Assistant Professor in the Nursing Program. Her research interests include local and international public health policies as they relate to women's health, nursing workforce issues, community partnerships, and underserved populations. She is trained in both qualitative and quantitative research methodologies. She teaches community health nursing with emphasis on international health and underserved populations – using the core public health functions as the overarching framework; cultural and social issues in healthcare; healthcare disparities; and global health.

Christopher H. Wade, PhD, MPH is an Assistant Professor in the Nursing Program at University of Washington Bothell. He received his B.A. from Wesleyan University, where he later completed his Ph.D. in Molecular Biology and Biochemistry. Dr. Wade was selected for a postdoctoral fellowship at the National Human Genome Research Institute in a dual position with the Social and Behavioral Research Branch and the Genome Technology Branch. While a fellow, he concurrently earned a M.P.H. from the Johns Hopkins Bloomberg School of Public Health. Dr. Wade has interest in working across disciplines to address issues related to public health genomics. Using his knowledge of genomics, health behavior, and social science research methods, he conducts translational research that explores the social and ethical implications of applied genomic technologies. In particular, his research seeks to identify approaches for providing people with personal genomic information that maximize social benefits and public health.

Linda Westbrook, PhD, RN is a Senior Lecturer in the Nursing Program. Her area of scholarship includes cognitive psychology of leadership, program evaluation/ methods. Her teaching focuses on community partnerships and population health, environmental health and program planning and evaluation. She uses active and experiential learning strategies to assisting students to apply learning and create programs in community settings. She is trained in qualitative and basic quantitative research methodologies and instrument development.

Jerelyn Resnick PhD, RN is a Senior Lecturer in the Nursing Program at University of Washington Bothell. Her areas of scholarship include curriculum innovation and the scholarship of teaching and learning. Her teaching focuses on critical thinking, health care ethics, teaching strategies and social and cultural issues in health care. She uses learner-centered and constructivist pedagogies in her courses. She is trained in qualitative research methodologies. Her professional background includes public health nursing.

Andrea Stone, PhD received her Ph.D. in Public Health from Johns Hopkins University in 2006. Her doctoral training focused on psychiatric and drug dependence epidemiology, with an emphasis on adolescent substance use and parental

relationships. She completed a post-doctoral research fellowship at the University of Washington, School of Nursing, under the direction of Dr. Elaine Thompson. Dr. Stone's post-doctoral research focused on early adolescent depressive and conduct problems in relation to the development of substance use, and she continues to examine risk and protective factors of substance use among young people. Dr. Stone has been a lecturer at the University of Washington Bothell since fall quarter of 2007, teaching courses related to research, statistics, substance use, health policy, and health psychology. She also serves as the faculty advisor of the University of Washington Bothell Policy Journal.

VIII. Administration

The Health Studies degree program will be housed in the Nursing Program at UW Bothell. (Programs at UW Bothell are similar to Departments at UW Seattle.)

A. Administrative Structure

The director of the UW Bothell Nursing Program is Dr. Mary Baroni who has served in this role since August 2002. She is a registered nurse and holds a M.S. in Nursing from the University of Rochester and PhD in Human Development and Family Studies from Cornell University. She has held prior faculty appointments at the University of Rochester, the University of Wisconsin-Madison and Marquette University. Much of her career has focused on bridging the gap between practice, education and research through several joint appointments and administrative roles in pediatric practice including co-director of the University of Wisconsin-Madison Interdisciplinary Pediatric Pulmonary Center (PPC) and executive administrative positions supporting nursing research, practice and education at two free-standing children's hospitals. The UW required 5th year administrative review of her leadership was completed in spring 2007 noted that:

"It is clear to the Committee that Dr. Baroni's accomplishments are numerous and that the Nursing Program and the University of Washington Bothell have benefited from her leadership. Community College relationships have been strengthened, the visibility of the Program has been raised within the State, the academic programs are flourishing and the faculty are productive. Dr. Baroni's ability to connect with external constituencies and engage them in the future of the Nursing Program is outstanding....She is a strong leader who understands the challenges facing Nursing education and who has the vision and skills to lead the Nursing Program's response to those challenges."

She brings significant expertise in fostering academic-community partnerships which will be helpful as this new degree program is launched. She holds the rank of Professor and area of current research has to do with access to nursing education and nurses perceptions of the value of baccalaureate education. Her teaching in the undergraduate program has been in BNURS 350 Critical Thinking and BNURS 409 Partnerships in Community Health. Graduate level teaching

focus includes BNURS 521 Scholarly Inquiry for Nursing Practice and BNURS 507 Advanced Nursing Roles.

Carol Leppa, PhD, RN serves as Associate Director and Professor in the Nursing Program. She has taught courses in comparative health care systems, including a course where students travel to Great Britain to examine health issues and practices. She currently teaches courses ethics and health care policy courses.

