

LEVEL II MEMORANDUM

DATE: June 3, 2020

TO: Chief Academic Officers, Montana University System

FROM: Brock Tessman, Deputy Commissioner for Academic, Research, and Student Affairs

RE: June 2020 Level II Proposals

The campuses of the Montana University System have proposed new academic programs or changes under the Level II approval process authorized by the Montana Board of Regents. The Level II proposals are being sent to you for your review and approval. If you have concerns about a particular proposal, you should share those concerns with your colleagues at that institution and try to come to some understanding. If you cannot resolve your concerns, raise them at the Chief Academic Officer's conference call June 16th. Issues not resolved at that meeting should be submitted in writing to OCHE by noon on Friday, June 19th. If no concerns are received, OCHE will assume that the proposals have your approval.

Level II Items

The University of Montana Missoula:

- Request for authorization to establish a B.S. in Public Health
[Item #189-1001-C0620](#) | [Curriculum Form](#) | [Fiscal Form](#) | [Intent to Plan](#)

Montana Board of Regents
ACADEMIC PROPOSAL REQUEST FORM

July 2020

ITEM 189-1001-C0620

Request for authorization to establish a B.S. in Public Health

Institution: **University of Montana-Missoula**

CIP Code: **51.2208**

Program/Center/Institute Title: **B.S. in Public Health**

Includes (please specify below): Face-to-face Offering: Online Offering: Blended Offering:

Options: **General Public Health, Community Health, Population Health, Global Health**

Proposal Summary [360 words maximum]

What:

The University of Montana-Missoula requests authorization from the Montana Board of Regents to establish a bachelor of science in Public Health.

Why:

The proposed undergraduate offerings in Public Health meet a public health / healthcare workforce need not only in Montana, but nationally and internationally. The Bureau of Labor Statistics (2019) has this to say about job prospects: "Overall employment of health educators and community health workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services." Regarding the Population Health track, experts at the Bureau of Labor Statistics predict 19 percent growth for all healthcare occupations as a group by 2024. The current trend in employment in the health care industry predicts a growing need for qualified healthcare professionals in response to a rising demand for healthcare services. Very few areas of employment in the world are expanding as fast as careers in healthcare, and that growth is not anticipated to stop in the foreseeable future (Healthcare Management Degree Guide, 2019).

This program will fill a void in our region, as currently there are no CEPH-accredited undergraduate public health programs in Montana or the Northern Rocky Mountain region. Having such a program at UM addresses the increasing workforce and student demand for public sector careers in public health, particularly in light of the COVID-19 pandemic. Our stakeholder partners (healthcare entities and local/tribal/state health departments) have also been encouraging us to start an undergraduate program for years to meet their workforce needs.

Resources:

This new BS in Public Health is an opportunity to generate tuition resources for the University of Montana. Importantly, we are not requesting any startup resources to develop and implement this new program. We are also not requesting additional facilities to support the proposed program.

As our program grows and to meet this demand for teaching needs, we are requesting to hire additional personnel, including a tenure-track Assistant Professor in FY 2020, a tenure-track Assistant Professor in FY 2022, a full-time teaching adjunct (non TT) in FY 2020, and another teaching adjunct (non TT) in FY 2021 (total of four new hires). We propose to support these hires by

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using the existing program fees generated from our MPH and PhD classes (\$182/credit), proposed program fees for this new undergraduate degree (\$25/credit), as well as general funds that are generated as a result of creating this new undergraduate program (details in FA form).

ATTACHMENTS

Curriculum Proposal Form
Fiscal Analysis Form
Intent to Plan Form (April 2019)

Please mark the appropriate type of request and submit with any additional materials, including those listed in parentheses following the type of request. For more information pertaining to the types of requests listed below, how to complete an item request, or additional forms please visit <http://mus.edu/che/arsa/academicproposals.asp>.

A. Level I:

Campus Approvals

1a. Placing a postsecondary educational program into moratorium (Program Termination and Moratorium Form)

1b. Withdrawing a postsecondary educational program from moratorium

2. Establishing, re-titling, terminating or revising a campus certificate of 29 credits or less

3. Establishing a B.A.S./A.A./A.S. area of study

4. Offering an existing postsecondary educational program via distance or online delivery

OCHE Approvals

5. Re-titling an existing postsecondary educational program

6. Terminating an existing postsecondary educational program (Program Termination and Moratorium Form)

7. Consolidating existing postsecondary educational programs (Curriculum Proposal Form)

8. Establishing a new minor where there is a major or an option in a major (Curriculum Proposal Form)

9. Revising a postsecondary educational program (Curriculum Proposal Form)

10. Establishing a temporary C.A.S. or A.A.S. degree program *Approval limited to 2 years*

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X **B. Level II:**

- X **1. Establishing a new postsecondary educational program** (Curriculum Proposal and Completed Request to Plan Form)
- 2. Permanent authorization for a temporary C.A.S. or A.A.S degree program** (Curriculum Proposal and Completed Request to Plan Form)
- 3. Exceeding the 120-credit maximum for baccalaureate degrees** *Exception to policy 301.11*
- 4. Forming, eliminating or consolidating an academic, administrative, or research unit** (Curriculum or Center/Institute Proposal and completed Request to Plan, except when eliminating or consolidating)
- 5. Re-titling an academic, administrative, or research unit**

