

## New Academic Program Workflow Form

### General

**Proposed Name: Wellness and HP Practice**

Transaction Nbr: 00000000000073

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Arts

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Fall 2021

### Details

Department(s):

#### PBLH

DEPTMNT ID	DEPARTMENT NAME	HOST
4205	Health Promotional Services	Y

Campus(es):

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

**Admission application terms for this plan:** Spring: Y Summer: Y Fall: Y

**Plan admission types:**

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

**Plan Taxonomy:** 51.0001, Health and Wellness, General.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Wellness and Health Promotion Practice

Transcript: Y Wellness and Health Promotion Practice

**Conditions for Admission/Declaration for this Major:**

Conditions for Admission: GPA of 2.0 or higher to declare for current UA students; There would be no GPA requirement for incoming freshmen or transfers; Completion of the major application, including resume and statement of objectives.

**Requirements for Accreditation:**

Not applicable

**Program Comparisons**

**University Appropriateness**

The proposed program is in alignment with the University mission to continuously improve how we educate and innovate so we can lead the way in developing disruptive problem-solvers capable of tackling our greatest challenges. One of our greatest challenges now is COVID-19, and once the pandemic subsides, we will have the post COVID-19 era. Our Mel and Enid Zuckerman College of Public Health has been at the forefront in our state and nationally addressing health promotion. We believe the UA is the most appropriate location because it is the only state university with a College fully dedicated to Public Health with a demonstrated infrastructure, content knowledge, and credibility to support a BA in Wellness and Health Promotion Practice. In alignment with the mission of the College, the degree will promote the health and wellness of communities across the southwest and globally.

**Arizona University System**

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Public Health	BS	817	University of Arizona, Tucson	Y
2	Health Education Health Promo	BS	207	ASU, Tempe, AZ	Y

**Peer Comparison**

See attached Undergraduate Major Comparison Chart for comparison between

the BA in Wellness & Health Promotion Practice and two comparable programs: BS in Health Education and Behavior at the University of Florida and BA in Public Health at the University of Iowa.

## Faculty & Resources

### Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00574333	Velia Nuno	4205	Assit. Prof	Doctor of Philosophy	15.00
00981816	David Garcia	4205	Assit. Prof	Doctor of Philosophy	15.00
01668526	Laura Gronewold	4205	Lecturer	Doctor of Philosophy	15.00
01876910	Patricia Haynes	4205	Assoc. Prof	Doctor of Philosophy	5.00
01897631	Lindsay Kohler	4205	Assit. Prof. Pract.	Doctor of Philosophy	10.00
02134265	Aminata Kilungo	4205	Assit. Prof. Pract.	Doctor of Philosophy	15.00
02304478	Burris Duncan	4205	Professor	Doctor of Medicine	10.00
02818312	Lindsay Bingham	4205	Adj. Sr. Lect.	Master Public Health	20.00
02914662	Priscilla Magrath	4205	Lecturer	Doctor of Philosophy	15.00
04104120	Mary Koss	4205	Professor	Doctor of Philosophy	15.00
05801404	Sheila Parker	4205	Lecturer	Dr of Public Health	20.00
06701013	Cynthia Thomson	4205	Professor	Doctor of Philosophy	5.00
07107582	Douglas Taren	4205	Professor	Doctor of Philosophy	20.00
07205949	Martha Moore-Monroy	4205	Lecturer	Master of Arts	15.00
08908599	Maia Ingram	4205	Instructor	Master Public Health	5.00
08909093	Zhao Chen	4204	Professor	Doctor of Philosophy	5.00
10306202	Bridget Murphy	4205	Instructor	Dr of Public Health	10.00
12201796	Scott Carvajal	4205	Professor	Doctor of Philosophy	5.00
13404749	Nicole Yuan	4205	Assoc. Prof	Doctor of Philosophy	5.00
14808032	Sabrina	4205	Adj. Sr. Lect.	Master of	15.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
	Plattner			Education	
15600200	Christina Cutshaw	4205	Assit. Prof	Doctor of Philosophy	15.00
17506214	Lynn Gerald	4205	Professor	Doctor of Philosophy	15.00
17705323	John Ehiri	4205	Professor	Doctor of Philosophy	10.00
22054781	Eileen Eisen-Cohen	4205	Lecturer	Doctor of Philosophy	10.00
22057991	Halimatou Alaofe	4205	Assit. Prof	Doctor of Philosophy	5.00
22069562	Mark Martz	4212	Assit. Prof. Pract.	Doctor of Philosophy	5.00
22071050	David Marrero	4205	Professor	Doctor of Philosophy	5.00
22072155	Amanda Sokan	4212	Assit. Prof	Doctor of Philosophy	20.00
22082320	Purnima Madhivanan	4205	Assoc. Prof	Doctor of Philosophy	5.00

Additional Faculty:

Aside from the existing faculty we plan to hire 2.2 FTE faculty over three years.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
4205	0	90	24.00

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
4205	30	60	90	90	90	90	24.50	24.70	25.00

## Library

Acquisitions Needed:

No additional library acquisitions will be needed.

## Physical Facilities & Equipment

Existing Physical Facilities:

Current facilities are adequate.

Additional Facilities Required & Anticipated:

None

## Other Support

Other Support Currently Available:

The addition of teaching assistants in years two and three.

Other Support Needed over the Next Three Years:

Academic advisor and practicum/internship coordinator.

## Comments During Approval Process

10/16/2020 10:25 AM

JEHIRI

Comments
Approved.

10/22/2020 1:21 PM

ESANDMAR

Comments
Approved.



**NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR  
ADDITIONAL INFORMATION FORM**

- I. **MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description will be displayed on the advisement report(s), [Degree Search](#), and should match departmental and college websites, handouts, promotional materials, etc.

In alignment with the mission of the Mel and Enid Zuckerman College of Public Health, the **Bachelor of Arts in Wellness and Health Promotion Practice** will promote the health and wellness of communities across the southwest and globally. The major in Wellness and Health Promotion Practice will offer students the opportunity to develop the knowledge, attitudes, ethics, skills, and supervised practice to provide professional services and interventions to culturally diverse and socioeconomically diverse populations across the lifespan that promotes healthy behaviors, healthy lifestyles, and wellness. For the purposes of this degree, wellness means a state of being in optimal health. The graduates of the program will have the skills to promote optimal wellness within themselves, among individuals, families and communities and in a variety of settings: in homes, communities, governmental organizations, businesses, health care centers, hospitals, schools, faith-based organizations and other non-governmental organizations.

Students will be prepared to conduct health needs and resource assessments, to plan health promotion services and interventions using appropriate evidence-based theories and models for behavior change, to implement and manage services and interventions, and to evaluate health promotion and wellness services and programming. They will develop the skills for self-care and to teach, train, and consult for others for the purpose of improving, promoting, and sustaining optimal wellness.

The students successfully completing will participate in required courses and supervised learning experiences in classes, practicum and internship within diverse communities and settings, enabling the students to apply their knowledge and skills. Such experiences will enhance their competencies in service delivery, communication, advocacy for health promotion and optimal wellness as ethical professionals, leaders and managers. Students graduating from this major will complete coursework that can prepare them to apply for certifications such as CHES (Certified Health Education Specialist). Graduates will be prepared to apply for admission to graduate programs in health promotion and other areas of community health, nursing, medicine, and public health.

**II. NEED FOR THE MAJOR/JUSTIFICATION**—describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable).

A market analysis for CIP Code 51.0001, Health and Wellness, General, was completed for Arizona and the United States. Within the state there were more than 800 job listing in the last 12 months in the first career outcome mapped—Community Health Worker, Health Educator/Coach. Nationwide there was more than 28,000 job listings. The dominant academic preparation (83%) for this job was “bachelor degrees” with the remaining 17% referencing less than bachelor’s degree or graduate degrees as qualifications. Most frequent sectors for these positions are Health Care and Social Assistance, Education Services, Finance and Insurance, and Public Administration; the greatest proportion of these jobs fall within for-profit businesses.

Community Health Worker, Health Educator, Coach has an expected (high) growth rate of 33% over the next 10 years (national rate is 16%, also placing this as a “high” growth field). Average salary in the state is \$47,821 for this occupation compared to \$32,531 as the state overall average and \$31,450 as the region’s living wage. Nationally the average salary is \$53,238. Currently there are only two programs in the state mapped to this occupation, both offered within the Arizona State University (ASU) System. From 2014-2018 there were 56 graduates between those two ASU programs.

Of note, the market analyses also indicated the top employer-identified baseline skills needed for CIP code 51.0001 in Arizona. The five most demanded skills, receiving 15% or more responses, are: communication, teamwork/collaboration, English, bilingual/Spanish, computer literacy, and planning. These are all strongly linked to the learning outcomes and competencies our graduates will have (subsequently described in this document), and for some with substantially more depth than related degrees at the University of Arizona such as the BS in Public Health or BS in Care, Health & Society.

In addition to the market analysis, our research and development strategy involved interviews with representatives from four high-stress working environments (COPE Community Services, Inc., Catholic Community Services, the Pima County Superior and Pima County Juvenile Courts), surveys among students in a large undergraduate Public Health class, and discussions with the Health Promotion Sciences Department (the degree’s home department). Our findings informed the development of the degree through the insights and recommendations of key stakeholders.

Transformative Learning Theory describes adult learning as a process based on previous understanding to create a new or modified understanding of the significance of one’s experience that then directs future behavior [1]. In other words, Transformative Learning involves a questioning and subsequent evolution of one’s assumptions and beliefs about the world, which in turn shape future action. Research has shown that this type of deep questioning and subsequent transformation may be brought about purposefully, such as by a skilled instructor [2]. Given we are in a time of great change with shelter in place recommendations, transition from in-person classes and in the office work to remote and online courses and work from home environments, it is a period of great change on all fronts. This degree aims to equip students to care for themselves to promote optimal

wellness and to do the same for others by promoting health and wellness through the planning, implementing and evaluation of services and interventions.

### **Students**

The Millennial generation, or those individuals born between 1984 and 1996, came to be known as the “burnout generation” because their beliefs and assumptions about the world (and their place in it) led them to de-prioritize balance and self-care at work and at home [3, 4]. The effects of these beliefs and assumptions were compounded by a recession that began just as many of these individuals were entering the workforce, making jobs more scarce and competitive [5]. Most students beginning college today, on the other hand, were primarily born in the late 1990’s and early 2000s, making them part of what has been called Generation-Z [6]. Gen-Z individuals were raised in a post-9/11 and post-Great Recession world and show signs of pragmatism, caution, and entrepreneurship – but also signs of work-related attitudes similar to the generation that preceded them [6]. In addition, as the first true technology users, many of whom do not remember a time before smartphones, these students may struggle to remain focused on tasks not involving technology [6]. Moreover, with the COVID-19 pandemic we are now creating the new normal in academia. More than ever there is a need to teach students self-care and health promotion and optimal wellness to honing their ability to focus and tune in to the world around them and avoid burnout.

### **Community Stakeholder Interviews**

Our key stakeholder interviews indicated that employers sought individuals with life experience, rapport-building skills, and confidence. Several interviewees stressed that, while job-related information could be taught fairly quickly, competence, flexibility, and “presence” seemed to have more to do with individuals’ work and life experiences. Other key traits mentioned included communication skills (also referred to as “diplomacy”), ability to regulate one’s emotions and stress levels, ability to set boundaries, dedication, flexibility to do what is needed, careful time management, and willingness to take ownership of projects to see them through to the end. Internships and externships were highlighted as a great way to develop these desirable traits.

