

New Academic Program Workflow Form

General

Proposed Name: Aging and Population Health

Transaction Nbr: 00000000000074

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2021

Details

Department(s):

PBLH

DEPTMNT ID	DEPARTMENT NAME	HOST
4205	Health Promotional Services	Y

Campus(es):

GLBD

LOCATION	DESCRIPTION
ONLN	UA Online

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

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: 30.1101, Gerontology.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Minor, Aging and Population Health

Transcript: Y Minor, Aging and Population Health

Conditions for Admission/Declaration for this Major:

At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.

Requirements for Accreditation:

There are no additional requirements, other than the university requirement.

Program Comparisons

University Appropriateness

The proposed program supports the University of Arizona's ambitions for institutional excellence and distinctiveness. The expansion of an Aging and Population Health program which includes additional trainings to improve public health is aligned with the MEZCOPH mission in service learning and to the 2016 Council on Education for Public Health (CEPH) accreditation criteria associated with the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations. According to the Academy for Gerontology in Higher Education (AGHE), there currently is no undergraduate minor in aging programs in Arizona. Thus, this presents an opportunity to address an identified academic/training gap, while also positioning the University of Arizona as a distinct leader in this arena, regionally, nationally and globally.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

According to the Council on Education for Public Health (CEPH), a total of 6 programs nationwide are identified as having an aging and public health component. All six programs report aging related research areas, but only one has an undergraduate minor. The University of Georgia offers a 15 unit undergraduate minor in Gerontology which explores aspects of aging such as early life influences, cognition, family and social inequalities. While this program is similar, our program is uniquely designed to teach population health strategies and interventions that focus on improvements in health and wellbeing for older adults, which can help enhance quality of life during the added years.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
12908404	Heidi Pottinger	4205	Instructor	Dr of Public Health	10.00
13805430	Mohan Tanniru	4212	Professor	Doctor of Philosophy	10.00
15600200	Christina Cutshaw	4205	Assit. Prof	Doctor of Philosophy	10.00
22072155	Amanda Sokan	4212	Assit. Prof	Doctor of Philosophy	40.00

Additional Faculty:

Aside from the existing faculty we plan to hire .10 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	10	20	30	90	90	90	24.00	24.05	24.10

Library

Acquisitions Needed:

No additional library acquisitions needed.

Physical Facilities & Equipment

Existing Physical Facilities:

Existing physical facilities and equipment are adequate for this program.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

The MEZCOPH Office of Student Services and Alumni Affairs offers academic advising for all undergraduate degrees in our college. In addition, teaching assistants are assigned to courses with large enrollments.

Other Support Needed over the Next Three Years:

None

Comments During Approval Process

9/22/2020 10:27 AM

JEHIRI

Comments
Approved.

9/25/2020 3:45 PM

SWIELAND

Comments
Approved.

1/28/2021 5:20 PM

ESANDMAR

Comments
Approved.



NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR ADDITIONAL INFORMATION FORM

- I. **MINOR DESCRIPTION**— provide a marketing/promotional description for the proposed minor. Include the purpose, nature, and highlights of the curriculum, faculty expertise, etc. The description should match departmental and college websites, handouts, promotional materials, etc.

In 2018, 52 million people in the United States were 65 years of age or older. By 2034, that number is expected to increase to about 77 million.¹ Additionally, average life expectancy rose from 68 years in 1950 to approximately 79 years in 2017.²

Public health has played a key role in longevity, leading to a significant increase in the size of the older population. This longevity brings with it both benefits and burdens – resulting in the recognition of aging as a “critical and emerging problem in public health”.³ Public health can play an even more critical role in maximizing benefits and reducing the burdens of longevity. Population health strategies that focus on improvements in health and wellbeing for older adults, can help enhance quality of life during the added years.

The Aging and Population Health Curriculum is designed to prepare students to tackle the complex challenges and manage the opportunities that arise in addressing the health and wellbeing needs endemic to an aging population through a population health perspective and using a multi-disciplinary approach. Multi-disciplinarity is central to this curriculum because of the multifactorial nature of contributors (health, social, economic, etc.), to health and well-being in later life.