The Director of the Nursing Program will appoint a Health Studies Degree Coordinator. The Health Studies Degree Coordinator will work with the Director of the Nursing Program to oversee Health Studies course offerings to determine both which courses will be offered and the frequency of offerings. The Health Studies Degree Coordinator, in consultation with the Director of the Nursing Program will appoint two Health Studies Committees: Program Assessment and Evaluation and Health Studies Admissions. The Degree Coordinator will be responsible for overseeing Health Studies committees, and making recommendations to Nursing Program about the Health Studies curriculum, staffing, admissions, and assessment. While staffing these committees is the responsibility of the Nursing Program faculty, faculty from other UWB programs will be invited to participate to the extent feasible and appropriate.

(Note: At the launch of the degree program, there will be a Nursing Program committee to take on both tasks; this will help the faculty teaching the core courses in the program to establish standards and procedures.)

B. Committees

The Nursing Program conducts ongoing program assessment for its current RN-Bachelor and Master of Nursing programs and will, in addition, gather, analyze, and evaluate assessment information as specified in section 11 (Assessment). Findings from the Health Studies program assessment will be reviewed by program faculty members who will recommend changes in curriculum, sequencing of courses, teaching practices, or staffing. The focus of the Health Studies Program Assessment and Evaluation Committee will be on achieving the Health Studies learning objectives and assessing the degree of effectiveness of the current curriculum.

Additionally, the Health Studies program will work with Academic Affairs at UWB to develop a campus-wide interdisciplinary committee to review the ability of the program in meeting student needs and faculty and institutional burden on departments who consistently provide supporting courses for the Health Studies program. (e.g., the use of resources such as libraries, Writing Center, and Quantitative Skills Center, student advisement, Student Disability Services)

The Nursing Program has 2 admissions committees who will work together to determine standards for admission and who will review all applications Health Studies program.

C. Support Staff

The Nursing Program currently has three Program Advisors (Linda Bale-Master's program, Sandra Maddox and Kerri Hatfield-Undergraduate program) and administrative assistants support (Shirley Lee), serving all degree programs within Nursing. We anticipate a .25 FTE position, possibly shared with another UW Bothell degree program (possibly CUSP) to provide student advising for the Health Studies program. Additionally, a .25 FTE position will be required to provide the Health Studies Program with administrative support.

IX. Students

Nursing is devoted to building a program of excellence in Health Studies. We recognize that success is dependent upon inclusion and that a purposeful effort will achieve benefits for our students, faculty, staff and campus. The following statement on diversity can be found on our website:

“A fundamental purpose of nursing is the provision of quality health care to all segments of society. To achieve this purpose, nursing knowledge must be sufficiently broad in perspective and content to meet the requirements of diverse groups. This commitment requires that nursing science be receptive to a wide variety of ideas and viewpoints.

Of primary importance to our educational program is the composition of our student body. In clinical, research and theory building programs, the generation of knowledge and learning is based upon collegial exchanges among and between faculty and students. Such exchanges contribute to openness regarding diverse ideas, viewpoints, and belief systems, which in turn lead to increased knowledge and interest in understanding the varied perceptions of health care needs in a diverse society.

Our recruitment and admission processes are designed to attract and admit a diverse and widely representative student body. To achieve this end, candidates' qualifications will be reviewed for academic and non-academic factors that indicate their potential to be successful in our educational programs and contribute positively to the strength and diversity of the Program. This commitment to diversity is supported by the UW Board of Regents.”

A. Diversity

1. Students

- a) Recruitment: Assertive recruitment and advising programs are in place for Nursing as noted in the above statement and will be used for the proposed program.
- b) Curriculum: pedagogy is designed to reinforce support for diverse learning modes. Curriculum evaluation will be used to assess and update programs as it matures.
- c) Student Groups: The program will provide support for student lead initiatives and students groups that foster identity development and meet program mission and vision.

- d) Community: Community engagement and service learning are integrated in the curriculum and will be utilized for outreach and building relationships with diverse community organizations and individuals.
- e) Workshops & Conferences: Students will be encouraged to develop and attend events and venues that expand diversity in the discipline.
- f) Scholarships: There will be a formal process in place to identify scholarship opportunities and support student applicants in these endeavors.

2. Faculty

- a) Recruitment: Nursing will follow UW Bothell policy to recruit diverse faculty.
- b) Curriculum: The program is structured to ensure that the curriculum and course development explore diversity in all forms.
- c) Scholarship: Research will be encouraged and supported by Nursing & Health Studies and the Office of Sponsored Programs. This office begins looking for grants and projects in conjunction with faculty before new degrees are implemented.
- d) Interdisciplinarity: Health Studies is designed to provide opportunities for shared learning and collaboration with faculty across campus.
- e) Alignment with Nursing: The Health Studies major will increase capacity for collaboration between health practice and Arts & Sciences.