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- 1. Overview of the request and resulting changes.** Provide a one-paragraph description of the proposed program. Will this program be related or tied to other programs on campus? Describe any changes to existing program(s) that this program will replace or modify. *[100 words]*

The School of Public and Community Health Sciences (SPCHS) proposes a B.S. in Public Health four options: General Public Health, Community Health, Population Health, and Global Health. This umbrella undergraduate program builds upon and replaces the existing BS in Health and Human Performance option in Public and Community Health that moved into the SPCHS from the Phyllis J. Washington College of Education in May 2019. Similar to the SPCHS Master of Public Health and PhD in Public Health programs, this new BS in Public Health program will be accredited by the Council of Education for Public Health (CEPH).

- 2. Relation to institutional strategic goals.** Describe the nature and purpose of the new program in the context of the institution's mission and core themes. *[200 words]*

The University of Montana's recent Academic Program and Administrative Services Prioritization (APASP) efforts identified the SPCHS as a program in which to invest and grow. This shaped our efforts in building towards a CEPH accredited School of Public Health (the only one of its kind in the Northern Rocky Mountain region). Our ability to deliver degrees in public health at both the undergraduate and graduate levels will continue to distinguish us statewide and regionally, as no other programs like ours exists in the state or region. The proposed BS program addresses the MUS Goal #2 (Workforce and Economic Development). The addition of this new degree option is also consistent with the mission of the UM Health and Medicine initiative (UMHM) that serves as the virtual home for all health-related courses, programs, clinics and laboratories across campus.

- 3. Process leading to submission.** Briefly detail the planning, development, and approval process of the program at the institution. *[100 words]*

During AY18-19, the SPCHS Curriculum Committee developed the proposed BS in Public Health curriculum. This included reviewing regional offerings and Gen Ed requirements of other majors at UM. The SPCHS faculty were informed of progress through biweekly faculty meetings. Meetings were also held with Deans of the College of Humanities and Sciences, and College of Health Professions and Biomedical Sciences, and Director of the UM Minor in Global Public Health program in June/July 2019. SPCHS Chair Ward also contacted other programs on campus to notify them that their classes would be used as optional electives in our proposed program.

- 4. Program description.** Please include a complete listing of the proposed new curriculum in Appendix A of this document.

Leveraging the existing undergraduate degree in Public and Community Health (formally within the Department of Health and Human Performance, HHP), we are expanding our academic offerings related to Public Health by creating a BS in Public Health options in General Public Health, Community Health, Population Health, and Global Health. With a BS in Public Health, graduates can work in fields related to epidemiology, biostatistics, policy development, environmental health, and public health law and ethics. Students within the Community Health concentration will be prepared to work in a variety of settings, including non-profit health organizations, public health departments, worksite wellness programs, college and university human resource and wellness programs, and community-based health agencies. Students within the Population Health concentration will be trained in public health principles but with a healthcare focus, with training towards jobs in primary health care sites such as hospitals, health clinics and health maintenance organizations following graduation. Global Health concentration students will be provided with the tools needed to work internationally, specifically in public health issues related to developing countries.

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- a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	General Public Health Concentration: 36
	Community Health Concentration: 38
	Population Health Concentration: 36
	Global Health Concentration: 27
Credits in required courses offered by other departments	General Public Health Concentration: 0
	Community Health Concentration: 0
	Population Health Concentration: 0
	Global Health Concentration: 9
Credits in institutional general education curriculum	General Public Health Concentration: 36
	Community Health Concentration: 36
	Population Health Concentration: 36
	Global Health Concentration: 36
Credits of free electives	General Public Health Concentration: 48
	Community Health Concentration: 46
	Population Health Concentration: 48
	Global Health Concentration: 48
Total credits required to complete the program	General Public Health Concentration: 120
	Community Health Concentration: 120
	Population Health Concentration: 120
	Global Health Concentration: 120

- b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.

This degree will require students to complete general education classes, core classes in public health, additional concentration-specific required courses, and electives. The electives differ by concentration, as can be seen in Appendix A. As a requirement of being accredited by the Council of Education for Public Health (CEPH), each of the classes offered in our program will meet mandated Foundational Domains and Competencies. Foundational Domains include how classes address science (introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease), social and behavioral sciences (introduction to the foundations of social and behavioral sciences), math/quantitative reasoning (introduction to basic statistics), and humanities / fine arts (introduction to the humanities/fine arts). In addressing the required Foundational Competencies, students will be able to demonstrate the ability to communicate public health information (in both oral and written forms) through a variety of media and to diverse audiences, and have the ability to locate, use, evaluate and synthesize public health information.