### **Undergraduate Survey**

Students were drawn from a large undergraduate-level class at the Mel and Enid Zuckerman College of Public Health (n = 72). Of these, 19 were juniors and 53 were seniors. Sixty-nine were majoring in public health, with the rest in physiology, communications, and global studies, respectively. A vast majority of survey respondents expressed interest (marking ‘somewhat,’ ‘very,’ or ‘extremely’ interested) in the topics covered in our proposed track. Students reporting interest in current track topics ranged from 75% for mindfulness and meditation techniques to 89% in promoting positive relationships and family/school/staff cultures. A large percentage of students expressed interest in health education techniques for adolescents (87%), conflict resolution strategies (86%), stress reduction techniques and evaluating school-based psychosocial interventions (83%), promoting positive relationships and trust with intense children (82%), incorporating mindfulness into public health practice (81%), and implementing school-based psychosocial interventions (79%). Topics identified are all courses offered as selectives for the proposed BA in Wellness and Health Promotion Practice.



## REFERENCES

1. Mezirow, J., *Transformative learning as discourse*. Journal of transformative education, 2003. **1**(1): p. 58-63.
2. Walker, S.E., *Active learning strategies to promote critical thinking*. Journal of athletic training, 2003. **38**(3): p. 263.
3. Lu, A.C.C. and D. Gursoy, *Impact of job burnout on satisfaction and turnover intention: do generational differences matter?* Journal of Hospitality & Tourism Research, 2016. **40**(2): p. 210-235.
4. Peterson, A., *How millennials became the burnout generation*. Retrieved from, 2019.
5. Elsbey, M.W., B. Hobijn, and A. Sahin, *The labor market in the Great Recession*. 2010, National Bureau of Economic Research.
6. Seemiller, C. and M. Grace, *Generation Z goes to college*. 2016: John Wiley & Sons.

III. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases\* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.).

Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
<a href="#">Second language</a>	<p><b>Complete one of the following (0-16 units):</b></p> <ul style="list-style-type: none"> <li>• pass a language proficiency exam at 4<sup>th</sup> semester level</li> <li>• complete courses through second semester proficiency (up to 16)</li> </ul>
<a href="#">Math</a>	<p><b>Moderate Math Strand (0-3 units):</b> See statistics below</p>
English	<p><b>Complete one of the following (3-6 units):</b></p> <ul style="list-style-type: none"> <li>• ENGL 106, 107 or 101 and 108 or 102 (9)</li> <li>• ENGL 101A and 102 (7)</li> <li>• ENGL 101 and 102 or 107 and 108 (6)</li> <li>• ENGL 109H (3)</li> </ul> <p>Mid-career writing assessment – Grade of A or B in ENGL 102, 108 (for ESL), or 109H</p> <p>Writing Emphasis Course (HPS 307: Public Health Narratives)</p>
<a href="#">General education requirements</a>	<p><b>General Education (27 units):</b></p> <p>2 courses/ 6 units - Tier I 150 Individuals &amp; Societies (HPS 150C Developments in Disease and Public Health, PHP 150C Aging: Everyone is Doing It!)</p> <p>2 courses/ 6 units - Tier I 160 Traditions &amp; Cultures</p> <p>2 courses/ 6 units - Tier I 170 Natural Sciences (NSC 170C1 Nutrition, Food and You)</p> <p>1 course/ 3 units - Tier II Humanities</p> <p>1 course/ 3 units – Tier II Natural Sciences</p> <p>1 course/ 3 units – Tier II Arts</p> <p>*At least one GE course must also satisfy the Diversity Emphasis requirement</p>

Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Major requirements	
Minimum # of units required in the major (units counting towards major units and major GPA)	56
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	38
<u>Minimum # of residency units to be completed in the major</u>	18
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p><b><u>Statistics Requirement (3 units):</u></b>          BIOS 2xx: Statistical Reasoning in Public Health (3); New          BIOS 376: Introduction to Biostatistics (3)</p> <p><b><u>Communication Skills (Minimum of 3 units):</u></b>          COMM 113: Introduction to Small Group Communication (3)          COMM 114: Introduction to Interpersonal Communication (3)          COMM 117: Culture and Communication (3)          COMM 119: Public Speaking (3)          COMM 209: Introduction to Communication Technology (3)          COMM 313: Communication and Public Relations (3)          COMM 314: Creative Professional Communication (3)</p> <p>Total supporting coursework (6 units)</p>
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number,	<p><b><u>Major Core Courses (24 units):</u></b>          HPS 178: Personal Health and Wellness (3)          PHP 2xx: Diversity, Health and Wellbeing in Later Life (3) New          HPS 200: Introduction to Public Health (3)</p>

units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.

PHP 322: Health Education and Ethical Leadership (3)  
 HPS 404: Fundamentals of Evaluation (3)  
 EHS 425: A Public Health Lens to Climate Change (3)  
 HPS 403: Applications in Health Promotion: Behavioral Theories & Health (3)  
 HPS 4XX/5XX: Stress Management for Health and Wellness (3); New

### **Elective Subplans (min 15 units)**

#### **Subplan 1: Health and Wellness**

HPS 3XX: Motivational Interviewing (3); New  
 SBS 301A: Foundations of Mindfulness (1)  
 SBS 301B: Mindful Semester: Mindfulness-based Study Tools (1)  
 SBS 301C: Mindful Semester: Mindfulness-based Movement (1)  
 HPS 405: Biology in Public Health (3)  
 HPS 495: Mindfulness in Public Health Practice (3)  
 HPS 495: Enhancing Public Health Using the Nurtured Heart Approach (3)  
 HPS 402: Corporate Wellness (3)  
 NSC 320: Nutrition, Physical activity and Health promotion (3)  
 NSC 311: A Systems Approach to Obesity Prevention (3)  
 NSC 395B: Health Coaching (3)  
 HPS4XX/5XX: Health and Wellness for Special Populations (3); New  
 PHP 4XX/5XX: Tobacco Cessation and Coaching (3); New  
 HPS 478/578: Public Health Nutrition (3)  
 HPS 486/586: Adolescent Health (3)  
 HPS 416/516: The World's Food and Health (3)  
 PHPM 458: Health Care Marketing (3)  
 HPS 412/512: Public Health Approaches to Mental Health Disorders in the US (3)

#### **Subplan 2: Aging and Population Health**

HPS 405: Biology in Public Health (3)  
 HPS 3XX: Motivational Interviewing (3); New  
 PHP 301: Intro to Gerontology/Aging (3)  
 PHP 312: Health Promotion and Well-being in Later Life (3)

	<p>PHP 436/536: Aging, Environment and Wellbeing (3)          PHP 437/537: Management and Leadership in Long-term Care (3)          HPS 412/512: Public Health Approaches to Mental Health Disorders in the US (3)          PHP 4XX: Optimizing Well-being and Resilience for Older Adults (3)          PHPM 458: Health Care Marketing (3)          PHP 305: Public Health in the Digital Age (3)          CHS/SOC 215: Sociology of Aging and Health (3)          FSHD 413: Issues in Aging (3)</p> <p><b><u>Subplan 3: Health Education</u></b></p> <p>HPS 306: Drugs in Society (3)          HPS 330: Human Sexuality (3)          HPS 350: Principles of Health Education and Promotion (3)          HPS 481: Health Education Intervention Methods (3)          HPS 400: Contemporary Health Problems (3)          HPS 449: Family Violence (3)          PHP 305: Public Health in the Digital Age (3)          HPS 495: Mindfulness in Public Health Practice (3)          HPS 3XX: Motivational Interviewing (3); New          HPS xxx: Tobacco Cessation and Coaching (3); New          PHPM 458: Health Care Marketing (3)          HPS 412: Public Health Approaches to Mental Health Disorders in the US (3)          HPS 405: Biology in Public Health (3)</p>
<p><b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b></p>	<p><b><u>HPS 394 Practicum (6 units); New</u></b></p> <p>This practicum reflects <i>faculty supervised</i> group or individual field-based experiential learning. Choose from existing courses or talk with your advisor about additional options.</p> <p>HPS 497E: Public Health for Community Wellness (2)          EPID 497S: Skin Cancer Prev. in Community Settings (1-2)          HPS 497L: Public Health for School and Community-Based Child Obesity-Based Programming (2)          EPID 4XX/5XX: Healthy Aging from Lab to Community (3); New          GEOG 497F/HPS 497F: Community and School Garden Workshop (2-6)          PHP 312: Health Promotion and Well-being in Later Life (3)</p>

	<p><b><u>HPS 493 Internship (3 units); New</u></b>  The required internship reflects preceptor-led (preceptor can be a primary HPS faculty member, community organization, healthcare or behavioral health setting, government organization, business, etc.), faculty-assessed, experiential learning experiences.</p>
Senior thesis or senior project required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	No
Minor (specify if optional or required)	Optional.
Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.	Yes: No more than two major core courses are permitted to double dip with another major. Supporting coursework may double dip with other majors and minors.

**IV. CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
HPS 178	3	Personal Health and Wellness	Introduces and analyzes basic personal and community health problems, with emphasis on current scientific information essential to health promotion and maintenance of individual health.	none	In-person, online	F, Sp, Su	N/A
HPS 200	3	Introduction to Public Health	This course provides an overview of the different sub-disciplines of public health as they are relevant to community health sciences and services at the national, state and local (relevant to the Southwest U.S.) levels.	none	In-person, online	F, Sp, Su	N/A
HPS 307	3	Public Health Narratives	This course studies various public health narratives, looking specifically at genre, context, and style to analyze and think critically about what makes public health narratives persuasive and compelling. Students write in a variety of styles, analyzing what techniques work best to communicate public health concerns to broad audiences.	none	In-person	F, Sp	N/A
PHP 322	3	Health Education Ethical Leadership	This course involves ethics and leadership in the profession of health education. It includes training for and completion of the UA Human Subjects Protection Program for Non-Medical Research. Discussions of current ethics and leadership publications are emphasized.	HPS 350	Online	Spring	N/A
HPS 350	3	Principles of Health Education and Health Promotion	This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health	HPS 178 (Note prerec of HPS 200 or HPS 300 being phased out	In-person, online	F, Sp	N/A

			promotion. The student will recognize health education as an important foundation for population-based health care.	with input of lead course instructor).			
HPS 387	3	Minority Health and Health Disparities	The course will explore gaps in health outcomes associated with race/ethnicity, social class, sex, sexuality, nationality and migration status. Societal, environmental, and institutional factors that underlay health disparities between and within nations will be considered.	none	In-person, online	F, Sp, Su	N/A
HPS 403	3	Applications in Health Promotion: Behavioral Theories & Health	This course is designed to provide students with skills for application to health behavior and health promotion within public health settings. A major emphasis will be on understanding health behavior theories and applying theories to health promotion efforts in public health.	none	In-person	F	N/A
HPS 404	3	Fundamentals of Evaluation	The course provides students interested in pursuing an undergraduate public health degree with the fundamentals of planning and evaluation. Course covers overview of the field of evaluation, the integrated theory of evaluation and the logic modeling.	HPS 350 BIOS 376 (Note prereq of EPID 309 being phased out with input of lead course instructor).	online	Sp (propose to add F by 2022)	N/A
HPS 405	3	Biology in Public Health	This course is a tool to provide basic understanding of human biology and its role in public health diseases to non-biologists. Major diseases with significant public health relevance will be used to confirm basic biological concepts, taught in each segments introductory lecture.	none	In-person, online	F, Sp	N/A
EHS 425	3	A Public Health Lens to Climate Change	How does a changing environment affect human health? What is the public health role in mitigating and addressing these implications? Why is a public health lens both relevant and necessary? Students in this course will directly interact with these questions and explore the fundamentals of global environmental change with a focus on climate change. Course topics include climate change, impacts on human health, policy development, adaptation and mitigation, health equity, and climate action co-benefits.	none	In-person, online	F, Sp	