3. Campus

- a) The campus has wrap-around support services for students that are increasing in complexity and scope as the campus grows to include greater numbers of residential and international students. The list includes: Quantitative Skills Center, Writing Center, Technology Support and Library Support.
- b) The campus has a Diversity Council that includes representation from every sector and program on campus. Nursing and Health Studies will collaborate with the Council on programs and trainings to promote diversity.

X. Accreditation

Given the rapid growth in undergraduate public health in all types of higher education institutions, accreditation might be necessary to assure quality in baccalaureate-level public health majors. CEPH Report, February 2011

Currently, undergraduate degree programs in Public Health do not require accreditation. While an undergraduate program that is housed in Schools with graduate Public Health programs are included in the accreditation process for the School, the UW Bothell program is independent and we are not planning to seek accreditation for the Health Studies program at this point.

XI. Assessment Plan

Upon approval of the program, a Health Studies Assessment committee will be appointed to establish and formalize assessment procedures, collect data, evaluate the effectiveness of the program, and to recommend changes in the

curriculum or further refine assessment procedures. This committee will primarily be comprised on Nursing Program faculty in cooperation with interdisciplinary faculty members from other UW Bothell programs.

The University of Washington mandates reviews of all academic units, including undergraduate degree programs, at least every ten years; these reviews are conducted jointly by the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs (<http://www.grad.washington.edu/fac-staff/programreviews/existing.shtml>).

Our overall assessment practices will rely on:

- The use of multiple measures of assessment;
- Formative evaluation;
- The use of data collected for continuous revision and improvement of the degree program; and
- Student self-evaluation coupled with an overall evaluation of the Health Studies program.

Data to be collected to measure the effectiveness of the degree program in meeting its Learning Objectives will include:

- **Student evaluation** of each course. These forms will provide students the opportunity to directly address course learning outcomes (are they successful?) and program learning objectives addressed in that course. Course evaluations also allow students to comment on the relevance of course content, and the role of the course within the degree program.
- **Student self-evaluation.** Students in the Nursing Program currently complete a self-evaluation of learning objectives following the completion of each core course. This practice will continue with students in the Health Studies program.
- **Peer monitoring** of instruction, through classroom visits, allowing faculty members to better understand both what other courses cover, and the teaching styles used by other instructors. This will be particularly useful in light of the focus of understanding population health issues through the lens of a liberal studies education framework. The cross-disciplinary observation and evaluation of faculty will provide a forum for innovation in pedagogy and will help to keep teaching practices within the program fresh.
- **Course-embedded assessment:** Students will be evaluated using traditional and innovative assessment tools, performance on exams, community engagement activities, papers, and presentations, and overall course grades.
- **Student focus groups and exit interviews.**
- **The effectiveness of student-faculty research and community-based health improvement projects measured by:**
 - number of presentations at conferences,
 - number of student co-authored abstracts and publications, and

- number and nature of community-based health improvement projects.
- **The monitoring of student retention** within the program, to evaluate (among other things) student preparation for the program, admission requirements, and the effectiveness of student support services.
- **Tracking of program alumni for:**
 - number of students admitted to health professionals schools,
 - number of students admitted to PhD and other graduate programs,
 - surveys sent to alumni 3-5 years after graduation, to monitor
 - the number of students employed (or pursuing further education) in health-related careers, and
 - how former students evaluate the Health Studies program to have prepared them for work in health-related careers.
- **Program evaluation by an outside faculty evaluation group.**

Data collected will be analyzed by the Health Studies Assessment and Evaluation Committee, and used to evaluate the overall effectiveness and success of the program and to recommend changes in program instructional practices, content, curriculum or other applicable areas. Complementary faculty committees will evaluate curriculum and resources (support staff, budget and equipment). The table below summarizes our anticipated program assessment.

Element	Assessment	Methods	Frequency
Curriculum	<ul style="list-style-type: none"> ▪ program coherence ▪ appropriate learning outcomes 	a. student surveys (focus groups, exit interviews), b. alumni surveys, c. course-embedded assessment	Annually
Students	student learning outcomes <ul style="list-style-type: none"> ▪ assessment methods ▪ evidence of success 	a. student surveys (course evaluations, focus groups, exit interviews), b. course-embedded assessment, c. alumni surveys	Quarterly course evaluations, annual student surveys
Enrollment	<ul style="list-style-type: none"> ▪ enrollment and retention trends ▪ diversity of students 	a. data from Office of Institutional Research, UWB Admissions b. recruitment goals	Annually
Faculty	faculty active in: <ul style="list-style-type: none"> ▪ research ▪ teaching improvement 	a. faculty self-evaluations, b. personnel committee	Annually

