

August 2018

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE
IN HEALTH PROMOTION AND HEALTH EQUITY
(Health Promotion and Health Equity)
AT UW-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) degree in Health Promotion and Health Equity (HPHE). The development of the program responds to student interest and employer demand for health-related expertise and health education careers, and reflects a long commitment by School of Education to engage disadvantaged communities. The program will provide students with tools and perspectives to facilitate healthy practices at the individual and societal levels, preparing majors for emerging career opportunities for health educators within non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices. The B.S. in HPHE can also serve as a stepping stone to graduate study in fields such as physical therapy, occupational therapy, and mental health counseling, for which no corresponding undergraduate majors are currently offered at UW-Madison. The major will be comprised of 40 credits, which will include 31 required “core” classes and 9 elective credits.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Madison

Title of Proposed Program

Health Promotion and Health Equity (HPHE)

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of year five, it is expected that 450 students will have enrolled in the program and 131 students will have graduated from the program. The average student retention rate is projected to be similar to the retention rates of undergraduate students overall on campus.

Table 1: Five-Year Degree Program Enrollment Projections

Student type	Class level	2019-20	2020-21	2021-22	2022-23	2023-24
New students	First-years	50	100	100	100	100
Continuing students	Sophomores		48	95	95	95
	Juniors			46	91	91
Graduating	Seniors				44	87
Total Enrollment		50	148	241	330	373

Notes:

1st-2nd year retention rate based on institutional average of 95%

1st-3rd year retention rate: based on institutional average of 91%

1st-4th year retention rate: based on institutional average of 87%

Tuition Structure

For students enrolled in the HPHE program, standard tuition and fees will apply. For academic year 2018-19, UW-Madison resident tuition and segregated fees totals \$5,277.76 per semester for a full-time student 1(2-18 credits), or \$440 per credit. Of this amount, \$4636.68 is attributable to tuition and \$641.08 is attributable to fees. Nonresident tuition and segregated fees totals \$18,402.64 per semester for a full-time student (12-18 credits) or \$1534 per credit. Of this amount, \$17,761 is attributable to tuition and \$641.08 is attributable to segregated fees.

Department or Functional Equivalent

Department of Kinesiology

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

First students enrolled in program: September, 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The BS-Health Promotion and Health Equity is designed to provide students with tools to facilitate healthy practices at the individual and societal levels, preparing majors for emerging career opportunities for health educators or for further training at the master's level in the health and mental health professions.

The proposed curriculum includes 31 credits of required coursework and 9 credits of elective coursework. This core curriculum includes a balanced focus on the interrelated areas of physical health, mental health, and disability. Electives will allow students to tailor the major in the direction of individual interests in one of the above areas. Students will learn about the theoretical, programmatic and empirical foundations of health promotion and health equity interventions as well as demonstrate competence in evaluating strengths and weaknesses in health promotion programs. The major will prepare graduates to practice as certified health educators.

Table 2: Credit Breakdown for HPHE Major

Requirement	Description	Credits
HPHE Core	Core required courses in three participating departments (Kinesiology; Rehabilitation Psychology & Special Education; Counseling Psychology) focused on specific competencies and learning outcomes for the major	31
HPHE Electives	Elective coursework in HPHE (includes options in three participating departments and other UW-Madison departments)—students will select coursework to provide in-depth training relevant to professional goals	9
Total Credits	(minimum)	40

Student Learning Outcomes and Program Objectives

The HPHE major aims to prepare students for careers as health educators at graduation, with an emphasis on skills to work effectively with diverse and underserved populations. The curriculum has been designed to conform to the standards of the National Commission for Health Education Credentialing (NCHEC), including preparation for the seven competency areas covered on the Certified Health Education Specialist (CHES) exam. HPHE can also serve as an effective preparation program for students planning to embark on graduate training in health (e.g., Occupational Therapy; Physical Therapy) or mental health fields.

Upon program completion, students will demonstrate competence in the following learning outcomes.

Learning Outcome #1: Recognize concepts and theories related to health promotion and health equity.

Learning Outcome #2: Relate the role of social factors in facilitating or hindering health.

Learning Outcome #3: Evaluate the strengths and weaknesses of health behavior and health equity interventions.

Learning Outcome #4: Identify links between physiological and psychological health.

Learning Outcome #5: Interpret and communicate the interaction between personal and environmental determinants of health and wellbeing.

Learning Outcome #6: Draw from personal and professional identities to develop socially just practices and to lead effectively within their communities of practice.