HPS 481	3	Health Education Intervention	Emphasis on health education methods and strategies that can be applied in health education and health promotion interventions. Prepares students who will teach in school settings or work in community interventions.	HPS 178 HPS 350 (Note prereq of HPS 200 or HPS 300 being phased out with input of lead course instructor).	In-person	Sp	N/A
BIOS 376	3	Intro to Biostatistics	This course introduces biostatistical methods and applications, covering descriptive statistics, probability, and inferential techniques necessary for appropriate analysis and interpretation of data relevant to health sciences. Students will use a statistical software package.	MATH 108 or MATH 112 or higher	In-person, online	F, Sp	Yes
PHP 301	3	Introduction to Gerontology	This course provides an overview of the field of gerontology, and introduces the student to key theories, concepts, and principles which shape gerontological discourse. Students will explore demographic trends in US society, as well as practices, issues and challenges which are endemic in an aging society.	None	Online	F	Yes
PHP 437	3	Management and Leadership in Long Term Care	This course provides students with practical information about leadership and principles of management necessary for the successful administration of long-term care facilities.	PHP 301 or or work experience in LTC/ with older adults	Online	Sp	Yes
PHP 436	3	Aging Environment and Well-being	What does environment have to do with aging and well-being? In this course we explore the relationship between older people and their environment. In doing so we look at environment through a variety of lens, such as physical space (i.e. location), and place (location imbued with individual meaning), private versus public, as contributor versus constraint to a sense of belonging and empowerment for older persons. We will consider how factors such as models of social care, human service practices, public policy, societal attitudes, and environmental design positively or negatively impact the environmental experience of diverse	PHP 301 or equivalent	Online	F	Yes

			older persons as they age in place. Our goal is to expand our knowledge and sensitivity to the subtleties of environmental experience for older persons, and challenge us to consider how development of environmental design, social interventions, and public policy can support wellbeing and optimize the lived experience of the aging and aged.				
--	--	--	---	--	--	--	--

**NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4\*\*). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
HPS2xx	3	Ethics and Leadership in Wellness and Health Promotion Practice	This course will instruct on ethical and leadership practices of certified health education specialists as well as on roles and boundaries for those in the helping professions with varying degrees, certifications, and training experiences. This course will also prepare students with knowledge and skills in preparation for the field-based practicum and internship experiences in wellness and health promotion.	none	In person	D	Spring 22	F, Sp	NA	Existing HPS faculty with related clinical training/certification/licensure—e.g., graduate degree in clinical or counseling psychology, social work, other health profession with current/past licensure
BIOS 2xx:	3	Statistical Reasoning in Public Health	The course takes an empirical approach to teach students the basic concepts of statistics and the logic of statistical reasoning.		In-person/online	D	Sp 22	Sp	NA	Biostatistics faculty within the College of Public Health

HPS394	3	Practicum in Wellness and Health Promotion	This practicum reflects faculty supervised group or individual field-based experiential learning experiences in wellness and health promotion. One model for this experience will be after the College of Public Health's nationally recognized service learning courses (Sabo S, de Zapien J, Teufel-Shone N, Rosales C, Bergsma L, Taren D. Service learning: a vehicle for building health equity and eliminating health disparities. Am J Public Health. 2015 Mar;105 Suppl 1(Suppl 1):S38-43. doi: 10.2105/AJPH.2014.302364. PMID: 25706014) that have undergraduate and graduate sections. A second model will be the recently introduced (2019) applied practical experience (APE) requirement for the accredited professional degrees (MPH, DrPH) in public health— with appropriate modifications in expectations for students at upper division undergraduate level and with emphasis on wellness and health promotion experiences.	HPS2xx	In person/ hybrid	D	Fall 22	F, Sp, Su	NA	All current HPS faculty
PHP 2xx	3	Diversity, Health and Wellbeing in Later Life	Heterogeneity is a hallmark of the older adult population, which continues to grow more diverse – by race and ethnicity, as well as other key factors including gender, religion, social class, sexual orientation and identity, rural-urban community	none	Hybrid, online	D	Fall 2021	F	NA	Amanda Sokan, PhD or other PHP faculty

			location. In this course using an interdisciplinary approach we explore these elements of diversity, how they work alone and intersect along the life course to shape the individual and group experience of older adults. We also explore the complexities of the pluralistic aging society which results, and the challenges and opportunities which it presents, for promoting health and wellbeing in later life.							
HPS493	3	Wellness and Health Promotion Internship	The required internship reflects preceptor led (preceptor cannot be a primary HPS faculty member), faculty-engaged, experiential learning experiences. Our accredited college of public health implements required public health internships at the graduate and undergraduate level, and the Department of Health Promotion Sciences delivers the most credit hours in these supervised experiences. The supervision (preceptor and faculty) and reporting mechanisms will follow the public health internship courses, though this proposed internship will be specific to only wellness and health promotion-related internships.	HPS3xx Practicum	In person/hybrid	D	Spring 23	F, Sp, Su	NA	All current HPS faculty
HPS 3XX	3	Motivational Interviewing	The course teaches the fundamentals of motivational interviewing including strategies to recognize and prompt movement toward change and	TBD	In-person/hybrid	D	F 24, Sp 25	F, Sp	NA	Existing HPS faculty with related clinical training/certification/licensure—e.g., graduate degree in clinical or counseling

			learning ways to resolve uncertainty.							psychology, social work, other health profession with current/past licensure
HPS 4XX/5XX	3	Stress Management for Health and Wellness	The course expands emphasis is on the various forms of stress and techniques for managing it to promote optimal wellness.	None	In-person/ online	D	F 22, Sp 23	F, Sp	N/A	Existing HPS faculty

\*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

VI. **FACULTY INFORMATION**- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the “Letter(s) of Support” field). UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Pam Coonan](#) and [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Link
Halimatou Alaofe	Practicum and Internship	<a href="https://profiles.arizona.edu/person/halaofe">https://profiles.arizona.edu/person/halaofe</a>
Lindsay Bingham	Teach HPS 497E, HPS 495, Practicum and Internship	<a href="https://crcphp.arizona.edu/faculty-staff">https://crcphp.arizona.edu/faculty-staff</a>
Scott Carvajal	Practicum and Internship	<a href="https://profiles.arizona.edu/person/carvajal">https://profiles.arizona.edu/person/carvajal</a>
Zhao Chen	Practicum and Internship	<a href="https://publichealth.arizona.edu/directory/zhao-chen">https://publichealth.arizona.edu/directory/zhao-chen</a>
Christina Cutshaw	Teach 412, Practicum and Internship	<a href="https://profiles.arizona.edu/person/ccutshaw">https://profiles.arizona.edu/person/ccutshaw</a>
Burris Duncan	Teach HPS 405	<a href="https://profiles.arizona.edu/person/brduncan">https://profiles.arizona.edu/person/brduncan</a>
Eileen Eisen-Cohen	Teach HPS 404	<a href="https://www.waldenu.edu/about/faculty/meet-our-faculty/member-profile/eileen-eisen">https://www.waldenu.edu/about/faculty/meet-our-faculty/member-profile/eileen-eisen</a> ; <a href="https://profile.directory.nau.edu/person/eme47">https://profile.directory.nau.edu/person/eme47</a>
John Ehiri	Teach HPS 433	<a href="https://profiles.arizona.edu/person/jehiri">https://profiles.arizona.edu/person/jehiri</a>
David Garcia	Teach HPS 178 and Internship	<a href="https://profiles.arizona.edu/person/davidogarcia">https://profiles.arizona.edu/person/davidogarcia</a>
Lynn Gerald	Teach 497G, Practicum and Internship	<a href="https://profiles.arizona.edu/person/lgerald">https://profiles.arizona.edu/person/lgerald</a>
Laura Gronewold	Teach 495, Practicum and Internship	<a href="https://profiles.arizona.edu/person/laurag1">https://profiles.arizona.edu/person/laurag1</a>
Patricia Haynes	Practicum and Internship	<a href="https://profiles.arizona.edu/person/thaynes">https://profiles.arizona.edu/person/thaynes</a>
Maia Ingram	Internship	<a href="https://profiles.arizona.edu/person/maiai">https://profiles.arizona.edu/person/maiai</a>
Aminata Kilungo	Teach HPS 300, HPS 409	<a href="https://publichealth.arizona.edu/directory/aminata-kilungo">https://publichealth.arizona.edu/directory/aminata-kilungo</a>
Lindsay Kohler	Teach HPS 200	<a href="https://profiles.arizona.edu/person/lschulz">https://profiles.arizona.edu/person/lschulz</a>
Mary Koss	Teach HPS 330, HPS 449	<a href="https://profiles.arizona.edu/person/mpk">https://profiles.arizona.edu/person/mpk</a>
Velia Leybas Nuño	Teach HPS 178, Practicum and Internship	<a href="https://profiles.arizona.edu/person/vleybas">https://profiles.arizona.edu/person/vleybas</a>
Purnima Madhivanan	Practicum and Internship	<a href="https://profiles.arizona.edu/person/pmadhivanan">https://profiles.arizona.edu/person/pmadhivanan</a>
Priscilla Magrath	Teach 433, HPS 417	<a href="https://profiles.arizona.edu/person/pmagrath">https://profiles.arizona.edu/person/pmagrath</a>
David Marrero	Practicum and Internship	<a href="https://profiles.arizona.edu/person/dgmarrero">https://profiles.arizona.edu/person/dgmarrero</a>
Mark Martz	Practicum and Internship	<a href="https://profiles.arizona.edu/person/markmartz">https://profiles.arizona.edu/person/markmartz</a>
Martha Monroy	Teach HPS 200, HPS 387	<a href="https://profiles.arizona.edu/person/mmonroy">https://profiles.arizona.edu/person/mmonroy</a>
Bridget Murphy	Teach HPS 306	<a href="https://crh.arizona.edu/bridget-s-murphy-dbh">https://crh.arizona.edu/bridget-s-murphy-dbh</a>
Sheila Parker	Teach HPS 350, HPS 481, Practicum and Internship	<a href="https://profiles.arizona.edu/person/parkers">https://profiles.arizona.edu/person/parkers</a>
Sabrina Plattner	Teach HPS 495, Practicum and Internship	<a href="https://crcphp.arizona.edu/faculty-staff">https://crcphp.arizona.edu/faculty-staff</a>
Amanda Sokan	Teach PHP 150C, 301, 436/536	<a href="https://publichealth.arizona.edu/directory/amanda-sokan">https://publichealth.arizona.edu/directory/amanda-sokan</a>
Douglas Taren	Teach HPS 478, HPS 416, Internship	<a href="https://profiles.arizona.edu/person/taren">https://profiles.arizona.edu/person/taren</a>
Cynthia Thompson	Practicum and Internship	<a href="https://profiles.arizona.edu/person/cthompson">https://profiles.arizona.edu/person/cthompson</a>
Nicole Yuan	Practicum and Internship	<a href="https://profiles.arizona.edu/person/nyuan">https://profiles.arizona.edu/person/nyuan</a>

**FOUR-YEAR PLAN** – provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Second Language	4	Second Language	4	Second Language	4	Second Language	4
Math 112	3	Bios 376	3	English Writing Emphasis HPS 307	3	Tier I Traditions and Cultures 160	3
English	3	English	3	Tier I Traditions and Culture 160	3	Tier I Natural Sciences NSC 170C	3
Tier I Individuals and Society HPS 150C	3	Tier I Individuals and Society 150 PHP 150C	3	Comm course – Supporting Coursework	3	PHP 322	3
PHP 2xx: Diversity, Health and Wellbeing in Later Life	3	HPS 178	3	HPS 200	3		
<b>Total</b>	16	<b>Total</b>	16	<b>Total</b>	16	<b>Total</b>	13

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Tier I Natural Sciences 170	3	Subplan Elective	3	Tier II Arts	3	Subplan Elective	3
Subplan Elective	3	Tier II Natural Sciences	3	Subplan Electives	6	Minor or General Elective	8
HPS 394 Practicum	3	Tier II Humanities	3	HPS 403	3	HPS 493 (Internship)	3
HPS 404	3	HPS 394 Practicum	3	EHS 425	3		
HPS 4xx Stress Management for Health and Wellness	3	Minor or General Elective	3				
<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	14

**VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP**—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map generated using Taskstream).