	<ul style="list-style-type: none"> ▪ professional organizations ▪ college governance: adequate staffing tenure 		
Resources	<ul style="list-style-type: none"> ▪ adequate facilities ▪ sufficient equipment ▪ appropriate technology ▪ adequate program budget 	<ul style="list-style-type: none"> a. faculty self-evaluation, budget/operations committee, b. student surveys (focus groups, research success), c. alumni success, alumni surveys 	Annually
Student Services	<p>adequate support:</p> <ul style="list-style-type: none"> ▪ recruitment ▪ admissions ▪ advising ▪ counseling ▪ retention 	<ul style="list-style-type: none"> a. data from Office of Institutional Research, UWB Admissions (data on admissions, retention), b. student surveys 	Annually
Academic Support	<p>adequate support:</p> <ul style="list-style-type: none"> ▪ Quantitative Skills Center ▪ Writing Center ▪ Library ▪ Information Technology ▪ Advising 	<ul style="list-style-type: none"> a. student surveys, b. course-embedded assessment, c. student retention data d. advising report data 	Annually

Table 6: Proposed Assessment Plan

XII. Appendices

A. Community Engagement in the Health Studies Major

The Health Studies major is designed to promote a range of opportunities for students to gain hands-on experience with health services. This is seen as an important component of education for future health professionals and a way of connecting coursework to practical applications. This connection will be emphasized in a number of different ways by our core classes, the Health Studies distribution requirements, and services provided by UWB.

One of our three core courses, Community Dynamics, Disparities, and Health will include a service-learning component. The details of these activities are yet to be determined. However, the Nursing Program has extensive experience developing opportunities for students in community health settings, as this is a core course requirement for both the BSN and MN programs.

Additionally, we provide students with the opportunity to pursue service learning as part of our distribution requirements. One of our concentration areas, Local and Global Health Practice, is intended to include independent and instructional courses that will allow students to pursue their interests by working within the community. While these courses have not yet been developed, we anticipate modeling them after existing formal and independent studies courses in the nursing program.

Finally, the faculty of the Health Studies major will be utilizing resources at UWB that support the integration of service learning into course offerings. UWB has a center for Community-Based Learning and Research that is geared towards connecting students with volunteer and internship opportunities. This center has a staff of four, and is committed to working with faculty to provide hands-on experiences for students.

While the exact sites and expectations for service learning within the Health Studies major are still in development, the structure of the core major requirements ensure that students will gain an introduction to community-based learning. It also has faculty with the skills and resources to enable students to gain further experience in their areas of interest as they proceed through the major.

B. Academic Services Budget Request

- 1. Information Technology:** \$4,520 annually for student hourly to support e-portfolio implementation
- 2. Library:** \$6,000 annually: books, media, and contributions to e-resources; \$13,750 annually: Library staffing costs will need to adjust based on increases in FTE. The interdisciplinary nature of this degree indicates that students will need to be able to locate, analyze and synthesize research from multiple disciplines, which often requires in-depth assistance from librarians, in the classroom or individually. Increased FTE will also impact Library Reserves and public services. This estimate (with benefits) is calculated based on 1 librarian and .5 classified staff per 250 FTE, and 2 student employee hours per FTE Year 1 of the degree.

3. **Quantitative Skills Center:** \$4,520 annually for tutors. To fully prepare students for the epidemiology course, I highly recommend setting a statistics course as a prerequisite. This should assist in the success of data analysis activities within the course. I anticipate that students in the GPH program will require tutoring assistance from the QSC for statistics, GIS, and biology. To support these students, approximately 12 hours per week of tutoring will be needed at a cost of \$4,520 (with benefits) per academic year (Fall-Spring).
4. **Writing Center:** \$4,520 annually for tutors. Funding is requested to provide one-on-one tutoring and in-class workshops, approximately 2-3 in-class workshops per quarter and 7-10 hours of tutoring per week. The annual cost (Fall-Spring) would be \$4,520 (including benefits.)

C. HEC Board Forms

1. Form 4 Courses

Form 4			
Prerequisite Courses			
Course Number		Course Title	Credits
B 2XX		Statistics	5
Total Credits			5
Program Requirements			
Course Number	Area	Course Title	Credits
BHS 2XX - 3XX	Core	Introduction to Public Health	5
BHS 2XX - 3XX	Core	Community Dynamics, Disparities & Health	5
BHS 2XX - 3XX	Core	Introduction to Epidemiology	5
B 2XX - 4 XX	Core	Research Methods	5
B 2XX - 4 XX	Concentration	Ethics, Education, Policy & Management	5
B 2XX - 4 XX	Concentration	Health & Life Sciences	5
B 2XX - 4 XX	Concentration	Social & Historical Studies	5
B 2XX - 4 XX	Concentration	Local & Global Health Practice	5
B 2XX - 4 XX	HS Electives	Courses from Concentrations	20
B 2XX - 4 XX	Electives	General Electives	20
B 2XX - 4 XX	Degree	Health Studies Pathways	2
B 2XX - 4 XX	Degree	Senior Portfolio *	5
Total Credits			87
*Credits can range from 5 - 8			