Program Requirements and Curriculum

Major coursework includes required HPHE core curriculum (31 credits) and electives (9 credits). The HPHE core courses form the main content of the major and are linked to NCHEC expectations for training critical to the role of a health educator, including conceptual and theoretical foundations; awareness of multiple determinants of physical and psychological health; program planning, administration, and evaluation; and working effectively with underserved populations (e.g., persons with disability; low-income groups; racial and ethnic

minority populations). Elective coursework allows for specialized training in areas (e.g., physical activity and health; disability; mental health) related to the student's career objectives.

Students may enroll directly to the BS-HPHE program upon admission to the University as a new freshman or transfer student, or may declare the major later in their course of study (typically during the first or second year of study at UW). Currently enrolled students declaring the HPHE major must have a minimum of a 2.5 cumulative GPA to be admitted, and majors are expected to maintain this GPA during their matriculation in the School. (This is the School of Education required minimum GPA to be in good academic standing.) Advising for admission will be provided by staff within the SoE's Education Academic Services unit. Table 3 illustrates the curriculum for the proposed program.

Table 3: B.S. in Health Promotion and Health Equity Program Curriculum

MAJOR REQUIREMENTS (31 credits)

Health Promotion Core	Notes	Credits
KINES 150: Foundations of Health Behavior and Health Equity	New	3
KINES 235 Human Physiology and Health		4
KINES 370: Planning, Facilitating & Assessment in Movement and Health Professionals	Revised course	3
KINES 566: Promoting Health in the Community	New	3
RP & SE 505: Biological, Psychosocial, and Vocational Aspects of Disability		3
RP & SE 516: Health Promotion for Individuals with Disability and Chronic Illness	New	3
RP & SE 660: Self-Management	New course (approval pending)	3
COUN PSY 237: Mental Health, Self-Awareness, and Social Justice: Working in Diverse Communities	New	3
COUN PSY 531: Prevention and Intervention in Mental Health Across the Lifespan	New	3
COUN PSY 655: Clinical Communication Skills	Revised course	3
TOTAL		31
MAJOR ELECTIVES (9 credits)		
Select 3 courses from one of the following emphases or select courses across areas	Notes	Credits
Physical Activity and Health (ACSM)		
KINES 100: Exercise, Nutrition, and Health		2
KINES 314: Physiology of Exercise		4

KINES 350: Introduction to Exercise Psychology		3
KINES 361: Motor Learning and Performance		3
KINES 390: Principles of Exercise Leadership		2
KINES 523: Clinical Exercise Testing and Training		3
HIST SCI: 212: Bodies, Diseases, and Healers: An Introduction to the History of Medicine		3
Chronic Illness, Disability, and Health		
RP & SE 100: Disability and Society	New	3
RP & SE 310: Positive Psychology and Well Being	New	3
RP & SE 125: Health & Rehabilitation Professions	New	3
RP & SE 121: Disability and Substance Abuse	New	3
Health Equity, Mental Health, and Well-Being		
COUN PSY 225: Coming to terms with cultural diversity		3
COUN PSY 230: Race and the Developing Child		3
COUN PSY 331: Immigrant Health and Well-Being		3
COUN PSY 525: Dimensions of Latino Mental Health		3
Social Determinants of Health		
HIST SCI 523: Race, American Medicine and Public Health		3
HIST SCI 275: Science, Medicine, and Race: A History		3
MED HIST/POP HEALTH 553: International Health and Global Society		3
NUTR SCI 350 World Hunger and Malnutrition		3
C&E SOC/SOC 140 Introduction to Community and Environmental Sociology		3
C&E SOC/SOC 532 Health Care Issues for Individuals, Families, and Society		3
C&E SOC/SOC 533 Public Health in Rural and Urban Communities		3

AAE/INTL ST 373 Globalization, Poverty, and Development		3
CSCS 125 Community and Social Change		3
CSCS 460 Civil Society and Community Leadership		3
HDFS 474 Racial and Ethnic Families in the US		3
HDFS 469 Family and Community Influences on the Young Child		3
Health Sciences		
ANAT & PHY 337 Human Anatomy		
NUTR SCI 132		3
NUTR SCI 332		3

While the School of Education anticipates that many students will choose to complete their degree in the traditional four-year timeline, student academic advisors have developed program plans that would enable students to complete the program in three years by taking courses during the summer term. For example, in summer 2018, 15 HPHE required and elective courses were offered in the summer (three SoE core courses were offered online; four SoE electives were offered online, one foundational course was offered online, and seven foundational courses were offered face-to-face). While completing the program in three years would not be a requirement, supplementing study during the academic year with summer courses could reduce overall cost of attendance, facilitate participation in study abroad opportunities, and provide for earlier entry into graduate study or the workforce.