- 5. Need for the program.** To what specific student, regional, and statewide needs is the institution responding to with the proposed program? How will the proposed program meet those needs? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

Our proposed undergraduate offerings in Public Health meet a public health/healthcare workforce need not only in Montana, but nationally and internationally. The Bureau of Labor Statistics (2019) has this to say about job prospects: "Overall employment of health educators and community health workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services." Regarding the Population Health concentration, experts at the

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Bureau of Labor Statistics predict 19 percent growth for all healthcare occupations as a group by 2024. The current trend in employment in the health care industry predicts a growing need for qualified healthcare professionals in response to a rising demand for healthcare services. Very few areas of employment in the world are expanding as fast as careers in healthcare, and that growth is not anticipated to stop in the foreseeable future (Healthcare Management Degree Guide, 2019).

This program will fill a void in our region, as currently there are no CEPH-accredited undergraduate public health programs in Montana or the Northern Rocky Mountain region. Having such a program at UM addresses the increasing workforce and student demand for public sector careers in public health, particularly in light of the COVID-19 pandemic. Our stakeholder partners (healthcare entities and local/tribal/state health departments) have also been encouraging us to start an undergraduate program for years to meet their workforce needs.

- 6. Similar programs.** Use the table below to identify and describe the relationship between any similar programs within the Montana University System.

Institution Name	Degree	Program Title
Carroll College	BA	Public Health Major or Minor
Montana State University	BA	Community Health Major

- a. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. *[200 words]*

Dr. Ward communicated with the Chair of the Community Health Major at Montana State University (Dr. Alison Harmon). In an email communication (dated May 17, 2019), MSU confirmed there was no opposition to the UM proposal, especially given the already existing undergraduate degree in Public and Community Health at UM. The Carroll College program resides within the Department of Health Sciences. Compared to the UM program, there are two main differences. First, building on our existing BS in Public and Community Health, our proposed BS in Public Health has four options and would be the only one of its kind in not only Montana, but our region. Second, the SPCHS maintains the only CEPH-accredited Public Health program in the state of Montana, and we will be adding this undergraduate program to complement our CEPH-accredited graduate (MPH and PhD) offerings. It should also be mentioned that UM offers a minor in global public health (located outside of the School of Public and Community Health Sciences). UM students will still be able to declare that minor alongside our proposed major.

- b. Describe any efforts that were made to collaborate with similar programs at other institutions. If no efforts were made, please explain why. *[200 words]*

Given that all of the needed courses for the proposed undergraduate degree will be offered at UM, and because there are no existing similar CEPH-accredited programs within the MUS, no collaborations with programs at other institutions were explored.

- 7. Implementation of the program.** When will the program be first offered? If implementation will occur in phases, please describe the phased implementation plans. *[100 words]*

The Community Health concentration (currently the BS HHP/Public and Community Health degree) already exists at the University of Montana. Housed for years within the Department of Health and Human Performance at UM, this program was transferred to the SPCHS in May 2019. Looking ahead, and building off the existing Public and Community Health undergraduate program, we plan to launch the BS in Public Health with four

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options in Fall 2020. We anticipate the first cohort of students to enroll in all four concentrations during Fall 2020.

- a. Complete the following table indicating the projected enrollments in and graduates from the proposed program.

Fall Headcount Enrollment					Graduates				
AY 20/21	AY 21/22	AY 22/23	AY 23/24	AY 24/25	AY 20/21	AY 21/22	AY 22/23	AY 23/24	AY 24/25
100	130	160	190	200	33	45	55	65	70

- b. Describe the methodology and sources for determining the enrollment and graduation projections above. [200 words]

We anticipate that 100 students will declare as Public Health undergraduate students in the first year of the program. Included in this number are the existing students within the HHP/Public and Community Health program (which moving forward from AY 20/21 will be renamed the Community Health option). Further, we anticipate another 30 students will enroll in the program the following year. We based our estimations of enrollment on the popularity of the existing HHP/Public and Community Health program, and through discussions with our program advisors and stakeholders (including alumni and local/state health department officials).

- c. What is the initial capacity for the program?

The Public and Community Health program transitioned into the SPCHS in May 2019 with approximately 70 students. As we are now managing this program within the SPCHS, ~100 is our current (initial) capacity.

- 8. **Program assessment.** How will success of the program be determined? What action would result if this definition of success is not met? [150 words]

Similarly to our existing Public Health graduate offerings at the master and doctoral levels, we intend to have this new undergraduate program accredited by the Council on Education for Public Health (CEPH). As an accredited BS program, we will have our classes meet the Foundational Domains and Competencies outlined by CEPH). The success of our undergraduate program will be evaluated using a variety of metrics. We intend to form a two-person Assessment Committee to track the metrics listed below. These metrics will provide us with the data required to understand what changes need to be made to address any weaknesses with the BS degree.