2. Form 5 Enrollment

FORM 5					
ENROLLMENT AND GRADUATION TARGETS					
Part I					
Year	1	2	3	4	5
Headcount	34	60	65	72	74
FTE	30	55	60	65	66
Program Graduates	0	25	30	35	42

3. Form 6 Staffing

FORM 6 STAFFING			
Faculty			
Name	Degree	Status	% Effort in Program
Christopher Wade	PhD	Full-time	0.4
Mary Abrums	PhD	Full-time	0.2
Mabel Ezeonwu	PhD	Full-time	0.2
Andrea Kovalesky	PhD	Full-time	0.2
Selina Mohammed	PhD	Full-time	0.2
Andrea Stone	PhD	Full-time	0.2
TBD	PhD	Full-time	1.1
Total Staff FTE			2.5
Administration and Staff			
Name	Title	Responsibilities	% Effort in Program
Christopher Wade	Program Director	Administration	0.3
S. Maddox/K. Hatfield	Advisors	Advising/Recruiting	0.25
Sheryl Lee/Staff TBD	Coordinator/Admin	Clerical Support	0.35
Total Staff FTE			0.9

D. External Reviews & Responses

We received two excellent external reviews on our proposal for a Health Studies Major at the University of Washington Bothell. The first was by Dr. Richard Riegelman, MD, MPH, PhD, who is a dean at George Washington University School of Public Health and Health Services. He is well known for having taken a leadership role in promoting and developing resources for undergraduate education in public health on a national level. Our second reviewer was Dr. Andrea Crivelli-Kovach, PhD, MCHES, who is a professor and director of Community & Global Public Health Programs at Arcadia University. She has been actively involved in program and curriculum development for public health education at an undergraduate level. The reviewers were asked to assess the components of our proposed program and make recommendations for improvement.

1. Dr. Richard Riegelman, MD, MPH, PhD, George Washington University School of Public Health and Health Services



Christopher H. Wade
Assistant Professor
Nursing & Health Studies
University of Washington Bothell
cwade@uwb.edu

Annette Anderson
Curriculum Director
Academic Affairs
University of Washington Bothell
aanderson@uwb.edu

August 15, 2011

Dear Drs. Wade and Anderson,

I am responding to your request for an external review of your UW Bothell Health Studies Proposal. I will respond below to each of the issues outlined in the guidelines.

- Whether or not the program demonstrates a coherent design, and has appropriate depth and breadth, curriculum, sequencing of courses, synthesis of learning, and assessment of learning outcomes.

The design of the program includes a core curriculum, an interdisciplinary approach, and four options for areas of study. These approaches have been advocated nationally as key features in development of a coherent public health program design. The four areas of study complement the core and provide a coherent basis for a major. Also of importance, the program appears to fit very well with the mission and vision of the institution.

- How does the program compare to other institutions' programs? Is it traditional? Is it innovative ("cutting edge") in some way(s)?

The proposed program follows the Recommendations for Undergraduate Public Health Education developed by the Association of American Colleges and Universities in collaboration with a public health educational association. This model is increasingly being used by undergraduate institutions.

- Does the program respond to current trends in the field?

The interest in public health and global health is growing rapidly in undergraduate institutions. Majors in public health and global health should provide students with a range of career options based on developing skills useful for graduate education as well as entry levels positions. The structure of the proposed program fulfills these goals.

- Are student learning outcomes appropriate and clearly defined?

The learning outcome are appropriate and based on nationally developed frameworks. The proposal contains extensive data supporting the contention that jobs and career opportunities are available consistent with the learning outcomes of the program.



- Is the student assessment system adequate, stellar, innovative? Why?
The broad range of assessment tools proposed are more than adequate and if well implemented may be stellar.

- Is the program assessment system adequate, stellar, innovative? Why?
Program assessment will rely on the existing committee structure. This seems adequate assuming clear outcome measures are defined and measured.

- Are the resources (faculty, administrative, facility, equipment) appropriate?
The Nursing Program has a substantial number of qualified faculty who are complemented by other faculty with strengths in specific disciplines.

- Discussion of program strengths and weaknesses.
The proposed program is consistent with national recommendation, the local need, and the institutional mission. There appears to be broad commitment for a diverse faculty. The Health Studies Pathways course is an important innovation. The senior portfolio course is consistent with national innovative efforts. The program would benefit for formalized community based learning experiences in public health

- Recommendations
The program is strongly recommended for approval based on the current design. The following are recommendations to enhance the program
 - 1) Formal inclusion of community based curricula and experiential learning. Service learning or other opportunities to experience public health in the community are an important part of an undergraduate public health program
 - 2) The Health Studies Pathways course might be opened to sophomore students as well as juniors since career planning for health professions careers often needs to begin in the sophomore year.