Assessment of Outcomes and Objectives

The goal of outcome assessment is to ascertain that students are meeting the learning outcomes for the major. Student evaluations of teachers and classes are an important source of assessment data, but provide only indirect evidence of competency attainment. Direct evidence is provided by student work products (as all core courses will include assignments with direct relevance to learning objectives) and post-degree outcomes (which include attainment of post-degree career and academic objectives and, for students seeking health educator certification, pass rates on the CHES exam).

Data collection for the annual review will be orchestrated by the HPHE Program Director with support from the HPHE Steering Committee and Kinesiology staff. In consultation with the Steering Committee, the Program Director will prepare an annual report including data summaries and recommendations for program improvement. An abbreviated report will be provided to the Office of the Provost, in accordance with UW-Madison institutional guidelines on [Student Learning Assessment](#). The Steering Committee members will serve as liaisons to the three participating departments in reviewing and implementing recommended changes to the program, as described in the section on Program Review below. More extensive reviews of program outcomes will occur after 5 years and then at 10-year (maximum) intervals. These reviews are carried out by UW-Madison's University Academic Planning Council and are also described in the Program Review section.

Diversity

Faculty in the three participating departments share an understanding of health as related to the whole person, and study environmental, social, physical, and psychological factors that intersect to affect health outcomes for individuals and populations. Health equity is a unique focus of the new major, and key learning outcomes relate to knowledge and skills needed to work with diverse and underrepresented populations. The emphasis on understanding and reversing health disparities will be an attractive to a broad spectrum of undergraduates, including students wishing to work with specific underserved groups (e.g., racial or ethnic minorities; low-income and/or rural populations). By promoting informed discussions about group-based disparities and promoting skills for intercultural dialogue, courses within the HPHE major will contribute positively to the campus climate (Chancellor's Climate Initiative) in an era of increasingly diverse student bodies. The emphasis on building expertise to address health inequities will prove attractive to students from underrepresented groups currently or potentially attending UW-Madison, as well as to faculty considering UW as an employment setting. In this way, the new major can serve the strategic initiatives related to diversity, in the School of Education and the campus.

Collaborative Nature of the Program

The Health Promotion and Health Equity major represents a collaboration among the three health area departments in the School of Education, capitalizing on the expertise of current as well as incoming faculty to provide training in the fast-growing field of health education. Core requirements encompass 10 courses (3 of which are existing courses; the remaining 7 have been developed to ensure comprehensive coverage of program learning outcomes, and with the CHES certification standards in mind). Elective options include existing and some new courses from the three collaborating departments, as well as existing courses from departments in other colleges (e.g., History of Science; Population Health; Nutritional Sciences, Community and Environmental Sociology; Human Development and Family Studies).

The new major will be hosted within the Department of Kinesiology. It will be administered by a Program Director (academic staff position) housed in that department, with support from a Steering Committee comprised of one faculty member from each of the three participating departments. The Steering Committee will convene monthly to confer with the Program Director about program administration, will prepare an annual report related to enrollments and students attainment of learning outcomes, and will serve as liaisons to participating departments on matters of program review and program changes.

Projected Time to Degree

The B.S. in HPHE is designed to be completed in four years, full-time. HPHE core courses will be offered on a predictable schedule, with enrollment priority given to majors. Many core classes will also be offered in summer, to provide greater flexibility. Advisors will work closely with students to be sure that they are timing the completion of prerequisite courses so that they will be able to complete HPHE core classes on schedule.

Program Review

Internal program reviews will be initiated by the Program Director annually, with assistance from the Steering Committee. In addition, the HPHE program will undergo an initial, formal program review (chaired by a member of the UW-Madison University Academic

Planning Council) approximately five years after the implementation date (i.e., during the 2024-25 academic year), followed by regular UAPC reviews, initiated by the dean and at a maximum of 10-year intervals. These regular program reviews will follow UW-Madison's [Academic Program Review Guidelines](#), which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and with program faculty.

Similar to the annual review, the HPHE Steering Committee will take the lead in addressing recommendations arising from these periodic formal reviews, and will act as liaisons to the participating department chairs as needed to implement changes to program policies and practices.

Accreditation

There are no specialty accreditation requirements for health education.