**Student Learning Outcomes:**

- 1) Students will assess the needs and the resources of diverse populations in practice settings to promote health and wellness.
- 2) Students will plan health promotion and wellness programs for implementation in practice settings.
- 3) Students will demonstrate effective communication skills that are essential to delivering wellness and health promotion programs or services.
- 4) Students will utilize evaluation skills in measuring wellness and health promotion outcomes.
- 5) Students will practice the application of ethical and professional standards in wellness and health promotion settings.



**Curriculum Map:**

**Curriculum Map - Courses and Activities Mapped to BA Wellness & Health Promotion**

**BA Wellness & Health Promotion Curriculum Map**

Courses and Activities Mapped to BA Wellness & Health Promotion

	Outcome				
	Outcome 1: Needs Assessment Students will assess the needs and the resources of diverse populations in practice settings to promote health and wellness.	Outcome 2: Planning Students will plan health promotion and wellness programs for implementation in practice settings.	Outcome 3: Communication Students will demonstrate effective communication skills that are essential to delivering wellness and health promotion programs or services.	Outcome 4: Evaluation Students will utilize evaluation skills in measuring wellness and health promotion outcomes.	Outcome 5: Ethical Practice Students will practice the application of ethical and professional standards in wellness and health promotion settings.
<b>Major Courses</b>					
HPS 178 Personal Health and Wellness	I	I			I
HPS 200 Introduction to Public Health	I			I	
PHP 2XX Diversity, Health and Wellbeing in Later Life	I		P/A		
PHP 322 Health Education Ethical Leadership					IPA
HPS 387 Health Disparities and Minority Health	I/P				I/P
HPS 403 Applications in Health Promotion: Behavioral Theories & Health	P/A	P/A	P/A	P/A	P/A
HPS 404 Fundamentals of Evaluation	P/A			P/A	P/A
EHS 425 A Public Health Lens to Climate Change			IPA		
HPS 4XX/5XX Stress Management for Health and Wellness	I	P	P		
<b>Program-Level Assessment</b>					
HPS 394 Practicum	A	A	A	A	A
HPS 493 Internship	A	A	A	A	A
Exit Survey Indirect Measure	A	A	A	A	A
<b>Legend :</b> I    Introduced      P    Practiced      A    Assessed      I/P    Introduced/Practices      P/A    Practiced					

Last Modified: 09/22/2020 03:57:58 PM

**VIII. ASSESSMENT PLAN FOR STUDENT LEARNING-** using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** row.

<b>Learning Outcomes</b>	<b>Sources(s) of Evidence</b>	<b>Assessment Measures</b>	<b>Data Collection Points</b>
1. Students will assess the needs and the resources of diverse populations in practice settings to promote health and wellness.	Course-embedded assessments in HPS 350, 404, and 481, practicum and internship	Exams, papers, assignments, summative critical self-reflections, and other forms of student work	Within the course as specified by the faculty  Program exit surveys
2. Students will plan health promotion and wellness programs for implementation in practice settings.	Course-embedded assessments in HPS 350, 481, practicum and internship	Faculty evaluated practicum and internship products and/or services	
3. Students will demonstrate effective communication skills that are essential to delivering wellness and health promotion programs or services.	Course-embedded assessments in HPS 350, 481, 495, practicum and internship		
4. Students will utilize evaluation skills in measuring wellness and health promotion outcomes.	Course-embedded assessments in HPS 404, 481, practicum and internship		
5. Students will practice the application of ethical and professional standards in wellness and health promotion settings.	Course-embedded assessments in HPS 404, 405, 481, practicum and internship		

- IX. PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

<b>Assessment Measure</b>	<b>Source(s) of Evidence</b>	<b>Data Collection Point(s)</b>
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Every 7 years
Council on Education for Public Health (CEPH) accreditation body for programs in public health	Reviewers' report	Every 7 years

**X. ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	30	60	90	105	130

Data/evidence used to determine projected enrollment numbers:

This is projected from our enrollment numbers we achieved in the BS in Public Health along with the market demand presented in an earlier section. Once established and marketed we expect to attract 35 students per year into the program, the majority selecting to undertake this program at the University of Arizona vs ABOR peers (2 related at ASU) and non-ABOR peer institutions. These are also trends based on national movements for BA degrees in health education, health promotion and wellness, and data from the Bureau of Labor Statistics codes.

**XI. ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

<b>PROJECTED DEGREES AWARDED ANNUALLY</b>					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees	27	54	81	95	117

Data/evidence used to determine number of anticipated degrees awarded annually:

Based on our current retention rates, we anticipate graduating at least 90% of enrolled students.

**XII. PROGRAM DEVELOPMENT TIMELINE**- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Recruitment will begin in Spring 2021 with the anticipated launch of courses in Fall 2021. We will engage our College of Public Health's Office of Student Affairs which has programs within the community, community colleges, and state. We will prepare the Office of Student Affairs Academic Advisors to help students make decisions about the new major. We will also engage Arizona Health Sciences Center and University outreach with K-12 programs in the state. Finally, we will have representation at the biannual Meet your Major Fairs.

**XIII. DIVERSITY AND INCLUSION**-describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

Presently the undergraduate program in public health reflects a diverse student population and this program will continue that legacy.

The College of Public Health has one of the strongest track records of recruiting and graduating underrepresented students. As one of 20 UA colleges, the Mel and Enid Zuckerman College of Public Health consistently ranks among the top five in American Indian and Hispanic graduates and students enrolled among 45 accredited schools of public health, according to data from the Association of Schools of Public Health (ASPH).

The College strives to foster an educational community that values innovation and excellence in teaching, creation and dissemination of knowledge, practice-based research and research-based practice to address the health needs and interests of individuals and communities. During the 2016-2017 academic year, the Community on Inclusion and Equity developed a strategic plan to increase Inclusive Excellence (IE) throughout the college in the areas of structure, governance & leadership, instruction & classroom content, faculty and staff awareness and training, and environment and climate. Not only do our efforts reflect ways to recruit students from underrepresented groups, but also to retain them through successful degree completion.

Our College's undergraduate student body includes 42% who are first in the family to go to University (scroll down for table). The College's undergraduate population is majority-minority student, with a higher percentage of Latinx (35%), African American (6%), and American Indian / Native American (4%) students than the undergraduate and all student populations at the University. Further, the program emphasis on holistic and inclusive perspectives on wellness and health is important, and with our extensive community-field engaged curricula students will apply their skills in real-world, diverse settings. These will lead to high retention--by providing particularly meaningful course experiences with underserved communities. This new, inclusive program, is also expected to be more diverse than the general student population, and the curricular strengths will be an effective recruitment tool for underrepresented students to join the University of Arizona.

### Self-Report Undergraduate Student Data for Fall 2017

<b>First Generation</b>	<b>#</b>	<b>%</b>
<i>Public Health Major students</i>		
1st in Family to Attend College	161	41.7%
<b>Gender</b>	<b>#</b>	<b>%</b>
Female	236	78.9%
Male	63	21.1%
<b>Race / Ethnicity</b>		
African American	17	5.7%
American Indian / Native American	11	3.7%
Asian American	17	5.7%
Hispanic / Latinx	105	35.1%
International	2	1.0%
Native Hawaiian / Pacific Islander	7	2.3%
Multiethnic / Other	16	5.4%
White	123	41.1%
<b>Geography</b>		
Arizona Residents	234	79.3%
Out of State	58	19.7%
International	2	1%

**XIV. ABOR REQUIREMENT: New Academic Program Request.** This section is required by ABOR. Most of the information can be copied/pasted from completed sections above. Instructions/clarification for completing the table below, from ABOR, can be viewed/downloaded [here](#).

**University: University of Arizona**

Name of Proposed Academic Program: <b>BA in Wellness and Health Promotion Practice</b>
Academic Department: <b>Department of Health Promotion Sciences</b>
Geographic Site: <b>Main Campus</b>
Instructional Modality: <b>In-person, online, hybrid (online/in-person)</b>
Total Credit Hours: <b>120</b>
Proposed Inception Term: <b>Fall 2021</b>
Brief Program Description: <b>In alignment with the mission of the Mel and Enid Zuckerman College of Public Health, the BA in Wellness and Health Promotion Practice will promote the health and wellness of communities across the southwest and globally. The major will offer students the opportunity to develop the knowledge, attitudes, ethics, skills, and supervised practice to provide professional services and interventions to culturally diverse and socioeconomically diverse populations across the lifespan that promotes healthy behaviors, healthy lifestyles, and wellness.</b>
Learning Outcomes and Assessment Plan: <ul style="list-style-type: none"> <li>1) <b>Students will assess the needs and the resources of diverse populations in practice settings to promote health and wellness.</b></li> <li>2) <b>Students will plan health promotion and wellness programs for implementation in practice settings.</b></li> <li>3) <b>Students will demonstrate effective communication skills that are essential to delivering wellness and health promotion programs or services.</b></li> <li>4) <b>Students will utilize evaluation skills in measuring wellness and health promotion outcomes.</b></li> <li>5) <b>Students will practice the application of ethical and professional standards in wellness and health promotion settings.</b></li> </ul>

<p>Assessment Plan: <b>Course-embedded assessments measure student learning outcomes byway of exams, assignments, summative critical self-assessments, and faculty supervised practicum and internships. End of program surveys evaluate all five learning outcomes.</b></p>	
<p>Projected Enrollment for the First Three Years: <b>In year one, enrollment is projected at 30 students, followed by 60 in year two and 90 by year three.</b></p>	
<p>Evidence of Market Demand:  <b>A market analysis for CIP Code 51.0001, Health and Wellness, General, was completed for Arizona and the United States. Within the state there were more than 800 job listing in the last 12 months in the first career outcome mapped—Community Health Worker, Health Educator/Coach. Nationwide there was more than 28,000 job listings. The dominant academic preparation (83%) for this job was “bachelor degrees” with the remaining 17% referencing less than bachelor’s degree or graduate degrees as qualifications. Most frequent sectors for these positions are Health Care and Social Assistance, Education Services, Finance and Insurance, and Public Administration; the greatest proportion of these jobs fall within for-profit businesses.</b></p>	
<p>Similar Programs Offered at Arizona Public Universities:  <b>Currently there are only two programs in the state mapped to the CIP Code 51.0001 occupation, both offered within the Arizona State University (ASU) System. From 2014-2018 there were 56 graduates between those two ASU programs.</b></p>	
<p>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):  <b>An additional undergraduate advisor/internship coordinator as well as faculty and teaching assistants as noted in the budget and Workflow form.</b></p>	
<p>Program Fee/Differentiated Tuition Required?      YES    NO</p>	<p>Estimated Amount: <b>Standard for College of Public Health undergraduate degrees at \$50 per unit.</b></p>
<p>Program Fee Justification: <b>For some of our field courses there will be additional expenses related to background checks and logistics such as transportation to sites.</b></p>	
<p>Specialized Accreditation?      YES    NO</p>	



Accreditor: NA

**Our students in the Health Education subplan will be prepared for the Certified Health Education Specialist (CHES) exam available through the National Commission for Health Education Credentialing.**

**Appendix A. Minor Requirements.** Complete if requesting a corresponding minor.

<b>Minimum total units required</b>	18
<b>Minimum upper-division units required</b>	9
<b>Total transfer units that may apply to the minor</b>	9
<b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b>	Meet with MEZCOPH academic adviser Complete all pre-requisite coursework
<b>Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	<p><b>Required (6 units):</b>  HPS 178 Personal Health and Wellness (3)  HPS 404: Fundamentals of Evaluation (3)</p> <p><b>Electives (12 units):</b>  PHP 2xx: Diversity, Health and Wellbeing in Later Life (3)  New  HPS 200: Introduction to Public Health (3)  PHP 322: Health Education and Ethical Leadership (3)  EHS 425: A Public Health Lens to Climate Change (3)  HPS 403: Applications in Health Promotion: Behavioral Theories &amp; Health (3)  HPS 4XX/5XX: Stress Management for Health and Wellness (3); New  HPS 3XX: Motivational Interviewing (3); New  SBS 301A: Foundations of Mindfulness (1)  SBS 301B: Mindful Semester: Mindfulness-based Study Tools (1)</p>