Please let me know if you have any questions
Sincerely,

Richard Riegelman MD, MPH, PhD
Professor and Founding Dean
George Washington University
School of Public Health and Health Services

a) Response to Dr. Riegelman's Comments

Comment #1 (Page 2, 5th Paragraph): *It was suggested that we include community-based service and experiential learning components.*

Response #1: We agree with the inclusion of service learning and anticipated including this in our core class, Community Dynamics, Disparities, and Health, and as a further learning opportunity in our concentration area “Health Issues and Interventions at a Local and Global Level.” This is clarified further in Appendix D.

Comment #2 (Page 2, 5th Paragraph): *It was recommended that we extend the Health Studies Pathways course to Sophomores as well as Juniors.*

Response #2: We would ultimately like to offer a range of classes and career planning services to students prior to entering the major. However, we anticipate starting the program in the context of resource limitations that may prevent us offering the course to non-majors. As our program expands and develops, we are planning make our courses more broadly available so that freshman and sophomore non-majors can participate.

2. Dr. Andrea Crivelli-Kovach, PhD, MCHES, Professor & Director of Community & Global Public Health Programs, Arcadia University

**University of Washington Bothell
Bachelor of Arts Degree in Health Studies
External Review**

TO: Christopher H. Wade
Assistant Professor, Nursing and Health Studies

Annette Anderson
Curriculum Director, Academic Affairs

FROM: Andrea Crivelli-Kovach
Professor and Director of Community & Global Public Health Programs
Arcadia University, College of Health Sciences, Glenside PA 19038

Dear Christopher and Annette:

Thank you for the opportunity to review your proposed program for a Bachelor of Arts in Health Studies. I have divided my review into sections following the standard questions listed for all new degree proposals requested by the Washington Higher Education Coordinating Board (HECB).

If you have any questions regarding my comments, please do not hesitate to contact me either via e-mail (crivella@arcadia.edu) or by phone:215-582-4014.

Sincerely:

Andrea Crivelli-Kovach, Ph.D., MCHES
Professor and Director of Community & Global Public Health Programs
College of Health Sciences
Arcadia University, 450 South Easton Road, Glenside, PA 19038

**Overall Evaluation of the Program:
(Design, Depth & Breadth, Curriculum, Learning and Assessment)**

Mission Statement:

Your mission statement asserts that “The Health Studies Program will provide an interdisciplinary foundation for improving population health in order to ensure a more just and equitable world” by preparing students for opportunities in health related fields. This statement needs to be followed with goals and objectives. There is a large gap between improving population health and preparing students with a broad interdisciplinary health–related background. Goals and objectives will help to (a) narrow your mission and focus on how you hope to improve population health and (b) define how the program identifies itself and guides the evaluation process that you put into place.

Core Competencies

Core competencies are discussed and the ASPH and Council on Linkages competencies are referenced but no list was developed for UWB’s BA program. Since these lists of competencies are extensive, it is recommended that you develop your own list of core competencies to help define what your program is trying to achieve. The competencies developed for your program can then be used to identify what skills are being met in which courses and which competencies the program in general are focused on achieving. Since you are not pursuing accreditation with CEPH, you may or may not want to define competencies specifically related to public health. Your program is a BA in Health Studies which allows you to offer students a broader array of tracks for them to explore different areas of interest. Defining specific public health competencies may limit the breadth of choices offered to students.

Design

The program is designed with a small group of core courses that all students are required to take. This gives students a similar foundation in public health, epidemiology, and community dynamics and the social determinants of health. These are introductory level undergraduate courses designed to give students a broad overview leading to the foundation courses where skills are taught and developed. Students have a choice of taking courses from 4 different areas within the university which will prepared them to pursue an MPH degree with preparation in several different public health fields. This is a strong point and affords students the opportunities to explore a wide array of course offerings.

Depth and Breadth

The curriculum describes different pathways that students can choose to fulfill degree requirements. All students take 3 core courses and can choose from a selection of statistics and research methods courses. From this common thread, students can choose courses from four different tracks. Given this arrangement, the program provides a core of three courses that all students take (Intro to public health, epidemiology, and community health); the remaining courses are individualized to each student's focus for the major course of study. This is an advantage in that it affords students a great breadth in choosing the direction of their program and excellent training for a degree in health studies.

Conversely, there is less consistency among students in their overall preparation in public health and skills training which makes it more difficult to assess selected learning objectives, key concepts, and skills described on pages 18 and 19 (learning objectives: d and f; key concepts: f; skills: f). Some of these appear to apply to a master's degree in public health and may be more difficult to achieve in a BA in Health Studies. If this is not the case, then some clarification is needed.

Curriculum and Sequencing of Courses

The curriculum is rich in the variety of courses offered. Having students complete the general education requirements in years one and two and enter the health studies major in year 3 affords some benefits and challenges. The benefits include (a) students complete general education requirements early, (b) students can be tracked more easily through the required components of the degree in years 3 and 4, (c) transfer students are not working from a disadvantage.