JUSTIFICATION

Rationale and Relation to Mission

The [mission statement](#) of UW-Madison states that the institution seeks to “Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.” The HPHE major serves this mission as an interdisciplinary and high-quality training program with a unique focus on health promotion and health equity as it relates to physiological health, psychological well-being, the social determinants of health, and the right to health. The new major aligns with the UW-Madison campus commitment to the Wisconsin Idea by preparing professionals who will serve communities across the state, nation, and world. Because of the emphasis on health equity and overcoming societal barriers to access to health care for diverse populations, the new major will also contribute to UW-Madison’s commitment to “attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.”

The UW-Madison Chancellor’s Strategic Framework 2015-2019 seeks to “improve learning outcomes, including reducing time to graduation, for all students.” By linking program objectives closely to expanding employment opportunities in the health sector, and by carefully sequencing HPHE core courses (and providing multiple alternatives for many of the prerequisite courses), the HPHE major will allow students to complete the degree in a timely way and will give a variety of options (for either employment or further specialization in the health fields) on graduation. The course content, the contextual approach to health and well-being, and the skills-based orientation of this new major will appeal to a diverse group of potential UW-Madison students, and will contribute to creating an inclusive climate and an enhanced attention to issues of equity and diversity on the campus and in the School of Education.

Institutional Program Array

The Department of Kinesiology is the ideal academic home for the major given the department’s history of research and instruction in health promotion, health and physical activity, occupational therapy, health education, and epidemiology. The major will also draw on crucial strengths in the School’s Rehabilitation Psychology and Counseling Psychology programs,

especially related to detection, diagnosis, and treatment of physical and mental health conditions, social determinants of health, prevention, early intervention and treatment, health policy, and health equity. The major's location in the School of Education is a particular strength, given these departments' nationally recognized expertise in health education and training, and that education itself is a primary determinant of health and well-being in later life. Finally, the major's multidisciplinary perspective helps ensure that "health" is broadly defined within this program – for instance, that health maintains a holistic perspective of both physical and mental health, including family and community components, larger social and environmental factors, and individual factors.

The B.S. in HPHE will complement health-related training programs at UW-Madison in the School of Medicine and Public Health and the School of Nursing. The new major has the distinguishing goal of training undergraduates for emerging career opportunities for health educators within non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices. The B.S. in HPHE can also serve as a stepping stone to graduate study in fields such as physical therapy, occupational therapy, and mental health counseling, for which no corresponding undergraduate majors are offered at UW-Madison. The intensive focus on health equity issues, and on building skills to work with underserved populations, is an additional unique feature of the new major, and will complement existing health-related undergraduate degree programs at UW-Madison. The B.S. in HPHE can also complement existing certificate programs at UW-Madison related to health (e.g., Certificate in Global Health; Certificate in Health and the Humanities) and social equity (e.g., Gender and Women's Studies Certificate Program).

Other Programs in the University of Wisconsin System

The proposed degree is intended primarily to serve existing UW- Madison students- not to draw students away from other UW-System institutions. Unsurprisingly, the high demand for health care professionals has resulted in a number of health-related undergraduate programs at UW System institutions. The list below delineates other programs within the UW-System.

- UW-La Crosse offers a B.S. in Public Health and Community Health Education that emphasizes preparation for the Certified Health Education Specialist (CHES) examination upon graduation. Their core health content contains practices in health education, emotional health, violence, drugs, sexuality and nutrition.
- UW-Stevens Point also offers a major in Health Promotion and Wellness that includes courses in behavior change, stress management and several practicums.
- UW-Superior has a Community Health Promotion major/concentration that spans health topics and includes electives in public health, maternal child health and environmental/epidemiology.
- UW-Stout offers a B.S. in Health, Wellness and Fitness with an opportunity for a concentration in Health and Wellness Promotion preparing students to establish health education opportunities within larger organizations, consult within health programs and address public healthcare issues.
- UW-Whitewater offers a minor in Health Promotion that focuses on a holistic approach to health and addresses facilitating health behavior, current topics in health and health assessment.

- UW-Parkside offers a B.S. in Applied Health Sciences that uses clinical experiences to prepare students for pursuing advanced professional degrees.
- UW-Platteville offers a Health Promotion emphasis in their Health and Human Performance major with a range of potential courses including health promotion technology, emotional health and multiple aspects of physical activity.
- An online Health and Wellness Management degree program built by UW-Extension is designed for returning adults with some college as a collaboration among UW-River Falls, UW-Superior, UW-Stevens Point, UW-Parkside, UW-Green Bay and UW-La Crosse.
- UW-Milwaukee offers a B.S. in Community Engagement and Education that encompasses content in cultural diversity and community-based organizing and various areas of focus. There is also a Health Promotion track for students pursuing a B.S. in Kinesiology that prepares students to enter the workforce after completion of their degree.