SBS 301C: Mindful Semester: Mindfulness-based Movement (1)

HPS 405: Biology in Public Health (3)

HPS 495: Mindfulness in Public Health Practice (3)

HPS 495: Enhancing Public Health Using the Nurtured Heart Approach (3)

HPS 402: Corporate Wellness (3)

NSC 320: Nutrition, Physical activity and Health promotion (3)

NSC 311: A Systems Approach to Obesity Prevention (3)

NSC 395B: Health Coaching (3)

HPS4XX/5XX: Health and Wellness for Special Populations (3); New

PHP 4XX/5XX: Tobacco Cessation and Coaching (3); New

HPS 478/578: Public Health Nutrition (3)

HPS 486/586: Adolescent Health (3)

HPS 416/516: The World's Food and Health (3)

PHPM 458: Health Care Marketing (3)

HPS 412/512: Public Health Approaches to Mental Health Disorders in the US (3)

PHP 301: Intro to Gerontology/Aging (3)

PHP 312: Health Promotion and Well-being in Later Life (3)

PHP 436/536: Aging, Environment and Wellbeing (3)

PHP 437/537: Management and Leadership in Long-term Care (3)

PHP 4XX: Optimizing Well-being and Resilience for Older Adults (3)

PHP 305: Public Health in the Digital Age (3)

CHS/SOC 215: Sociology of Aging and Health (3)

FSD 413: Issues in Aging (3)

HPS 306: Drugs in Society (3)

HPS 330: Human Sexuality (3)

HPS 350: Principles of Health Education and Promotion (3)

HPS 481: Health Education Intervention Methods (3)

	HPS 400: Contemporary Health Problems (3) HPS 449: Family Violence (3)
<b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>	No
<b>Additional requirements (provide description)</b>	No.
<b>Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.</b>	Yes. Public Health BS majors may only count HPS 178 towards the major and minor requirements.

**Appendix B. Emphasis Print Information**-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ \_\_\_\_\_ Emphasis”.

At this time there is no emphasis currently planned for the BA in Wellness and Health Promotion Practice.

**Undergraduate Major Peer Comparison Chart** - select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program:	Peer 1:	Peer 2:
Current # of enrolled students		638	Unknown (multiple emails sent to program representatives without response)
<b>Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.</b>	<p>In alignment with the mission of the Mel and Enid Zuckerman College of Public Health, the <b>Bachelor of Arts in Wellness and Health Promotion Practice</b> will promote the health and wellness of communities across the southwest and globally. The major in Wellness and Health Promotion Practice will offer students the opportunity to develop the knowledge, attitudes, ethics, skills, and supervised practice to provide professional services and interventions to culturally diverse and socioeconomically diverse populations across the lifespan that promotes healthy behaviors, healthy lifestyles, and wellness. For the purposes of this degree, wellness means a state of being in optimal health.</p>	<p>From: <a href="http://www.hhp.ufl.edu/about/academics/bs-heb/">http://www.hhp.ufl.edu/about/academics/bs-heb/</a></p> <p>The Department of Health Education &amp; Behavior, with a foundation in the social and biological sciences, focuses on health information and theory application. Students learn techniques to promote healthy lifestyle choices in individual and group settings, with special attention given to diversity and culturally appropriate health education methodologies. The undergraduate curriculum also provides an excellent foundation for health education and related graduate programs, as well as professional health programs such as nursing, medical school, physician assistant, occupational therapy and physical therapy. Certified Health Education Specialist (CHES): Students who successfully complete the bachelor’s degree can take the CHES exam — a national voluntary certification recommended by numerous health employers. The CHES designation after a health educator’s name is a highly recognized and valued indication of professional competency and commitment to continued professional development.</p> <p><b>Specializations:</b></p> <p><i>Community Health Promotion:</i> This specialization focuses on illness and disease prevention among special target groups within a particular community, with the ultimate goal of providing practical health information to diverse population groups through the use of behavioral interventions.</p> <p><i>Health Studies:</i> This specialization allows students to gain knowledge on a variety of health issues plaguing diverse population groups, while also providing the opportunity for students to complete required pre-requisite coursework for professional health programs. Students enrolled in this specialization plan to attend post-baccalaureate programs for medicine, dentistry, optometry, pharmacy, physician assistant, occupational therapy and physical therapy.</p>	<p>From: <a href="https://www.public-health.uiowa.edu/degree-programs-undergraduate/">https://www.public-health.uiowa.edu/degree-programs-undergraduate/</a></p> <p>The BA degree provides students with a basic understanding of the five core public health knowledge areas: biostatistics, social and behavioral sciences, epidemiology, health policy and management, and occupational and environmental health sciences. The undergraduate public health curriculum was developed to address <a href="#">these competencies</a>; students in either program will be prepared to enter the workforce or continue their education.</p>
Target careers	The graduates of the program will have the skills to promote wellness within themselves, among individuals, families and communities and in a variety of settings: in homes, communities, governmental organizations, businesses, health care centers, hospitals, schools, faith-based organizations and other non-governmental organizations.	<p>Career Opportunities:</p> <ul style="list-style-type: none"> <li>• Local and state health departments</li> <li>• State or national government agencies</li> <li>• Voluntary and non-profit agencies</li> <li>• Corporate and hospital-based wellness centers</li> <li>• Employee wellness programs</li> </ul>	The B.A. program provides knowledge of the community and behavioral aspects of public health for students interested in working in: <ul style="list-style-type: none"> <li>- health education</li> <li>- health communication</li> <li>- public health program development,</li> <li>- or public health policy in local, federal, or international governmental or nongovernmental agencies</li> </ul>
Total units required to complete the degree	120	120	120
Upper-division units required to complete the degree	42	60	31
Foundation courses			

<a href="#">Second language</a>	4 <sup>th</sup> semester proficiency	As a condition of admission to the university, students must complete two sequential courses of a foreign language in secondary school, 8-10 semester credits at the postsecondary level or document an equivalent level of proficiency.	Two options: 1) Fourth-level proficiency in one world languages 2) Second-level proficiency in two world languages
<a href="#">Math</a>	3 units of math (Math 112 College Algebra or higher), M-Strand, and 3 units in biostatistics or related coursework	3 units of math and 3 units of statistics	3 units math
<b>Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	No	No	No ("Public Health Interest" in first year)
<b>List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)</b>	None	None	-12 units at Univ of Iowa  -Complete CPH 1400 (3) Fundamentals of Public Health with B- or better  -Complete CPH 1600 (3) Public Health Science: Inquire and Investigation in Public Health with a grade of B- or better  -Minimum GPA of 2.75
<b>Major requirements</b>			
<b>Minimum # of units required in the major (units counting towards major units and major GPA)</b>	56	51	61
<b>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</b>	42	60	32
<b><a href="#">Minimum # of residency units to be completed in the major</a></b>	18	30	30
<b>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	<p><b>Biostatistics</b> -BIOS 376 (3) Intro to Biostatistics Or -BIOS 2xx (3) Statistical reasoning in public health (3)</p> <p><b>Literacy</b> -ENG 101 &amp; 102 (6) or equivalent</p> <p><b>Communication Skills</b> Complete 1 of the following: -COMM 113 (3) Introduction to Small Group Communication -COMM 114 (3) Introduction to Interpersonal Communication -COMM 117 (3) Culture and Communication -COMM 119 (3) Public Speaking -COMM 209 (3) Introduction to Communication Technology (3) -COMM 313 (3) Communication and Public Relations - COMM 314 (3) Creative Professional Communication</p>	<p><b>Humanities</b> Complete 2 of the following: ARH 2000 (3) Art Appreciation: American Diversity and Global Arts LIT 2000 (3) Introduction to Literature MUL 2010 (3) Experiencing Music PHI 2010 (3) Introduction to Philosophy THE 2000 (3) Theatre Appreciation</p> <p><b>Writing/Composition</b> Complete 2 of the following: ENC1101 (3) Expository and Argumentative Writing ENC1102 (3) Argument and Persuasion ENC2210 (3) Technical Writing ENC2305 (3) Analytical Writing and Thinking ENC3246 (3) Professional Communication for Engineers ENC3254 (3) Professional Writing in the Discipline ENC3453 (3) Writing in the Health Professions ENC3459 (3) Writing in the Medical Sciences ENC3464 (3) Writing in the Social Sciences ENC3465 (3) Writing in the Law</p> <p><b>Electives</b> Gen Ed International (3) AND 2 electives at 3000/4000 level</p> <p><b>Social and Behavioral Sciences</b> Complete 2 of the following: AMH2020 (3) United States Since 1877 ANT2000 (3) General Anthropology ECO2013 (4) Principles of Macroeconomics POS2041 (3) American Federal Government PSY2012 (3) General Psychology SYG2000 (3) Principles of Sociology</p>	<p><b>Biology</b> Complete 1 of the following: -BIOL 1140 (4) Human Biology -BIOL 1141 (4) Intro Animal Biology -BIOL 1411 (4) Found of Biology</p> <p><b>Social Behavioral</b> Complete 1 of the following: -ANTH 2100 (3): Contemporary World Problems -ANTH 2164 (3) Culture, Health, and Healing for Future Health Professionals -COMM 1809 (3) Social Marketing Campaigns -GEOG 3110 (3) Geography of Health -GEOG 4770 (3) Environmental Justice -IS 2000 (3) Intro to International Studies -JMC 3116 (3) Media and Global Cultures -JMC 3150 (3) Media and Health -PHIL 2402 (3) Intro to Ethics -POLI 3111 (3) Am Public Policy -SOC 1022 (3) Social Justice and Social Welfare in US -SOC 2810 (3) Social Inequality</p>