The minor in Aging and Population Health aims to provide students with the foundational knowledge necessary to conceptualize, understand and address the health and wellbeing needs of an aging population in a diverse and broad range of health-related and social professional settings, aging and long-term care industry, as well as prepare students for further or advanced studies. Students will take core and elective courses within and outside the College of Public Health, taught by a multi-disciplinary team of faculty with expertise in aging studies/gerontology, healthcare, public health, psychology and sociology.

The marketing of the Aging and Population Health minor program will be included with the broader BA in “Wellness and Health Promotion Practice” program development which includes an undergraduate sub-plan in “Aging and Population Health”. The HWPP program is funded through the “Zuckerman Foundation Fund” for Program Development. Part of the funding support has been allocated for marketing, advertising and recruitment, and this will include this proposed minor.

¹ U.S. Census Bureau, Population Projections. <https://www.prb.org/aging-unitedstates-fact-sheet/>

² Murphy SL, Xu J, Kochanek KD, Arias E. Mortality in the United States, 2017. NCHS Data Brief. 2018;(328):1-8.

³ Harvard T.H. Chan School of Public Health. “Why Study Aging?” - <https://www.hsph.harvard.edu/maic-lab/why-study-aging/#:~:text=From%20a%20public%20health%20perspective,more%20prevalent%20in%20the%20elderly.>

- II. NEED FOR THE MINOR/JUSTIFICATION-** provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact the [Office of Curricular Affairs](#) to request the report for your proposal.

As society ages and the number of older adults as a subset of the population increases, the need for aging competencies cuts across many occupations – including healthcare, social and community service management, social work, and biomedical engineering - fueling increased demand in these occupations. For instance, the Bureau of Labor Statistics job outlook projections for 2018 to 2028, estimates a 14% increase in healthcare jobs, 13% in social and community management, 11% in social work, and 4% in biomedical engineering, driven mainly by a greater demand due to an aging population.^{4,5,6,7}

Job prospects are good - in the professions indicated above, expected career growth ranges from 4 -14% in the next 8 years, with median wages in the range of \$50,470 to \$91,410.^{4,5,6,7} A minor in Aging and Population Health will be a desirable complement to majors in a variety of disciplines. Additional training in aging and population health will prepare students to take advantage of job opportunities in different occupations. It will broaden their employment opportunities, provide a source of competitive advantage, and/or create a good foundation for advanced academic and research pursuits. The Aging and Population Health minor will also allow students the opportunity/option to pursue specialized advanced degrees including gerontology, long-term care administration, healthcare administration, aging services management, social work, as well as other health and research related fields - in addition to their current major disciplines.

The proposed Aging and Population Health minor will be a worthwhile and needed addition to academic programs both in Arizona and nationwide. The Council on Education for Public Health (CEPH), is an independent agency recognized by the U.S. Department of Education to accredit schools of public health, and public health programs outside schools of public health. According to the CEPH website, a total of 6 programs nationwide are identified as having an aging and public health component. All six programs report aging related research areas, but only one has an undergraduate minor (in Public Health Practice), while another has an aging center without an undergraduate minor in aging and public health.⁸ Likewise, the Academy for Gerontology in Higher Education (AGHE), is the Gerontological Society of America's (GSA) oversight arm for colleges and universities that offer education, training, and research programs in the field of aging. According to AGHE, there currently is no undergraduate minor in aging program in Arizona⁹. Thus, this presents an opportunity to address an identified academic/training gap, while also positioning the University of Arizona as a trailblazer in this arena – regionally, nationally and globally.

The minor in Aging and Population Health aims to target 1) on campus students; 2) UA online; and 3) UA Global campus.