- a. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. When will assessment activities occur and at what frequency? [150 words]

An Assessment Committee composed of MPH faculty will track the metrics below. Metrics will be tracked during the application process, throughout the duration of the program, during graduation, and post-graduation. The Assessment Committee will meet annually to review metrics data, and to track program outcomes.

- b. What direct and indirect measures will be used to assess student learning? [100 words]

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Assessment metrics will include the following:

- How many students enrolled in the new BS degree?
 - How many students dropped out of the new BS degree, and what were their reasons?
 - How many students graduated with the new BS degree?
 - What concentration did the student graduate from in obtaining their BS degree?
 - How many students met the identified competencies for the new BS degree?
 - Number of teaching faculty in program compared to class sizes.
 - Job type and location of student employment post-graduation.
- c. How will you ensure that the assessment findings will be used to ensure the quality of the program?
[100 words]

As part of its CEPH accreditation, SPCHS is mandated to implement and maintain a strong assessment/evaluation program. This includes a variety of different evaluation strategies, as well as a commitment to using the collected data to continually improve degree programs. The Assessment Committee will utilize these same strategies with the BS degree.

- d. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*

The BS degree will be accredited by the Council on Education for Public Health.

9. Physical resources.

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*

The SPCHS is located within the College of Health within the Skaggs Building. Faculty from the program are provided with adequate facilities and space to support the successful implementation of the program. Given our ability to manage the existing undergraduate BS degree in Public and Community Health (that transitioned into the SPCHS in May 2019), we do not anticipate any significant impacts to our existing programs due to the implementation of this expanded undergraduate degree through the first year of the program (AY 20/21).

- b. List needed facilities, equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How will the need for these additional resources be met? *[150 words]*

We are not requesting additional facilities, space, laboratory instruments etc. to support the proposed expanded program. Many of the proposed electives are already taught across campus. For the new public health classes we are proposing to develop, they will be taught within the Skaggs Building classrooms, where there is plenty of space to offer classes (Skaggs room 169 and 174).

10. Personnel resources.

- a. Describe the existing instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased

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use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

The SPCHS is currently supported by faculty within the SPCHS, as well as the Dean of the College of Health (Dr. Reed Humphrey). Existing tenure track faculty and non-tenure track adjunct instructors in the SPCHS will contribute expertise to this new umbrella Public Health program. With the transition of the undergraduate degree in Public and Community Health to the SPCHS, we have not yet had any noticeable impacts on our administrative staff. If the program continues to grow like we think it will, we do anticipate seeing an impact on our administrative staff. Given that a CEPH-accredited program has to meet stringent accreditation requirements (including an appropriate administrative staff FTE), the quality and productivity of our programs will be maintained through our existing comprehensive SPCHS assessment programs, as well as through recommendations from the new Assessment Committee.

- b. Identify new personnel that must be hired to support the proposed program. (Enter the costs of those personnel resources into the budget sheet.) What are the anticipated sources or plans to secure the needed qualified faculty and staff? *[150 words]*

We are requesting to hire a tenure-track Assistant Professor in FY 2020, and another tenure-track Assistant Professor in FY 2022. We are requesting to hire a full time teaching adjunct (non TT) in FY 2020, and another teaching adjunct (non TT) in FY 2021 (total of four new hires). Regarding administrative staff, we have the capacity to support the growing program for the first couple of years. However, by FY 2022 when we estimate 160 total students will be in the program, we request hiring a 0.5 FTE staff person to support the administrative needs of the program.

We propose to support these hires by using the existing program fees generated from our MPH and PhD classes (\$182/credit), proposed program fees for this new undergraduate degree (\$25/credit), as well as general funds that are generated as a result of creating this new undergraduate program. The fiscal analysis form demonstrates that even with new hires, we still generate a significant net profit over the five year project period: FY 2020 (\$579,188), FY 2021 (\$734,394), FY 2022 (\$826,101), FY 2023 (\$1,052,807), and FY 2024 (\$1,128,376).

11. Other resources.

- a. Are the available library and information resources adequate for the proposed program? If not, how will adequate resources be obtained? *[100 words]*

Yes, current resources are adequate.

- b. Do existing student services have the capacity to accommodate the proposed program? What are the implications of the new program on services for the rest of the student body? *[150 words]*

Yes, current services are adequate.

12. Revenues and expenditures. Describe the implications of the new program on the financial situation of the institution. *[100 words]*

The new BS in Public Health has the opportunity to generate significant tuition resources for UM. Importantly, we are not requesting any startup resources to develop and implement this new program. Instead, this new program has the opportunity to generate substantial resources for the UM in the future. The fiscal analysis form demonstrates that even with the 4.5 new hires we are requesting, we still generate a significant net profit over

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the five-year project period: FY 2020 (\$579,188), FY 2021 (\$734,394), FY 2022 (\$826,101), FY 2023 (\$1,052,807), and FY 2024 (\$1,128,376).

- a. Please complete the following table of budget projections using the corresponding information from the fiscal analysis form for the first three years of operation of the new program.