		<p><b>Biological and Physical Sciences</b>  Complete 1 of the following:  AST1002 (3) Discovering the Universe  AST3018 (3) Astronomy and Astrophysics 1  AST3019 (3) Astronomy and Astrophysics 2  BOT2011C (4) Plant Diversity  BSC2005 (3) Biological Sciences  BSC2010 (3) Integrated Principles of Biology 1  CHM1020 (3) Chemistry for Liberal Arts  CHM2045 (3) General Chemistry 1  CHM2046 (3) General Chemistry 2  CHM2051 (3) Honors General Chemistry2  CHM2096 (3) Chemistry for Engineers 2  ESC1000 (3) Introduction to Earth Science  EVR2001 (3) Introduction to Environmental Science  PHY2020 (3) Introduction to Principles of Physics  PHY2048 (3) Physics with Calculus 1  PHY2049 (3) Physics with Calculus 2  PHY2053 (4) Physics 1  PHY2054 (4) Physics 2</p>	
<p><b>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b></p>	<p><b>Core Courses:</b>  HPS 178: Personal Health and Wellness (3)  PHP 150C: Aging-Everyone is Doing It (3); New  HPS 200: Introduction to Public Health (3)  PHP 322: Health Education and Ethical Leadership (3)  HPS 404: Fundamentals of Evaluation (3)  EHS 425: A Public Health Lens to Climate Change (3)  HPS 403: Applications in Health Promotion: Behavioral Theories &amp; Health (3)  HPS 4XX/5XX: Stress Management for Health and Wellness (3); New and Health (3)</p> <p><b>Elective Subplans (min 15 units)</b></p> <p><b>Subplan 1: Health and Wellness</b>  HPS 3XX: Motivational Interviewing (3); New  SBS 301A: Foundations of Mindfulness (1)  SBS 301B: Mindful Semester: Mindfulness-based Study Tools (1)  SBS 301C: Mindful Semester: Mindfulness-based Movement (1)  HPS 405: Biology in Public Health (3)  HPS 495: Mindfulness in Public Health Practice (3)  HPS 495: Enhancing Public Health Using the Nurtured Heart Approach (3)  HPS 402: Corporate Wellness (3)  NSC 320: Nutrition, Physical activity and Health promotion (3)  NSC 311: A Systems Approach to Obesity Prevention (3)  NSC 395B: Health Coaching (3)  HPS4XX/5XX: Health and Wellness for Special Populations (3); New  PHP 4XX/5XX: Tobacco Cessation and Coaching (3); New  HPS 478/578: Public Health Nutrition (3)  HPS 486/586: Adolescent Health (3)  HPS 416/516: The World's Food and Health (3)  PHPM 458: Health Care Marketing (3)  HPS 412/512: Public Health Approaches to Mental Health Disorders in the US (3)</p> <p><b>Subplan 2: Aging and Population Health</b>  HPS 405: Biology in Public Health (3)  HPS 3XX: Motivational Interviewing (3); New  PHP 301: Intro to Gerontology/Aging (3)</p>	<p><b>Complete 6 critical-tracking courses</b>  All critical-tracking courses must be taken at the University of Florida</p> <ul style="list-style-type: none"> <li>• APK 2100C (4) Applied Human Anatomy with Lab</li> <li>• APK 2105C (4) Applied Human Physiology with Lab</li> <li>• BSC 2005/BSC 2005L (3/1) Biological Sciences and associated Lab</li> <li>• MAC 1105 (3) Basic College Algebra or MAC 1140 (3) Precalculus Algebra or MAC 1147 (4) Precalculus Algebra and Trigonometry</li> <li>• PSY 2012 (3) General Psychology</li> <li>• STA 2023 (3) Introduction to Statistics 1</li> </ul> <p><b>Complete HSC specialization courses</b></p> <p><i>Community Health Promotion</i>  Complete 6 of the following:</p> <ul style="list-style-type: none"> <li>• HSC 3301 (3) Health Education in Elementary Schools</li> <li>• HSC 4133 (3) Human Sexuality Education</li> <li>• HSC 4134 (3) Emotional Health and Counseling</li> <li>• HSC 4143 (3) Drug Education</li> <li>• HSC 4174 (3) Behavioral and Environmental Determinants of Obesity</li> <li>• HSC 4232C (3) Exercise Therapy, Adapted Physical Activity and Health</li> <li>• HSC 4233 (3) Patient Health Education</li> <li>• HSC 4574 (3) Nutrition Education for Special Populations</li> <li>• HSC 4579 (3) Women's Health Issues</li> <li>• HSC 4593 (3) HIV/AIDS Education</li> <li>• HSC 4623 (3) Minority Health Issues</li> <li>• HSC 4624 (3) Trends in International Health</li> <li>• HSC 4663 (3) Community Health Methods in Injury Prevention and Control</li> <li>• HSC 4664 (3) Health Communications for Consumers</li> <li>• HSC 4694 (3) Worksite Health Promotion</li> <li>• HSC 4950 (3) Current Topics in Health Education</li> </ul> <p><i>Health Studies</i>  Complete 4 of the following:</p> <ul style="list-style-type: none"> <li>• HSC3202 (3) Community and Environmental Health</li> <li>• HSC3301 (3) Health Education in Elementary Schools</li> <li>• HSC4133 (3) Human Sexuality Education</li> <li>• HSC4134 (3) Emotional Health and Counseling</li> <li>• HSC4143 (3) Drug Education</li> <li>• HSC4174 (3) Behavioral and Environmental Determinants of Obesity</li> <li>• HSC4232C (3) Exercise Therapy, Adapted Physical Activity and Health</li> <li>• HSC4574 (3) Nutrition Education for Special Populations</li> <li>• HSC4579 (3) Women's Health Issues</li> </ul>	<p><b>Public Health Core Courses</b>  -CPH 1050 (1) College of Public Health Direct Admit Seminar  -CPH 1400 (3) Fundamentals of Public Health  -CPH 1600 (3) Public Health Science: Inquiry and Investigation in Public Health  -CPH 1800 (3) Social and Psychological Determinants of Health  -CPH 2050 (1) Second-year Undergraduate Public Health Seminar  -CPH 2400 (3) The US Health System in a Global Context  -CPH 2600 (3) Intro to Public Health Methods  -CPH 3050 (1) Third-year Undergraduate Public Health Seminar  -CPH 3400 (3) Health, Work, and the Environment  -CPH 3500 (3) Global Public Health  -CHP 3700 (3) Methods for Program Implementation and Evaluation  -CPH 4999 (3) Public Health Capstone: Practice of Evidence-Based Public Health</p> <p><b>BA Specific Core Requirements</b>  -CPH 3100 (3) Health Economics  -CPH 3600:0001 (3) Applied Public Health Methods  -CPH 3800 (3) Public Health Theories and Society  -CPH 3900 (3) Foundations in Public Health Preparedness and Response</p> <p><b>Public Health Electives</b>  <b>Choose 5:</b>  -CPH:2200 (2) Climageddon: Climate Change and Health  -CPH:2220 (3) Building a Healthier Tomorrow: Public Health Methods to Minimize Disease and Pollutant Exposures  -CPH:2230 (3) Finding Patient Zero: The Exploration of Infectious Disease Transmission and Pandemic Threats  -CPH:3200 (3) Death at Work: Case Studies of Workplace Safety and Health  -CPH:3210 (3) Nutrition in Public Health  -CPH:3220 (3) Public Health as a Public Good: Economics and Decision Making in Public Health Systems  -CPH:3230 (3) Human Genetics and Public Health  -CPH:3240 (1) Global Health Today  -CPH:4200 (3) Agriculture, Food Systems &amp; Sustain  -CPH:4210 (3) Making a Difference: Public Health Policy and Advocacy  -CPH:4220 (3) Global Road Safety  -CPH:4230 (3) Injury and Violence Prevention</p>

	<p>PHP 312: Health Promotion and Well-being in Later Life (3)          PHP 436/536: Aging, Environment and Wellbeing (3)          PHP 437/537: Management and Leadership in Long-term Care (3)          HPS 412/512: Public Health Approaches to Mental Health Disorders in the US (3)          PHP 4XX: Optimizing Well-being and Resilience for Older Adults (3)          PHPM 458: Health Care Marketing (3)          PHP 305: Public Health in the Digital Age (3)          CHS/SOC 215: Sociology of Aging and Health (3)          FSHD 413: Issues in Aging (3)</p> <p><b>Subplan 3: Health Education</b>          HPS 306: Drugs in Society (3)          HPS 330: Human Sexuality (3)          HPS 350: Principles of Health Education and Promotion (3)          HPS 481: Health Education Intervention Methods (3)          HPS 400: Contemporary Health Problems (3)          HPS 449: Family Violence (3)          PHP 305: Public Health in the Digital Age (3)          HPS 495: Mindfulness in Public Health Practice (3)          HPS 3XX: Motivational Interviewing (3); New          HPS xxx: Tobacco Cessation and Coaching (3); New          PHPM 458: Health Care Marketing (3)          HPS 412: Public Health Approaches to Mental Health Disorders in the US (3)          HPS 405: Biology in Public Health (3)</p>	<ul style="list-style-type: none"> <li>• HSC4593 (3) HIV/AIDS Education</li> <li>• HSC4623 (3) Minority Health Issues</li> <li>• HSC4624 (3) Trends in International Health</li> <li>• HSC4663 (3) Community Health Methods in Injury Prevention and Control</li> <li>• HSC4664 (3) Health Communications for Consumers</li> <li>• HSC4694 (3) Worksite Health Promotion</li> <li>• HSC4950 (3) Current Topics in Health Education</li> </ul>	<p>-CPH:4250 (1) Field Experiences in Public Health</p>
<p><b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b></p>	<p>Yes</p> <p><u>HPS 3xx Practicum</u> (6; new course or equivalent).          This practicum reflects faculty supervised group or individual field-based experiential learning experiences in wellness and health promotion.</p> <p><u>HPS 4xx Wellness and Health Promotion Practice Internship</u> (3; new course).          The required internship reflects preceptor led (preceptor cannot be a primary HPS faculty member), faculty-engaged, experiential learning experiences.</p>	<p>Yes</p> <p>Satisfactory completion of the 15 credit health education internship HSC 4876 as indicated on the final performance appraisal.</p> <p>To be eligible students must:</p> <ul style="list-style-type: none"> <li>• Have completed ALL courses and be eligible to graduate upon successful completion of the internship semester. This includes, but is not limited to, majors, minors/certificates, flex learning, general education, study abroad and prerequisites for graduate programs.</li> <li>• Have a UF, upper-division cumulative major and universal tracking GPA of at least a 2.0, with no I, N or NG grades or flags.</li> <li>• Have no deficit points.</li> <li>• Have all grades posted to UF transcript two weeks prior to starting internship.</li> <li>• Have submitted all internship materials by the deadlines set by their department and have been approved for internship.</li> </ul> <p>Students can only register and attempt to successfully complete practicum (if required by major) and internship two times. If unable to successfully complete after two attempts the student may be dismissed from the program.</p> <p>Course Number and Title: HSC4876          Internship in Health Education          Credit Hours: 15 credit hours (students enrolled in the Health Studies specialization may elect to complete a 6 credit hour internship)</p> <p>Time Commitment: 40 hours/week for 12 weeks (students enrolled in the Health Studies specialization who elect to complete a 6 credit hour internship will earn 20 hours/week)</p>	<p>Yes</p> <p>All students must successfully complete at least 1 of the following experiences. Note that 0 credits are listed since students are offered the opportunity to utilize volunteering, summer jobs, etc..</p> <p>-<u>Research</u>. One option is CPH 3999 (0-3) Undergraduate Research Experience in Public Health or CPH 4990 (0-3) Mentored Independent Undergraduate Research in Public Health (0-3)</p> <p>-<u>Internship</u>. One option is CPH 4850 (0-3) Undergraduate Public Health Internship</p> <p>-<u>Global learning</u>. One option is CPH 4750 (0-3) Undergraduate Global Learning in Public health</p> <p>-<u>Service learning</u>. One option is CPH 3750 (0-3) Undergraduate Service Learning in Public Health</p>

<b>Senior thesis or senior project required (Yes/No). If yes, provide description.</b>	No	No	Yes  CPH 4999 is a senior capstone. Students in their final year synthesize and apply knowledge through cumulative and integrative activities that serve as a capstone to their educational experience.
<b>Additional requirements (provide description)</b>	Courses that are in required or elective content and general education (e.g., PHPM 310; HPS 387; HPS 300; HPS150C1) cannot be counted toward the degree and general education requirements. Two exceptions are that HPS 178 may be counted towards the major and public health minor. BIOS 376, as supporting coursework in this proposed major, may be counted toward the population health data science minor.	HSC 4876 PREREQUISITES <ul style="list-style-type: none"> <li>• Grade of C or better in HSC3032 (Foundations of Health Education) and HSC4800 (Health Education Professional Development).             <ul style="list-style-type: none"> <li>○ All students must enroll in HSC4800 the semester prior to internship semester (* fall residential interns must enroll in HSC4800 the spring term prior to internship semester).</li> <li>○ It is in HSC4800 that pre-internship students receive detailed information about the HEB internship, as well as the required internship paperwork and associated deadlines.</li> </ul> </li> <li>• Satisfactory completion of all academic requirements for graduation including all required credits within the major, all general education credits, and all University requirements.</li> <li>• Satisfactory submission of all required departmental and site-specific documentation in support of your internship application.</li> <li>• Formal approval from your intended internship site.</li> </ul>	-All core courses must be completed prior to enrollment in CPH 4999
<b>Minor (specify if optional or required)</b>	Required.  Any undergraduate minor offered at the University may be completed with this degree. However, if pursuing a Public Health minor, HPS 178 is the only course allowed to double dip for both major and minor requirements. Due to double dipping restrictions for required and content elective coursework, the most viable emphases areas for any students pursuing a public health minor for this major are in epidemiology (EPID) or environmental health science (EHS).	Optional	Optional

\*Note: comparison of additional relevant programs may be requested.