⁴. US Bureau of Labor Statistics. Healthcare Occupations - <https://www.bls.gov/ooh/healthcare/home.htm>

⁵.US Bureau of Labor Statistics. Social and Community Service Managers - <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

⁶. US Bureau of Labor Statistics. Social Workers - <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

⁷. US Bureau of Labor Statistics. Biomedical Engineers - <https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>

⁸. Council on Education for Public Health (CEPH). Aging and Public Health Programs search <https://ceph.org/search/?query=Aging+and+public+health+programs>

⁹. Association for Gerontology in Higher Education (AGHE) Educational Programs in Gerontology and Geriatrics. <https://www.agedirectory.org/results?search=&state%5B%5D=&cert%5B%5D=2>

III. **MINOR REQUIREMENTS**— complete the table below by listing the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, curricular/assessment map, etc.). Delete the EXAMPLE column before submitting/uploading.

Minimum total units required	18
Minimum upper-division units required	12
Total transfer units that may apply to minor	0
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.
Minor requirements. List all required 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.	<p>Core requirements (15 units)</p> <ul style="list-style-type: none"> • PHP 2xx Diversity, Health and Wellbeing in Later Life (3) • PHP 301 Introduction to Gerontology (3) • PHP 312 Health Promotion and Well-being in Later Life (3) • PHP 436 Aging, Environment and Wellbeing (3) • PHP 437 Management and Leadership in Long-term Care (3) <p>Electives (3 units)</p> <ul style="list-style-type: none"> • HPS 412 Public Health Approaches to Mental Health Disorders in the US (3) • HPS 405 Biology in Public Health (3) • CHS/SOC 215 Sociology of Aging and Health (3) • PHPM 458 Health Care Marketing (3) • PHP 495/595 Optimizing well-being and resilience for older Adults (3) • FSHD 413 Issues in Aging (3)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	None
Additional requirements (provide description)	None
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	Wellness and Health Promotion Practice majors cannot also be in the Aging and Population Health minor

IV. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed minor. 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 minor 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)
PHP 301	3	Introduction to Gerontology	Designed to be an introductory course in Gerontology, this course will lay the foundation for the study of aging. Students will be exposed to an overview of the nature of aging, key theories, concepts and issues grounded in the socio-cultural, biological, and political context of aging in the US. Emphasis is on personal, social, economic, and political factors that affect the living patterns and well-being of the aged, through the lens of the life course perspective	None	Online Hybrid	F	Yes
PHP 312	3	Health Promotion and Well-being in Later Life	The goal of this course is to increase knowledge about how to promote overall health and enhance wellbeing in later life. Students will learn about health promotion, health behavior and health belief theories, and tools and practices that can optimize resilience and enrich the lived experiences of older adults. Topics covered include physical and mental health, complementary and alternative therapies, selected health education topics, health promotion,		Online Hybrid	F? S?	Yes

			social well-being and engagement, mindfulness and resilience.				
PHP 436	3	Aging, Environment and Wellbeing	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 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.	None	Online Hybrid	F	Yes
PHP 437	3	Management and Leadership in Long-term Care	Designed to provide students with practical information about leadership and principles of management necessary for the successful management of long-term care facilities, this course	None	Online Hybrid	S	Yes

			examines management issues in long-term care primarily in the key areas of human resources, public relations and marketing, creating person-centered care environments, quality improvement and culture change, as well as essential skills necessary to manage these issues.				
HPS 412/512	3	Public Health Approaches to Mental Health Disorders in the US	This course will explore the identification and treatment of mental illness in the U.S. and discuss a public health approach to addressing mental health issues.	None	Online	S	Yes
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 segment's introductory lecture.	None	Online	S	Yes
PHP 305	3	Population Health in the Digital Age	This undergraduate course provides an overview of the role advanced digitization plays in the decision making of healthcare organizations, both hospitals and public health departments, on how to improve the care delivery of the populations they serve. Such improvement in health must consider the role social determinants play in the care delivery (e.g. income, education, social and ethnic culture, age, etc.) in one's ability to seek quality care at an affordable cost. Role of social and community organizations along with other clinical care providers	None	Online Hybrid	F	Yes