	Year 1	Year 2	Year 3
Revenues	\$755,688	\$982,394	\$1,209,101
Expenses	\$176,500	\$248,000	\$383,000
Net Income/Deficit (revenues-expenses)	\$579,188	\$734,394	\$826,101

- b. Describe any expenses anticipated with the implementation of the new program. How will these expenses be met? *[200 words]*

There are no expenses anticipated with the implementation of the new program in FY 2020.

- i. If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs? *[150 words]*

N/A

- ii. If an increase in base funding is required to fund the program, indicate the amount of additional base funding and the fiscal year when the institution plans to include the base funding in the department's budget.

N/A

- iii. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? *[150 words]*

N/A

- iv. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? *[150 words]*

N/A

- 13. Student fees.** If the proposed program intends to impose new course, class, lab, or program fees, please list the type and amount of the fee.

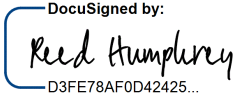
Within the SPCHS graduate and PhD programs, students are assessed a program fee of \$182/credit. The resources generated from these program fees are utilized to pay our CEPH accreditation expenses (annual dues, etc.) and for teaching adjuncts within our School. With the transition of the undergraduate degree in Public and Community Health to the SPCHS in May 2019, there are currently no program fees assessed within this

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undergraduate program. We are exploring options to implement a program fee of \$25/credit for all Public Health undergraduate students in this new Public Health program.

14. Complete the fiscal analysis form.

Signature/Date

College or School Dean:  D3FE78AF0D42425...

Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  34E1E62599324B7...

Flagship President*:  9672218F28384DA...

*Not applicable to the Community Colleges.

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Appendix A – Proposed New Curriculum
BS in Public Health Required Credits

	General Public Health Concentration	Community Health Concentration	Population Health Concentration	Global Health Concentration
General Ed credits:	36	36	36	36
Core credits:	21	21	21	21
Concentration-specific credits:	15	14	15	15
Required elective credits from recommended classes:	24	22	24	24
Elective credits from outside the listing of recommended classes:	24	24	24	24
Total credits:	120	120	120	120

Note that the Core Public Health classes listed below are required for each of the four concentrations (General Public Health, Community Health, Population Health, and Global Health).

The School of Public and Community Health Sciences (SCPHS) offers a 120-credit Bachelor of Science (BS) degree in Public Health, with concentrations in General Public Health, Community Health, Population Health, and Global Health. The following are the proposed plans of study:

Required Core Classes for Each Concentration (students must take all seven class below)

1. PUBH 101: Introduction to Public Health (3 cr)
2. PUBH 225: Public Health Policy (3 cr)
3. PUBH 325: Environmental and Occupational Health (3 cr)
4. CHTH 355: Theory and Practice of Community Health Education (3 cr)
5. CHTH 440: Principles of Epidemiology (3 cr)
6. PUBH 475E: Issues in Medical and Public Health Ethics (3 cr)
7. PUBH 498 or 499: Internship or Senior Capstone (3 cr)

Total core credits: 21

1). General Public Health Concentration

Required Courses (students take 15 credits of the classes listed below, with at least 3 credits in each of the following sub-groups, representing Global Health, Community Health, and Population Health concentrations, respectively: (1) PUBH 155, CHTH 414; (2) CHTH 445, HTH 430, CHTH 485; (3) PUBH 345, PUBH 365, PUBH 410.)

1. PUBH 155: Reimagining Global Health: Biosocial Perspectives (3 cr)
2. HIT 101: Introduction to Healthcare Informatics (3 cr)
3. BIOH 112 or 113: Human Form and Function I or 11 (3 cr)
4. CHTH 414: Health and Culture: A Global Perspective (3 cr)
5. CHTH 445: Program Planning in Community Health (4 cr)
6. HTH 430: Health and Mind/Body/Spirit (3 cr)
7. CHTH 485: Theories of Health Behaviors and Counseling (3 cr)
8. PUBH 345: Health Care Systems and Organizations (3 cr)
9. PUBH 365: Population Health Evidence-Based Practices (3 cr)
10. PUBH 410: Population Health Planning and Management (3 cr)
11. HTH 370: Peer Health Education (3 cr)

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12. HTH 395: Peer Health Practicum (1 cr)

Total required course credits: 15

General Public Health Elective Courses (students can take 24 credits of the electives listed below)