**BUDGET PROJECTION FORM**

Name of Proposed Program or Unit: BA Major (on campus) in Wellness and Health Promotion Practice			
Budget Contact Person: John Ehiri, PhD	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
<b>METRICS</b>			
Net increase in annual college enrollment UG	30	60	90
Net increase in college SCH UG	360	720	1,620
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			900
New Sponsored Activity (MTDC)			
Number of Faculty FTE	0.70	1.00	1.50
<b>FUNDING SOURCES</b>			
<u>Continuing Sources</u>			
UG RCM Revenue (net of cost allocation)	99,000	198,000	378,000
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)	-	-	45,000
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 99,000</b>	<b>\$ 198,000</b>	<b>\$ 423,000</b>
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding	60,000	75,000	75,000
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ 60,000</b>	<b>\$ 75,000</b>	<b>\$ 75,000</b>
<b>TOTAL SOURCES</b>	<b>\$ 159,000</b>	<b>\$ 273,000</b>	<b>\$ 498,000</b>
<b>EXPENDITURE ITEMS</b>			
<u>Continuing Expenditures</u>			
Faculty	91,000	130,000	195,000
Other Personnel		11,250	22,500
Employee Related Expense	28,210	43,788	67,425
Graduate Assistantships		28,832	57,663
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 119,210</b>	<b>\$ 213,869</b>	<b>\$ 342,588</b>
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 119,210</b>	<b>\$ 213,869</b>	<b>\$ 342,588</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ 39,790</b>	<b>\$ 59,131</b>	<b>\$ 155,412</b>



**BUDGET PROJECTION FORM**

**Name of Proposed Program or Unit: BA Major (on line) in Wellness and Health Promotion Practice offered by the Department of Health Promotion Sciences**

	<b>Projected</b>			
Budget Contact Person: John Ehiri, PhD	<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	
	2021 - 2022	2022 - 2023	2023 - 2024	Notes

<b>METRICS</b>			
Net increase in annual college enrollment UG	15	40	70
Net increase in college SCH UG	180	480	930
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	0.30	0.50	1.00

**FUNDING SOURCES**

**Continuing Sources**

UG RCM Revenue (net of cost allocation)				
Grad RCM Revenue (net of cost allocation)				
Program Fee RCM Revenue (net of cost allocation)				
F and A Revenues (net of cost allocations)				
UA Online Revenues	64,800	172,800	334,800	\$360/credit
Distance Learning Revenues				
Reallocation from existing College funds (attach description)				
Other Items (attach description)				
<b>Total Continuing</b>	<b>\$ 64,800</b>	<b>\$ 172,800</b>	<b>\$ 334,800</b>	

**One-time Sources**

College fund balances				
Institutional Strategic Investment				
Gift Funding	20,000			
Other Items (attach description)				
<b>Total One-time</b>	<b>\$ 20,000</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL SOURCES</b>	<b>\$ 84,800</b>	<b>\$ 172,800</b>	<b>\$ 334,800</b>	

**EXPENDITURE ITEMS**

**Continuing Expenditures**

Faculty	39,000	43,000	86,000	
Other Personnel		6,750	11,250	
Employee Related Expense	12,090	15,423	30,148	
Graduate Assistantships				
Other Graduate Aid				
Operations (materials, supplies, phones, etc.)				
Additional Space Cost				
Other Items (attach description)				
<b>Total Continuing</b>	<b>\$ 51,090</b>	<b>\$ 65,173</b>	<b>\$ 127,398</b>	

**One-time Expenditures**

Construction or Renovation				
Start-up Equipment				
Replace Equipment				
Library Resources				
Other Items (attach description)				
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

**TOTAL EXPENDITURES**

<b>Net Projected Fiscal Effect</b>	<b>\$ 33,710</b>	<b>\$ 107,628</b>	<b>\$ 207,403</b>	
------------------------------------	------------------	-------------------	-------------------	--

8 June 2020

John E. Ehiri, PhD, MPH, MSc  
Professor, Public Health  
Department Chair, Health Promotion Sciences  
Interim Associate Dean, Academic Affairs &  
Scott C. Carvajal, PhD, MPH  
Professor of Health Promotion Sciences  
Director of Health Behavior Health Promotion Programs  
Mel & Enid Zuckerman College of Public Health

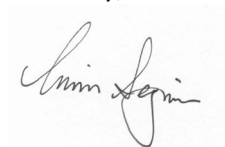
Dear Drs. Ehiri & Carvajal,

We are pleased to learn about your new proposed degree, the BA in Wellness and Health Promotion Practice, to be offered by the Department of Health Promotion Sciences in the Mel & Enid Zuckerman College of Public Health. We understand the critical importance of developing communication skills and knowledge, as identified as your top employer desired skills in your Market Analysis for the "Health and Wellness" occupations linked to your proposed undergraduate degrees. We also understand your desire for flexibility--for instance where some students may most benefit from public speaking development whereas for another it may be interpersonal communications skills or capabilities with new communication technologies. We typically offer the courses to meet your proposed 3 unit communication requirement every semester and summer, including face to face and online formats. With the flexibility in course selection/format and the 3 unit requirement in mind, we anticipate your expected enrollment upper bound of 35 students per year to be able to be met in the following courses we offer:

- COMM 113: Introduction to Small Group Communication (3)
- COMM 114: Introduction to Interpersonal Communication (3)
- COMM 117: Culture and Communication (3)
- COMM 119: Public Speaking (3)
- COMM 209: Introduction to Communication Technology (3)
- COMM 313: Communication and Public Relations (3)
- COMM 314: Creative Professional Communication (3)

Additionally, we would be pleased to continue to explore ways your department and our department's students may benefit from curricular ties and course offerings as your program matures. I believe (and supported by your Market Analysis) our minor would also be an excellent consideration for your new major's students; and, with the current growth in wellness in various industries and sectors you offer a strong minor option for our majors.

Sincerely,



Chris Segrin  
Department Head





THE UNIVERSITY OF ARIZONA

Mel & Enid Zuckerman  
College of Public Health

Roy P Drachman Hall  
1295 N Martin Avenue  
P.O. Box 245210  
Tucson, AZ 85724-5210  
Tel: (520) 626-3589  
Fax: (520) 626-8009

Division of Community, Environment and Policy

June 8, 2020

Scott Carvahal, PhD, MPH  
Professor and Program Director  
Health Behavior Health Promotion  
Zuckerman College of Public Health

Dear Drs. Ehiri and Carvajal,

We are enthusiastic supporters of your new proposed degree, the BA in Wellness and Health Promotion Practice, to be offered by the Department of Health Promotion Sciences, Mel & Enid Zuckerman College of Public Health. Additionally, there will be capacity for your students being able to enroll in our courses below as part of your Content Elective coursework. Specifically the Elective Courses of:

PHPM 310 Health Care in the US  
PHPM 407 Health Economics and Policy  
PHPM 415 Strategic Planning  
PHPM 458 Health Care Marketing

Given these are content electives among over twenty alternatives, we fully expect to be able to accommodate all of your students interested in these courses. In fact we can easily accommodate up to 18 of your students per year in these courses, which is more than half of your expected cohorts at your program's maturity. We look forward to the launch of your important program to help in reducing a current gap in our State's workforce. We also will continue our departments' collaboration in generating timely and critical advances in undergraduate education, efforts that serve our college and the greater University's student body.

Sincerely,

Kelly A. Reynolds, PhD  
Professor & Chair, Community, Environment and Policy  
Director, Environment, Exposure Science and Risk Assessment Center (ESRAC)  
ESRAC: [www.ESRAC.arizona.edu](http://www.ESRAC.arizona.edu)





THE UNIVERSITY OF ARIZONA

**Mel & Enid Zuckerman  
College of Public Health**

Phoenix

**Division of Public Health Practice &  
Translational Research**

Phoenix Biomedical Campus, Building 1  
550 E. Van Buren St.

Phoenix, Arizona 85004

<http://publichealth.arizona.edu>

August 5, 2020

John E. Ehiri, PhD, MPH, MSc  
Professor, Public Health  
Department Chair, Health Promotion Sciences  
Interim Associate Dean, Academic Affairs  
&  
Scott C. Carvajal, PhD, MPH  
Professor of Health Promotion Sciences  
Director of Health Behavior Health Promotion Programs  
&  
Velia Leybas Nuno PhD, MSW  
Assistant Professor of Health Promotion Sciences  
Program Director, Family and Child Health Programs  
Mel & Enid Zuckerman College of Public Health

Dear Drs. Ehiri, Carvajal, & Nuno,

We are enthusiastic supporters of your new proposed degree, the BA in Wellness and Health Promotion Practice, to be offered by the Department of Health Promotion Sciences, Mel & Enid Zuckerman College of Public Health. Additionally, there will be capacity for your students being able to enroll in our courses below as part of your Content Elective coursework. Specifically the currently offered and in development courses of:

PHP 100 Aging-Everyone is Doing It/Public Health for An Aging Society (3)  
PHP 301 Intro to Gerontology/Aging (new course, 3)  
PHP (4xx) Management and Leadership in Long-term Care (new course, 3)  
PHP (4xx) Aging, Environment and Well-being (new course, 3)  
PHP (4xx) Public Health in the Digital Age (new course, 3)  
PHP 322 Health Education Ethical Leadership  
PHP 4/5xx Tobacco Cessation and Coaching

We fully expect to be able to accommodate all of your students interested in these online delivered courses. We also will continue our departments' collaboration in generating timely and critical advances in undergraduate education, efforts that serve our college and the greater University student body. One very important content direction, and one this collaboration will create synergy on, is with a cluster of courses around Healthy Aging (i.e., sub plan and minor). Your students who concentrate in those courses will be in particular position to serve a great need in our State's workforce. As you are aware this is also an important strategic direction for the University of Arizona, and we will continue to be innovative and create new formalizations around this theme (e.g., minors, emphases, certificates, perhaps one day a major, etc.). Our collaboration in this proposed degree is a strong step in this direction.

Best regards,

Cecilia Rosales MD, MS  
Chair, Division of Public Health Practice & Translational Research





Mel and Enid Zuckerman  
College of Public Health

Department of  
Epidemiology &  
Biostatistics

1295 N Martin Avenue  
P.O. Box 245210  
Tucson, AZ 85724-5210  
Tel: (520) 626-3589  
Fax: (520) 626-8009  
[www.publichealth.arizona.edu](http://www.publichealth.arizona.edu)

June 13, 2020

To: Drs. John Ehiri and Scott Carvajal  
Re: BA in Wellness and Health Promotion Practice

Dear Drs. Ehiri and Carvajal,

We are enthusiastic supporters of your new proposed degree, the BA in Wellness and Health Promotion Practice, to be offered by the Department of Health Promotion Sciences, Mel & Enid Zuckerman College of Public Health. Additionally, there will be capacity for your students being able to enroll in your proposed required supporting course, BIOS 376 Introduction to Biostatistics, which is expected to require approximately 35 seats per year at your program's maturity. We also support your students taking the Content Elective of EPID 497S Skin Cancer Prevention in Community Settings, one of our regularly offered field based, faculty-supervised, courses. We look forward to the launch of your important program to help reducing a current gap in our State's workforce, and for continued collaboration between our departments as our undergraduate programs grow and create synergy in undergraduate education at the University.

Sincerely,

A handwritten signature in black ink, appearing to read 'Zhao Chen'.