			outside a hospital will be discussed. Readings, discussions, and project-based assignments will be used to understand the issues and apply the concepts using appropriate dashboard tools.				
PHPM 458	3	Health Care Marketing	This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations.	None	Online	S	Yes
CHS/SOC 215	3	Sociology of Aging and Health	This course explores how the process of aging through a sociological lens. We will examine a variety of gerontological theories, with a focus toward life course and critical perspectives. This course will require students to think critically about social forces that shape the aging experience and individual health outcomes. Students are expected to complete the readings prior to class in the week they are assigned and be prepared to engage in class discussion.	None	Online	S	Yes

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
PHP 2xx	3	Diversity, Health and Wellbeing	Heterogeneity is a hallmark of the older adult population,	None	Online, Hybrid	D	Fall 2021	F, Sp	Yes	Amanda Sokan

		in Later Life	<p>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 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.</p>							
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*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. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the EXAMPLE rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”. Contact the [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.**

Faculty Member	Involvement	UA Vitae link or “CV attached”
Amanda Sokan	<ul style="list-style-type: none"> • Minor program development • Course development and teaching 5 courses: PHP 2XX; PHP 301; PHP 312 PHP 436; PHP 437 	https://publichealth.arizona.edu/directory/amanda-sokan
Christina Cutshaw	<ul style="list-style-type: none"> • Course development and teaching HPS 412/512 Public Health Approaches to Mental Health Disorders in the US 	https://publichealth.arizona.edu/directory/christina-cutshaw
Mohan Tanniru	Course development and teaching PHP 305: Public Health in the digital age	https://publichealth.arizona.edu/directory/mohan-tanniru
Heidi Pottinger	<ul style="list-style-type: none"> • Course development and teaching HPS 405: Biology in Public Health 	https://publichealth.arizona.edu/directory/heidi-pottinger

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

VIII. **Curriculum Map: Courses and Learning Outcomes**

Aging & Population Health Minor Curriculum Map

Courses and Activities Mapped to Aging & Population Health Minor

	Outcome		
	Outcome 1: Aging Implications Identify and analyze the implications of aging on population health.	Outcome 2: Long-Term Care Explain and apply principles regarding the role, function and responsibility of Long-Term Care management/leadership with regard to clients, personnel, community and industry.	Outcome 3: Population Health & Well-Being Develop, present and evaluate programs and policies that promote health and wellbeing for aging populations.
Courses and Learning Activities			
PHP 301 Introduction to Gerontology	A		
PHP 312 Health Promotion and Well-Being in Later Life	A		A
PHP 436 Aging, Environment and Well-Being	A	A	A
PHP 437 Management and Leadership in Long-Term Care	A	A	

Legend :	I Introduced	P Practiced	A Assessed	I/P Introduced/Practices	P/A Practiced/Assessed	IPA Intr
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IX. 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 minor. Add rows as needed. Delete EXAMPLE row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Identify and analyze the implications of aging on population health	Course-embedded assessments; Experiential Learning/ Field Trip: Environments for Aging; Course survey	Course Project: How livable is your community? - Final paper/ Presentation Elder Interview – Final Report/Presentation Integrative/ Reflective Journal Entries Group Discussions Quizzes	PHP 436 Aging, Environment and Wellbeing PHP 301 Introduction to Gerontology PHP 2XX Diversity, Health and Wellbeing in Later Life
Explain and apply principles regarding the role, function and responsibility of LTC management/leadership with regard to clients, personnel, community and industry.	Course-embedded assessments	Case Study Presentation and Analysis Final Quiz	PHP 437 Management and Leadership in Long-term Care PHP 2XX: Diversity, Health and Wellbeing in Later Life
Develop, present and evaluate programs and policies that promote health and wellbeing for aging populations	Course-embedded assessments	Health Promotion Program Development; Final presentation Group Discussion Forums Integrative Reflective Journal Entries	PHP 312 Health Promotion and Wellbeing in Later Life PHP 436 Aging, Environment and Wellbeing PHP 2XX: Diversity, Health and Wellbeing in Later Life

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

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	10	20	30	35	45

Data/evidence used to determine projected enrollment numbers:

The College of Public Health has an established minor in Public Health with over 200 students. The anticipated student enrollment for the first year is 10 students. However, it is possible that we will have more students given the online nature of the program, the paucity of, and the growing interest in Aging and Population Health programs.