Some disadvantages include (a) the general education program is not integrated with the major course of study, (b) students may have difficulty fitting required components into the last two years if other requirements have not been met and (c) this arrangement limits the ability for a student to complete a study abroad experience, if a global focus is desired.

The BA in Health Studies appears to be an individualized major with a core foundational basis with the statistics, research methods, public health, epidemiology and community dynamics as the basis of the program, more like a minor in public health embedded in a major in Health Studies.

Synthesis of Learning

Given the range of choices in courses offered in different tracks, it becomes more challenging to maintain consistency for defining which courses meet which core competencies defined for your program. If courses are developed and staffed by different departments, is there a committee that defines which competencies will be met by all the course offerings available to students in the Health Studies major based on the needs of the BA Program?

Assessment of Learning Outcomes

The assessment plan is quite elaborate. The first paragraph states that a committee will be formed to establish and formalize assessment procedures and will be primarily comprised of Nursing Program faculty. Yet the proposal goes on to define very specific types of assessment that appear to be in place throughout the university or in the Nursing Program presently. Are you planning to use these forms of assessment currently in place or are you planning to develop a separate assessment for the BA in Health Studies?

The assessment measures listed in the proposal are excellent forms of assessing student learning within individual courses and tracking retention. What is missing are forms of assessment that measure the overall learning and skills (core competencies that the program is designed to achieve).

Resources

Resources appear to be adequate and sufficient for the BA in Health Studies. My questions would be if the current courses can take additional students or if new sections of courses will need to be opened up to handle the increased enrollments. There are two scenarios I see. First, is that current students already enrolled or coming to UWB will choose this major in place of another health-related major thus not changing the number of students enrolled in the classes significantly. Secondly, other than the core courses that all students in the major are required to take, the students will be dispersed throughout many course options and thus the increase of students in any one class will not present a challenge to staffing additional sections of the electives.

Administrative needs increase with a new major. Will current faculty take on these administrative responsibilities or are you planning on hiring a director for this new major. The Nursing faculty looks expensive but may already be over loaded with responsibilities in the Nursing Program.

Strengths and Weaknesses

The strength of the BA in Health Studies is the strong foundational core with the option for students to choose from four different concentrations. The course options present an integrated interdisciplinary degree that will appeal to many students and afford them a focused well-designed undergraduate degree in health.

Undergraduate education in public health can give students either a broader base of knowledge in health studies or a more focused program in public health, similar to a master level degree program. There are advantages and disadvantages to both approaches. Your BA in Health Studies allows students to delve into multiple areas of public health without attempting to duplicate what a master's degree in public health is designed to do. This prepares undergraduate students with a more well-balanced view of population health and the opportunity to choose a more focused master's level program in a specific area of public health or move into a different field altogether. It also gives students who are pursuing medical degrees a basic foundation in public health.

Recommendations

Overall, the program is very well designed. I would recommend the following:

1. Redefine the mission statement so the focus is on training students in this field since your program is not designed to improve population health
2. Define specific goals and objectives for student learning and service experiences
3. Define core competencies for the program.

a) Response to Comments by Dr. Crivelli-Kovach

Comment #1 (Page 2, 1st Paragraph): *It was suggested that we follow our mission statement with the goals and objectives of our program, as that would 1) clarify how would intend to accomplish our goal of helping to improve population health, 2) narrow the mission, and 3) define the program.*

Response #1: We appreciate the suggestion, but we feel that the goals and objectives were more appropriately placed in the section addressing our proposed curriculum (see the proposal, page 18-20) than in the introduction. Because we want to avoid duplication, we have opted to leave it there. As for the breadth of our mission, we believe that our objective of improving population health is a reasonable outcome objective for a program of providing an education in health studies. We anticipate that our students will take multiple tracks in influencing health, so including more specific health outcomes might be inappropriately narrow for this mission statement.

Comment #2 (Page 2, Paragraph 2): *It was recommended that we develop a list of core competencies that is broadly applicable to education in health studies.*

Response #2: We agree that competencies are important to forming the program and assessing outcomes. Our proposal did create such a list, and they are described in the curriculum section entitled Key Concepts (see the proposal, page 19).

Comment #3 (Page 3, Paragraph 1): *While the breadth of the proposed program is described as an advantage, it was suggested that a few of the objectives, key concepts, and skills be modified to reflect an undergraduate level rather a MPH level preparation.*

Response #3: Based upon our plans for the major, we actually do expect that our students would have basic skills for the components noted by the reviewer. These topics will be components of our three core courses, as well as addressed within courses in our concentration areas. While graduating BA students would be expected to have less facility with these skills than a MPH graduate, we see them as reasonable outcomes given our planned content for the major.