Zhao Chen, PhD, MPH  
Professor and Department Chair  
Department of Epidemiology and Biostatistics  
Mel and Enid Zuckerman College of Public Health  
University of Arizona



**Subject:** Fw: Inclusion of FSHD 413: Issues in Aging in your minor and major subplan  
**Date:** Tuesday, August 11, 2020 at 11:44:16 AM Mountain Standard Time  
**From:** Carvajal, Scott C - (carvajal)  
**To:** Ehiri, John E - (jehiri), Nuno, Velia Leybas - (vleybas), Embry, Danielle M - (dembry)  
**Attachments:** image001.png

**From:** Scaramella, Laura V - (scaramella) <scaramella@arizona.edu>  
**Sent:** Tuesday, August 11, 2020 8:43 AM  
**To:** Carvajal, Scott C - (carvajal) <carvajal@arizona.edu>  
**Subject:** Inclusion of FSHD 413: Issues in Aging in your minor and major subplan

Dear Drs. Ehiri, Carvajal & Nuno,

I am pleased to learn about the Department of Health Promotion Sciences new proposed degree, the BA in Wellness and Health Promotion Practice, and your College's proposed minor in Aging and Population Health. We encourage your students in these programs to consider our course, FSHD 413: Issues in Aging, towards one of the thematic related course requirements in the new major's subplan in healthy aging and in the proposed minor. Your students might also seek to pursue our minor with your undergraduate majors, or vice versa, and these programs will add cross-university curricular efforts.

Sincerely,  
Laura Scaramella



**Laura Scaramella, Ph.D.**

Director, John and Doris Norton School of Family and Consumer Sciences  
Professor and Fitch Nesbitt Endowed Chair, Family Studies and Human Development Norton  
School of Family and Consumer Sciences  
THE UNIVERSITY OF ARIZONA

McClelland Park, 401E  
PO Box 210078 | Tucson, AZ 85721  
Office: 520-621-1666 | Fax: 520-621-9445  
[scaramella@email.arizona.edu](mailto:scaramella@email.arizona.edu)  
[cals.arizona.edu/fcs/](https://cals.arizona.edu/fcs/)  
[facebook](#) | [twitter](#) | [instagram](#) | [linkedin](#)





THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

**School of Geography  
& Development**

ENR2 Building  
Tucson, AZ 85721-0137  
Tel: (520) 621-1652  
Fax: (520) 621-2889

6/8/20

John E. Ehiri, PhD, MPH, MSc  
Professor, Public Health  
Department Chair, Health Promotion Sciences  
Interim Associate Dean, Academic Affairs

Scott C. Carvajal, PhD, MPH  
Professor of Health Promotion Sciences  
Director of Health Behavior Health Promotion Programs  
Mel & Enid Zuckerman College of Public Health

Dear Drs. Ehiri & Carvajal,

We are pleased to learn about your new proposed degree, the BA in Wellness and Health Promotion Practice, to be offered by the Department of Health Promotion Sciences, Mel & Enid Zuckerman College of Public Health. I wanted to let you know there should be capacity for up to 8 of your students to enroll in our co-listed course, GEOG 497F / HPS 497F - Community and School Garden Workshop which is usually taught every semester. I understand this will be one of multiple options toward your curriculum's "Content Electives" and field-based course requirement. This course has been appreciated by many undergraduate public health students in the past and their perspectives have been a welcome addition; I believe it will be similar with students in your new proposed program centered on wellness given the critical importance of food knowledge and healthy physical/social environments in children's' development. Also of note, the transdisciplinary learning environment from this course has often extended outside the classroom, such as leading to internships and research collaborations with our graduate students--even a grant application with collaborators from our departments--we are glad to continue this interchange.

Sincerely,

Director of the School of Geography and Development  
Regents Professor  
University of Arizona

cc: Sallie Marston, Moses Thompson



**DEPARTMENT OF NUTRITIONAL SCIENCES  
COLLEGE OF AGRICULTURE AND LIFE SCIENCES**

Shantz Building  
1177 E. 4<sup>th</sup> Street  
P.O. Box 210038  
Tucson, AZ 85721

Tel: 520-621-1187  
Fax: 520-621-9446

<http://nutrition.cals.arizona.edu>



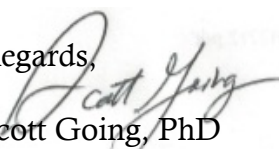
June 23, 2020

John E. Ehiri, PhD, MPH, MSc  
Professor, Public Health  
Department Chair, Health Promotion Sciences  
Interim Associate Dean, Academic Affairs  
&  
Scott C. Carvajal, PhD, MPH  
Professor of Health Promotion Sciences  
Director of Health Behavior Health Promotion Programs  
&  
Velia Leybas Nuno PhD, MSW  
Assistant Professor of Health Promotion Sciences  
Program Director, Family and Child Health Programs  
Mel & Enid Zuckerman College of Public Health

Dear Drs. Ehiri, Carvajal, & Nuno,

We are pleased to learn the Department of Health Promotion Sciences, where I am a joint appointed faculty, is proposing a new major, the BA in Wellness and Health Promotion Practice. I wanted to let you know there will be capacity for up to 10 of your students being able to enroll per year in our course NSC 395B Health Coaching, as a content elective. As you are aware health coaching is a growing area in meeting workforce needs in nutrition education and health promotion across the lifespan, and I believe our course would represent an excellent course for your students. Additionally, your new major/minor or our majors/minors offer important synergies in undergraduate curricula at the University. Specifically, minors in nutritional sciences, nutrition and food systems and sports nutrition would be excellent for Wellness and Health Promotion Practice students to consider, and I believe our major would have interest in a new minor of wellness and health promotion practice. I look forward to continued dialog and innovation between our departments and hearing about the launch and growth of your important new major.

Regards,

  
Scott Going, PhD  
Professor and Head  
Department of Nutritional Sciences



School of Sociology  
College of Social  
and Behavioral Sciences

P.O. Box 210027  
Tucson, AZ 85721-0027  
Tel: (520) 621-3531  
Fax: (520) 621-9875  
<http://sociology.arizona.edu>

August 21, 2020

John E. Ehiri, PhD, MPH, MSc  
Professor, Public Health  
Department Chair, Health Promotion Sciences  
Interim Associate Dean, Academic Affairs

Scott C. Carvajal, PhD, MPH  
Professor of Health Promotion Sciences  
Director, Health Behavior Health Promotion  
Program

&

Velia Leybas Nuno PhD, MSW  
Assistant Professor of Health Promotion Sciences  
Program Director, Family and Child Health Programs  
Mel & Enid Zuckerman College of Public Health

Dear Drs. Ehiri, Carvajal, & Nuno:

We are enthusiastic supporters of the Department of Health Promotion Sciences-led new proposed degree, the BA in Wellness and Health Promotion Practice, and your College's led proposed minor in Aging and Population Health. There will be capacity for your students being able to enroll in CHS/SOC 215 Sociology of Aging and Health as one of the thematic related courses as part of this new major's subplan in healthy aging and in the proposed minor. We would also have capacity for your students in two of our faculty-guided field methods courses, SOC 397a Poverty in Tucson Workshop and SOC/CHS 497a Healthy Community Design & Innovation. Of note, your students who concentrate in those courses will be in particular position to serve a great need in our State's workforce. As you are aware this is an important strategic direction for the University of Arizona, and it is important that education at all levels to be innovative and create new formalizations around this theme.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brian Mayer'.

Brian Mayer  
Associate Professor  
Director of Undergraduate Studies  
School of Sociology  
University of Arizona



THE UNIVERSITY OF ARIZONA

Mel & Enid Zuckerman  
College of Public Health

OFFICE OF THE DEAN

Roy P. Drachman Hall  
1295 N. Martin Ave., Bldg.202A  
P.O. Box 245163  
Tucson, AZ 85724-5163  
Tel: (520) 626-7083  
Fax: (520) 626-8685  
[www.publichealth.arizona.edu](http://www.publichealth.arizona.edu)

June 15, 2020

John E. Ehiri, PhD, MPH, MSc  
Professor, Public Health  
Department Chair, Health Promotion Sciences & Interim Associate Dean, Academic Affairs

Scott C. Carvajal, PhD, MPH  
Professor of Health Promotion Sciences  
Director of Health Behavior Health Promotion Programs

Velia Leybas Nuno PhD, MSW  
Assistant Professor of Health Promotion Sciences  
Program Director, Family and Child Health Programs  
Mel & Enid Zuckerman College of Public Health

Dear John, Scott and Velia:

As Dean of the University of Arizona Mel and Enid Zuckerman College of Public Health, I offer my full support of the new proposed degree, **BA in Wellness and Health Promotion Practice**, to be offered by the Department of Health Promotion Sciences in the Mel & Enid Zuckerman College of Public Health.

The innovative and interdisciplinary curriculum of this new proposed degree stresses key health concerns that focus on strategies to promote healthy behaviors and lifestyles with an emphasis on living well. This focus perfectly aligns with our College's mission of promoting the health and wellness of communities across the southwest and globally. This faculty generated curriculum has substantial interest of stakeholders and benefactors of the College. Our benefactors are strong proponents of health promotion and wellness and they have committed \$500,000 to support the program.

The momentum to promote wellness over the traditional disease model of care is growing at a rapid rate and this degree program couldn't have come sooner. Again, I fully endorse the proposed degree, **BA in Wellness and Health Promotion Practice**. I look forward to matriculating our first cohort of students and ensuring the success of this program.

Sincerely,

Iman Hakim, Dean  
Mel and Enid Zuckerman Endowed Chair in Public Health

**Appendix A. Minor Requirements.** Complete if requesting a corresponding minor.

<b>Minimum total units required</b>	18
<b>Minimum upper-division units required</b>	9
<b>Total transfer units that may apply to the minor</b>	9
<b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b>	Meet with MEZCOPH academic adviser  Complete all pre-requisite coursework
<b>Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b>	<p><b>Required (6 units):</b>  HPS 178 Personal Health and Wellness (3)  HPS 404: Fundamentals of Evaluation (3)</p> <p><b>Electives (12 units):</b>  PHP 2xx: Diversity, Health and Wellbeing in Later Life (3)  New  HPS 200: Introduction to Public Health (3)  PHP 322: Health Education and Ethical Leadership (3)  EHS 425: A Public Health Lens to Climate Change (3)  HPS 403: Applications in Health Promotion: Behavioral Theories &amp; Health (3)  HPS 4XX/5XX: Stress Management for Health and Wellness (3); New  HPS 3XX: Motivational Interviewing (3); New  SBS 301A: Foundations of Mindfulness (1)  SBS 301B: Mindful Semester: Mindfulness-based Study Tools (1)  SBS 301C: Mindful Semester: Mindfulness-based Movement (1)  HPS 405: Biology in Public Health (3)  HPS 495: Mindfulness in Public Health Practice (3)</p>

HPS 495: Enhancing Public Health Using the Nurtured Heart Approach (3)  
HPS 402: Corporate Wellness (3)  
NSC 320: Nutrition, Physical activity and Health promotion (3)  
NSC 311: A Systems Approach to Obesity Prevention (3)  
NSC 395B: Health Coaching (3)  
HPS4XX/5XX: Health and Wellness for Special Populations (3); New  
PHP 4XX/5XX: Tobacco Cessation and Coaching (3); New  
HPS 478/578: Public Health Nutrition (3)  
HPS 486/586: Adolescent Health (3)  
HPS 416/516: The World's Food and Health (3)  
PHPM 458: Health Care Marketing (3)  
HPS 412/512: Public Health Approaches to Mental Health Disorders in the US (3)  
PHP 301: Intro to Gerontology/Aging (3)  
PHP 312: Health Promotion and Well-being in Later Life (3)  
PHP 436/536: Aging, Environment and Wellbeing (3)  
PHP 437/537: Management and Leadership in Long-term Care (3)  
PHP 4XX: Optimizing Well-being and Resilience for Older Adults (3)  
PHP 305: Public Health in the Digital Age (3)  
CHS/SOC 215: Sociology of Aging and Health (3)  
FSDH 413: Issues in Aging (3)  
HPS 306: Drugs in Society (3)  
HPS 330: Human Sexuality (3)  
HPS 350: Principles of Health Education and Promotion (3)  
HPS 481: Health Education Intervention Methods (3)  
HPS 400: Contemporary Health Problems (3)

	HPS 449: Family Violence (3)
<b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>	No
<b>Additional requirements (provide description)</b>	No.
<b>Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.</b>	Yes. Public Health BS majors may only count HPS 178 towards the major and minor requirements.