- XI. ANTICIPATED MINORS AWARDED-** complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

PROJECTED MINORS AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Minors	9	16	27	32	41

Data/evidence used to determine number of anticipated minors awarded annually: Graduation rates are based on an estimated 90% retention.

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

The marketing of the Aging and Population Health minor program will be included as part of a broader BA in Wellness and Health Promotion Practice program in development which includes an undergraduate emphasis area in healthy aging. We have budgeted for the marketing and student recruitment efforts to begin Spring 2021-Summer 2021. As part of these efforts, we will utilize a multi-pronged approach, which will include working with the University of Arizona Mel and Enid Zuckerman College of Public Health’s director for Distance Education, the College Online Undergraduate coordinator, UArizona Online, alumni, and Public Health student ambassadors, to recruit potential students. Recruitment strategies will also deploy social media campaigns, presentations and information sessions to high school students as well as in freshman classes throughout campus.

Arizona is one of the nation’s top locations for a variety of residential environments and other long-term care facilities that serve the aging population. We expect that this minor will be of interest to the long-term care/aging industry in Arizona as well as their employees, and so will include this group in our marketing efforts.

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

As part of the marketing and recruitment process, we will target a diverse body of students and working professionals – locally, regionally, nationally and globally. MEZCOPH has a diverse body of faculty who will contribute to courses offered in the minor. The minor in Aging and Population Health will be taught by existing faculty.

Peer Comparison: According to the Council on Education for Public Health (CEPH), a total of 6 programs nationwide are identified as having an aging and public health component. All six programs report aging related research areas, but only one has an undergraduate minor. The University of Georgia offers a 15 unit undergraduate minor in Gerontology which explores aspects of aging such as early life influences, cognition, family and social inequalities. While this program is similar, our program is uniquely designed to teach population health strategies and interventions that focus on improvements in health and wellbeing for older adults, which can help enhance quality of life during the added years.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: BA Minor (on campus icourse) in Aging and Population Health Offered by the Department of Public Health Practice and Translational Research

	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
Budget Contact Person: Cecilia Rosales, PhD			
METRICS			
Net increase in annual college enrollment UG	8	15	25
Net increase in college SCH UG	72	135	225
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		0.05	0.10
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG RCM Revenue (net of cost allocation)	10,800	20,250	33,750
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			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 10,800	\$ 20,250	\$ 33,750
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 10,800	\$ 20,250	\$ 33,750
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	-	4,300	8,600
Other Personnel			
Employee Related Expense	-	1,333	2,666
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ 5,633	\$ 11,266
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 5,633	\$ 11,266
Net Projected Fiscal Effect	\$ 10,800	\$ 14,617	\$ 22,484



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: BA Minor (Online Program) in Aging and Population Health offered by the Department of Public Health Practice and Translational Research

Budget Contact Person: Cecilia Rosales, PhD	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
METRICS			
Net increase in annual college enrollment UG	8	15	25
Net increase in college SCH UG	72	135	225
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	0.05	0.20	0.25
FUNDING SOURCES			
<u>Continuing Sources</u>			
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	25,920	48,600	81,000
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 25,920	\$ 48,600	\$ 81,000
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 25,920	\$ 48,600	\$ 81,000
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	6,500	17,200	21,500
Other Personnel			
Employee Related Expense	2,015	5,332	6,665
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 8,515	\$ 22,532	\$ 28,165
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 8,515	\$ 22,532	\$ 28,165
Net Projected Fiscal Effect	\$ 17,405	\$ 26,068	\$ 52,835



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



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

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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,



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