PUBH 155: Reimagining Global Hlth: Biosocial Persp (3 cr)	COMX 425: Communication in Health Organizations (3 cr)
ANTY 126: Anthropology and Global Health (3 cr)	IDS 497-2: Comm for Social and Behavioral Change (3 cr)
ANTY 220: Culture and Society (3 cr)	PSCI 431: Politics of Global Migration (3 cr)
ENST 225S: Sustainable Communities (3 cr)	PSCI 463: Development Administration (3 cr)
PUBH 230: Population Health Biology (3 cr)	SOCI 355: Population and Society (3 cr)
KIN 201: Basic Exercise Prescription (3 cr)	CHTH 414: Health and Culture: A Global Perspective
ANTY 330: People & Cultures of the World (3 cr)	SW 423: Addiction Studies (3 cr)
ANTY 333: Culture and Population (3 cr)	NPAD 467: Adv Nonprofit Administration (3 cr)
ECNS 310: Intro Health Economics (3 cr)	ANTY 426: Culture, Health and Healing (3 cr)
ANTY 349: Social Change (3 cr)	AHHS 430: Health Aspects of Aging (3 cr)
PUBH 380: Public Health Nutrition (3 cr)	GPHY 468/469: Community and Regional Analysis (3 cr)
PHAR 320: American Indian Health Issues (3 cr)	IDS 497-1: Monitoring and Evaluation (3 cr)
PHIL 321E: Philosophy & Biomedical Ethics (3 cr)	

Total required elective credits chosen from above recommended classes: 24

2). Community Health Concentration

Required Concentration-Specific Courses

1. HTH 370: Peer Health Education (3 cr)
2. HTH 395: Peer Health Practicum (1 cr)
3. PUBH 380: Public Health Nutrition (3 cr)
4. CHTH 445: Program Planning in Community Health (4 cr)
5. CHTH 485: Theories of Health Behavior and Counseling (3 cr)

Total required course credits: 14

Community Health Elective Courses (students take 25 credits of the electives listed below)

HTH 110: Personal Health and Wellness (3 cr)	PUBH 365: Pop Health Evidence-Based Practices (3 cr)
HIT 101: Introduction to Healthcare Informatics (3 cr)	PUBH 345: Healthcare Systems and Organizations (3 cr)
PUBH 155: Reimagining Global Hlth: Biosocial Persp (3 cr)	SW 455: Social Gerontology (3 cr)
BIOH 112: Human Form and Function I (3 cr)	COMX 425: Communication in Health Organizations (3 cr)
BIOH 113: Human Form and Function II (3 cr)	NPAD 466: Nonprofit Adm. & Public Service (3 cr)
PUBH 230: Population Health Biology (3 cr)	NPAD 467: Adv. Nonprofit Adm. (3 cr.)
HIT 265: Electronic Health Records (3 cr)	SW 423: Addiction Studies (3 cr)
ANTY 220: Culture and Society (3 cr)	HTH 430: Health and Mind/Body/Spirit (3 cr)
ENST 225: Sustainable Communities (3 cr)	PUBH 410: Pop Hlth Planning and Management (3 cr)
KIN 201: Basic Exercise Prescription (3 cr)	PUBH 414: Health and Culture: Global Perspective (3 cr)
BIOM 227: Vectors and Parasites (3 cr)	IDS 497: Monitoring and Evaluation
PSCI 227: Global Health Issues (3 cr)	ANTY 426: Culture, Health and Healing (3 cr)
BIOM 250N: Microbiology for Health Sciences (3 cr)	AHHS: 430 Health Aspects of Aging (3 cr)
HTH 395: Peer Health Practicum (1 cr)	CHTH 414: Health and Culture: A Global Perspective (3 cr)
PUBH 345: Health Care Systems and Organizations (3 cr)	

Montana Board of Regents
CURRICULUM PROPOSAL FORM

Total required elective credits chosen from above recommended classes: 25

3). Population Health Concentration

Required Concentration-Specific Courses

1. PUBH 330: Public Health Informatics and Data Systems (3 cr)
2. PUBH 230: Population Health Biology (3 cr)
3. PUBH 345: Healthcare Systems and Organizations (3 cr)
4. PUBH 365: Population Health Evidence-Based Practices (3 cr)
5. PUBH 410: Population Health Planning and Management (3 cr)

Total required course credits: 15

Population Health Elective Courses (students take 24 credits of the electives listed below)

HTH 110: Personal Health and Wellness (3 cr)	SOCI 346: Rural Sociology (3 cr)
PUBH 155: Reimagining Global Health: Biosocial Persp (3 cr)	SOCI 350: The Community (3 cr)
STAT 216: Introduction to Statistics (3 cr)	SOCI 355: Population and Society (3 cr)
BIOM 227: Vectors and Parasites (3 cr)	SW 300: Human Behavior and the Social Envir (3 cr)
PSCI 227: Global Health Issues (3 cr)	SW 455: Social Gerontology (3 cr)
BIOM 250N: Microbiology for Health Sciences (3 cr)	CHTH 414: Health and Culture: A Global Perspective (3 cr)
BMIS 326: Introduction to Data Analytics (3 cr)	COMX 485: Communication and Health (3 cr)
ECNS 310: Intro Health Economics (3 cr)	BIOM 407/408: Clinical Diagnosis and Lab (3 cr)
HIT 265: Electronic Health Records (3 cr)	BIOH 462: Principles of Medical Physiology (3 cr)
PSCI 365: Public Policy Issues and Analysis (3 cr)	BIOH 441: CNS Diseases (3 cr)