UW-Madison's program will differ from other programs offered in the UW-System by incorporating a specific focus on health equity and the health needs of socially and economically challenged communities. The collaboration across the three departments will also approach the multidimensionality of health by providing a balanced presentation of the topics of disability, equity and behavior.

Need as Suggested by Current Student Demand

Interest among UW-Madison undergraduates in health and wellness can be inferred from student interest in existing programs. Of the array of First-Year Interest Group (FIG) offerings for Fall 2018, 17 of 60 (28%) listed on the website feature multidisciplinary approaches to health and life sciences. In addition, current health-related majors on our campus are not able to accommodate the demand from undergraduate students wishing to attain degrees in these fields. For example, the School of Nursing received 431 applications for the Traditional Bachelor of Science in Nursing in 2018 but were only able to admit 148 students, and of qualified applicants over the last five years, the program has admitted an average of 42% of students each year (K. Mittelstadt, personal communication, August 17, 2018).

Despite growing interest among students in majors related to health careers, there is at present no undergraduate major using the word "health" in its title at UW-Madison. At the same time, some health professions (e.g. occupational therapy, physical therapy, pharmacy, mental health counseling) require graduate degrees for entry-level practice. UW-Madison often does not offer an undergraduate major in these fields so students with these career interests must pursue alternative undergraduate degrees that provide relevant knowledge and preparation. The HPHE major attempts to serve this population as well as students desiring to enter the workforce immediately upon graduation. Students can specialize in coursework to prepare them for opportunities with non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices, as well as professional graduate degree programs in fields such as physical therapy, occupational therapy, nursing, counseling, social work, or other health promotion professional degrees.

Student demand for the new major is sustainable, as demand for many of these health-sector professions is expected to continue to increase (see below).

Need as Suggested by Market Demand

The U.S. Department of Labor defines health educators as those who promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors, and by collecting and analyzing data to identify community needs prior to planning, implementing, monitoring, and evaluating programs that encourage healthy lifestyles, policies, and environments. Fifty-one percent of health educators currently work in health systems and community organizations, while an additional 23% work in government programs.

The employment of health educators, mental health therapists, and health promotion specialists is growing faster than the national average compared to other occupations. Specifically, the employment of health educators is expected to grow 13% by 2024 in the state of Wisconsin (Wisconsin Department of Health Services, 2017) and employment of health educators and community health workers is expected to grow 16% nationally by 2026 (Bureau of Labor Statistics, 2018). The State of Wisconsin initiative, “Healthiest Wisconsin 2020,” is advancing health promotion activities to improve health across the lifespan. Local governments will further develop and implement educational policies and practices that support healthy outcomes, including tracking indicators of health literacy and community health as well as integrating health literacy and decision-making skills surrounding health into schools (Wisconsin Center for Health Equity, 2013). Growing job demand in health education fields has spurred student interest in health-related majors.

***PROGRAM SUPPORT**

***Advising and Student Services**

Advising in the School of Education occurs partly within departments, and is partly centralized in the office of Education Academic Services (EAS). Advising is a key element of the proposed major, as thoughtful assistance with program planning will be important in guiding students to adopt a course sequence that will prepare them for intended career goals. In support of the new major, the School of Education has agreed to fund or reallocate 0.5 full time equivalent within EAS to assist with academic and career advising for HPHE majors, and an additional 1 full time equivalent (FTE) academic staff position to the Department of Kinesiology to serve as Program Director and academic advisor to HPHE majors.

***Program Faculty, Instructional Staff, and Other Key Personnel**

In addition to the advising personnel referenced above, the following faculty and academic staff will serve as key personnel in the HPHE major.