Comment #4 (Page 3, Paragraph 3): *While the reviewer described strong advantages to the curriculum and sequencing that was developed, three disadvantages were mentioned: A) The major stands distinct from the general education requirements, B) students may have difficulty fitting in requirements into the last two years, and C) this arrangement may limit study abroad experiences.*

Response #4: In designing the curriculum we considered the potential limitations mentioned by the reviewer and agree that this structure for the major does lead to trade-offs. However, UWB serves a very large number of transfer students, and we felt that it was important to keep this major available to those entering UWB in their third year. With respect to the specific concerns, we respond as follows:

A) Students do have a number of open electives from which to choose, and the concentration areas can cover a wide range of topics. So, although the general education requirements are front-loaded, students do still have an opportunity to pursue a range of interests in the last two years.

B) Fitting all requirements in the last two years may be a challenge, but we have tried to offer adequate flexibility in our options that this can be accomplished. Also, we do have the first program and career advisement course during which students can be directed to plan appropriately.

C) While the current curriculum would place some limits on study abroad experiences, students who planned to enter the program would be able to study abroad in their sophomore year, or the fall and winter term of their senior year. Additionally, UW Seattle offers students a wide range of study abroad opportunities during the summer and early fall start terms (EFS), in which interested students are welcome participate.

Comment #5 (Page 3, Paragraph 4): *The reviewer asks how the different courses in the concentration areas would be organized to ensure that competencies are met.*

Response #5: We anticipate addressing this challenge, which is inherent to our curriculum structure, through a curriculum committee that reviews and approves courses. However, at this point in our development we have not yet determined the committee structure or selection criteria that will be used to make these distinctions.

Comment #6 (Page 3, Paragraph 5): *It is asked where the assessment plan comes from and how it will be carried out with respect to the specific competencies of the major.*

Response #6: The reviewer is correct that much of the assessment plan comes from established practices at UWB and that it is applied to the Nursing Program. However, the assessment of the Health Studies major would be conducted separately. The assessments would include the described components, as well as specific questions that would be tailored to the content of the Health Studies major. These additional assessment tools have not yet been developed.

Comment #7 (Page 4, Paragraph 1): *The reviewer asks how we will we ensure that there is an adequate amount of space in classes for the increased number of students. Additionally, she questions where the administrative resources will come from.*

Response #7: We do expect that room will need to be made within classes for the additional students in the Health Studies major. Within the context of the Nursing Program, we will be expanding the courses currently being offered. Additionally, we have been working with other programs across UWB and have their support for the anticipated increased enrollment in their courses. Resources for administration is outlined in our proposal budget for administrative support for the program, including the allotment of specific faculty to leadership and teaching roles in the health studies major.

Comment #8 (Page 4, Paragraph 5): *The reviewer recommends elimination of larger goals for improving population health from the mission statement.*

Response #8: We understand that this is a broad goal, but we do see this as an ultimate objective that we hope to achieve through the educational mission of our program. Therefore, we have opted to keep the mission as originally stated.

Comment #9 (Page 4, Paragraph 5): *The reviewer suggests developing goals and objectives for student learning and service experiences.*

Response #9: As mentioned previously, we have stated goals for student learning in the curriculum proposal. We have also clarified our plans for service learning in Appendix D.

Comment #10 (Page 4, Paragraph 5): *The reviewer recommends defining the core competencies for the program.*

Response #10: As discussed above, we have stated what we see is anticipated skills and competencies in the curriculum proposal.

Addendum: HEC Board Form 7 - Budget

HEC B Form 7 Budget

Program Expenses	Y ONE	Y TWO	Y THREE	Y FOUR	Y FIVE
Fall 2013: 30 students					
Administrative Salaries (.3 FTE) Benefits @23.6 %	52,562	52,562	52,562	52,562	52,562
Faculty Salaries (2.5 FTE by year 3 - 4) Benefits @23.6%	123,600	185,400	247,200	309,000	309,000
Clerical Salaries (.35 FTE) Benefits @29.3%	22,224	22,224	22,224	22,224	22,224
Other Salaries (# FTE) Benefits @ 38%	17,288	17,288	17,288	17,288	17,288
Travel	2,000	2,000	2,000	2,000	2,000
Equipment & Supplies	10,000	10,000	10,000	10,000	10,000
Library Materials	6,000	6,000	6,000	6,000	6,000
Library Staffing (.25 FTE Y3@ +.1) Benefit Load 29.3	17,779	17,779	19,557	19,557	19,557
Learning Technology Spec (.2 FTE)	18,619	18,619	20,480	20,480	20,480
Academic Support (.25 FTE) Benefit Load 38.3%	32,276	32,276	35,503	35,503	35,503
IT, QSC, Writing Center Tutors	13,560	13,560	14,916	14,916	14,916
Faculty Search & Startup Costs	67,679	13,500	13,500	13,500	13,500
Total Costs	383,587	391,208	461,230	523,030	523,030
Program Revenues	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
General Fund: State Support	132,257	286,556	348,276	414,405	493,759
Tuition and Fees (total)	305,790	715,520	869,632	1,034,752	1,232,896
Total Revenue	438,047	1,002,076	1,217,908	1,449,157	1,726,655