Total required elective credits chosen from above recommended classes: 24

4). Global Health Concentration

Required Concentration-Specific Courses

1. PUBH 155: Reimagining Global Health: Biosocial Perspectives (3 cr)
2. ANTY 220: Culture and Society (3 cr)
3. CHTH 414: Health and Culture: A Global Perspective (3 cr)
4. IDS 497-1 Monitoring and Evaluation (3 cr)
5. IDS 497-2 Social and Behavioral Change Communication (3 cr)

Total required course credits: 15

Global Health Elective Courses (students take 24 credits of the electives listed below)

ENST 225S: Sustainable Communities (3 cr)	PSCI 365: Public Policy Issues and Analysis (3 cr)
KIN 201 Basic Exercise Prescription (3 cr)	PHIL 321E: Philosophy & Biomedical Ethics (3 cr)
PUBH 380: Public Health Nutrition (3 cr)	NPAD 467: Adv Nonprofit Administration (3 cr)
ANTY 330: Peoples of S. Asia or Peoples of Africa (3 cr)	GPHY 468/469: Community and Regional Analysis (3 cr)
ANTY 333: Culture and Population (3 cr)	PSCI 431: Politics of Global Migration (3 cr)
ANTY 349: Social Change (3 cr)	PHAR 320: American Indian Health Issues (3 cr)
ANTY 126: Anthropology and Global Health (3 cr)	PSCI 463: Development Administration (3 cr)
COMX 425: Communication in Health Organizations (3 cr)	ANTY 426: Culture, Health and Healing (3 cr)
ECNS 310: Intro Health Economics (3 cr)	AHHS 430: Health Aspects of Aging (3 cr)
SOCI 355: Population and Society (3 cr)	SW 423: Addiction Studies (3 cr)
SOCI 350: The Community (3 cr)	CHTH 445: Program Planning in Community Health (3 cr)
SOCI 346: Rural Sociology (3 cr)	

Total required elective credits chosen from above recommended classes: 24

Academic Degree Program Proposal - Fiscal Analysis Form

CAMPUS:	UM-Missoula
AWARD LEVEL:	UG
PROGRAM NAME:	Public Health
PROGRAM CODE:	PUBH

ENROLLMENT PROJECTIONS	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Headcount					
annual unduplicated headcount of students with declared major or minor within the program	100	130	160	190	200
Credit Hours					
annual avg. credits hours earned per student in program related curriculum	30	30	30	30	30
Student FTE					
Undergrad: (Headcount x CH)/30 Graduate: (Headcount x CH)/24	100	130	160	190	200
Completions					
Annual number of program completers	33	45	55	65	70

REVENUE	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Tuition Revenue (net of waivers)	\$718,188	\$933,644	\$1,149,101	\$1,364,557	\$1,436,376
Institutional Support	\$0	\$0	\$0	\$0	\$0
Other Outside Funds (grants, gifts, etc.)	\$0	\$0	\$0	\$0	\$0
Program Tuition/Fees	\$37,500	\$48,750	\$60,000	\$71,250	\$75,000
Total Revenue	\$755,688	\$982,394	\$1,209,101	\$1,435,807	\$1,511,376
Total Revenue per Student FTE	\$7,557	\$7,557	\$7,557	\$7,557	\$7,557

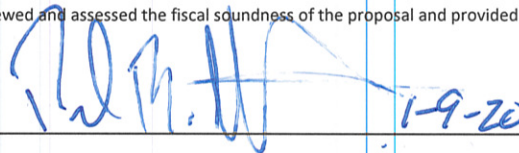
EXPENDITURES		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Tenure Track Faculty	FTE	0.0	0.0	2.0	2.0	2.0
	Salary + Benefits	\$0	\$0	\$200,000	\$200,000	\$200,000
Non-tenure Track Faculty <small>*Includes Adjunct Instructors</small>	FTE	0.0	1.0	2.0	2.0	2.0
	Salary + Benefits	\$0	\$71,500	\$143,000	\$143,000	\$143,000
Graduate Teaching Assistants	FTE	0.0	0.0	0.0	0.0	0.0
	Salary + Benefits	\$0	\$0	\$0	\$0	\$0
Staff	FTE	0.0	0.0	0.5	0.5	0.5
	Salary + Benefits	\$0	\$0	\$32,500	\$32,500	\$32,500
Total Faculty & Staff	FTE	0.0	1.0	4.5	4.5	4.5
	Salary + Benefits	\$0	\$71,500	\$375,500	\$375,500	\$375,500

Operations (supplies, travel, rent, etc)	\$5,000	\$5,000	\$7,500	\$7,500	\$7,500
Start-up Expenses (OTO)	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$5,000	\$76,500	\$383,000	\$383,000	\$383,000

Student FTE to Faculty (TT + NTT) Ratio	#DIV/0!	130.0	40.0	47.5	50.0
Net Income/Deficit (Revenue - Expenses)	\$750,688	\$905,894	\$826,101	\$1,052,807	\$1,128,376

Assume \$25/credit, 15 credits/year of PUBH classes = \$375/year (note that we need to implement SPCHS program fee at UG level).