Table 4: Key Personnel

Name	Dept	Title	FTE
Susan Andreae	Kinesiology	Assistant Professor	0.125
New Hire	Kinesiology	Assistant Professor	0.325
Jonanne Haynes-Monague	Kinesiology	Associate Faculty Associate	0.125

Morgan Shields	Kinesiology	Associate Faculty Associate	0.25
Stephen Quintana	Counseling Psychology	Professor	0.05
Alberta Gloria	Counseling Psychology	Professor	.05
Lynet Uttal	Counseling Psychology	Professor	0.175
Corissa Lotta	Counseling Psychology	Associate Faculty Associate	0.125
David Rosenthal	Rehabilitation Psychology and Special Education	Professor	0.125
Brian Phillips	Rehabilitation Psychology and Special Education	Associate Professor	0.05
Melinda Leko	Rehabilitation Psychology and Special Education	Associate Professor	0.125
Susan Wiegman	Rehabilitation Psychology and Special Education	Faculty Associate	0.25
Program Director (new hire)	Kinesiology		1.00

***Resource and Fiscal Consideration**

Overview of plans for funding the program. Funding for the new major includes reallocation of instructional and administrative time at the department and college levels to support the HPHE program. The School has supported a request for a senior faculty hire in Kinesiology in the health equity area, who is expected to devote administrative as well as instructional time to the B.S. in HPHE. Because of the success of this search, the department opted to allocate funds to a second health equity (at the Assistant Professor level) who will also provide instruction and mentorship to HPHE students. Specifically, one kinesiology faculty hire is a reallocation of School of Education funds and the other position will be funded in part by summer tuition revenue.

As noted earlier, the Dean of the School of Education has agreed to fund or reallocate 1.5 full-time equivalent (FTE) for advising and support of the internship program. The Dean has also agreed to fund 12 additional 0.5 FTE teaching assistant lines for small group instruction in core courses with a skill-building (“lab”) component and large enrollment core courses with a lecture-discussion format. Finally, the Dean has agreed to fund three 0.25 FTE instructional academic staff positions (one for each of the three participating departments) to support instruction for HPHE core courses.

Further, each of the three participating departments is reallocating instructional time for faculty and academic staff, to support what are expected to be relatively high-enrollment courses required for HPHE majors, and to give additional priority to non-required courses that can serve as HPHE electives.

Costs of reallocation. While the HPHE students will create a substantial increase in enrollment for these classes, this will increase the need for discussion sections (taught by the new teaching assistants mentioned above). The added instructional costs for the new courses (added specifically for the HPHE major) are offset by the new faculty hires in Kinesiology and the .25 FTE academic staff positions in the three departments.

Impacts on other programs in these departments. Although there will be some impact of prioritizing faculty and academic staff instructional time for instruction of HPHE core and elective courses, each department has offset these demands with additional resources, including

new faculty hires specifically to support the new major (Kinesiology); unplanned transfer of a faculty line from another department (faculty member with health equity interests who is an excellent fit to the new major; Counseling Psychology); and high success in research funding (Rehabilitation Psychology), permitting flexible allocation of instructional resources to the new major without sacrificing commitment to existing courses.

***Letters of Support**

- a. Letters of support must accompany the proposal.
- b. The cover letter is a letter of support from the dean, which signifies the school/college commitment to the program including curriculum, student services, assessment, and program review.
- c. Additional letters should be included from all departments or units that contribute courses and units that will experience an impact from the program. This includes programs with similar names or programs that may experience increases or decreases in enrollment as a consequence of the new program.

CALS

L&S

School of Medicine and Public Health

School of Nursing

School of Pharmacy

Center for Pre-Health Advising

Department of Chemistry

Department of Psychology

Department of Math

Department of Educational Psychology

Department of Nutritional Sciences

Department of Integrative Biology

Department of Bacteriology

Institutional Commitment

(This letter is not part of the narrative of the authorization but an accompanying signed letter).

Dear President Reilly:

Please attach a Letter of Commitment from the Provost outlining governance processes, institutional support, quality control, assurance of resources—and if necessary, where the money to finance the program is coming from (outside sources, re-allocation, closing of programs, etc.). This letter is intended to assure the Regents that the Provost is fully behind this program, and, in fact, recommends it to President Reilly and the Regents for adoption and inclusion into the System array.

References

- Bureau of Labor Statistics. (2018, April 13). *Occupational Outlook Handbook, 2016-17 Edition, Health Educators and Community Health Workers*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>
- Wisconsin Center for Health Equity (2013, May). *Healthiest Wisconsin 2020 Focus Area Profile: Social, Economic, and Educational Factors that Influence Health*. Retrieved from http://www.wche.org/uploads/8/8/9/8/8898682/hw2020_see_profile_20131101b_finalforweb.pdf
- Wisconsin Department of Health Services. (2017). *Healthiest Wisconsin 2020-Wisconsin State Health Plan*. Retrieved from <https://www.dhs.wisconsin.gov/hw2020/index.htm>