The signature of the campus Chief Financial Officer signifies that he/she has reviewed and assessed the fiscal soundness of the proposal and provided his/her recommendations to the Chief Academic Officer as necessary.


1-9-20

Campus Chief Financial Officer Signature

Chief Financial Officer Comments

Provost Harbor: The addition of the two tenure-track faculty in FY22 will be offset by reductions in tenure-track faculty in other areas within the Academic Affairs budget.

pm # ON 1/9/20, THE PROVOST'S OFFICE NOTED THAT UM HAD 487 TENURE-OR TENURE-TRACK FACULTY. ~~THE APPROVAL OF THIS PROGRAM REQUIRES THAT THERE WILL BE NO MORE THAN 487 T/TT FACULTY IN FUTURE YEARS UNLESS MUTUALITY IS REVIEWED BY PROVOST & UPOF.~~

Montana University System
INTENT TO PLAN FORM

Program/Center/Institute Title: Bachelor's Degree in Public Health

Campus, School/Department: School of Public and Community Health Sciences Expected Submission Date: Aug 2019

Contact Name/Info: Kimber McKay and Tony Ward

To increase communication, collaboration, and problem-solving opportunities throughout the MUS in the program/center/institute development process, please complete this form not more than 18 months in advance of the anticipated date of submission of the proposed program/center/institute to the Board of Regents for approval. The completed form should not be more than 2-3 pages. For more information regarding the Intent to Plan process, please visit <http://mus.edu/che/arsa/academicproposals.asp>.

1) Provide a description of the program/center/institute.

The School of Public and Community Health Sciences (SPCHS) intends to plan a bachelor's degree in Public Health. This degree will meet the needs of students interested in developing the necessary skill set and knowledge base to respond effectively to public health challenges in rural and urban settings with agility, professionalism, and innovation. The degree will be built upon core classes covering critical public health competencies as determined by SPCHS' accrediting agency the Council on Education for Public Health (CEPH), with three focused concentrations to choose from thereafter: Community Health and Prevention Sciences (B.S. degree), Global Health (B.A. degree), and Population Health (B.S. degree). The proposal also includes a pathway for students to obtain a MPH in 5 years (e.g. 4+1 program).

2) Describe the need for the program/center/institute. Specifically, how the program/center/institute meets current student and workforce demands. (Please cite sources).

It is widely recognized by leading authorities that interdisciplinary approaches are required to effectively meet the complex health challenges that characterize contemporary times. In recognition of this awareness, the proposed bachelor's degree with its three concentrations is built upon an interdisciplinary approach to education delivery, drawing from the basic sciences and the social sciences from across the UM campus, laid upon a foundation of core public health classes. A small number of bachelor degree programs in public health exist in the United States, but there is not one offered in Montana. This degree prepares aspiring professionals interested in pursuing careers in public health or allied health science degrees in Montana and adjoining states in the region. Our Montana students currently lack adequate educational opportunities to advance their interests in this field in our state.

Montana University System
INTENT TO PLAN FORM

3) Describe how the program/center/institute fits with the institutional mission, strategic plan, and existing institutional program array.

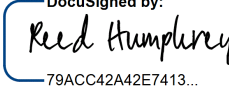
This is an important time of change at the University of Montana, as reflected in the Strategy for Distinction released in May 2018. The proposed bachelor degree in public health provides an important opportunity to advance many of the forward-thinking goals outlined in that document. The degree will advance the vision of a public university devoted to providing a well-rounded educational foundation that connects across the disciplines of public health its allied disciplines on campus. In addition, this program will offer a unique set of training opportunities that promote professional cross disciplinary understanding of singularly important issues of our time related to health and individual and societal well-being. The program will prepare agile learners to solve complex interdisciplinary challenges related to health promotion and disease prevention in a complex and changing world. Finally, this program will attract and support members of diverse social groups who are interested in understanding and addressing the social and cultural dimensions of health issues in their communities. As a result, this program will uniquely contribute to advancing Communities of Excellence in the domains of Health and Human Development as well as in Justice, Policy and Public Service. The program also brings UM's international and multi-cultural training, research and faculty expertise into focus.

4) Describe how the program/center/institute overlaps, complements, or duplicates existing efforts in the MUS. Describe efforts that will be made to collaborate with similar programs at other institutions. If no efforts will be made, please explain why.

This bachelor's degree in Public Health would be a unique offering within the MUS System, building upon an existing Council on Education of Public Health accredited program.

Montana University System
INTENT TO PLAN FORM

Signature/Date

College/School Dean:  4/16/2019
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Chief Academic Officer:

Chief Executive Officer:

Flagship Provost*:  4/16/2019

Flagship President*:  4/17/2019
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*Not applicable to the Community Colleges.

Date of Final Review:

When submitting the proposal to the BOR, include this signed form with the Level II request.