REQUEST FOR ACADEMIC PROGRAM CONTROLS

The justification presented for limiting enrollment or raising admissions/graduation standards in a program are generally based on two claims:

(1) students must perform to a certain level academically in order to succeed professionally

and/or

(2) faculty resources cannot support existing demand without the students' experience suffering in a variety of ways.

Requests for academic program controls undergo a thorough review process and approval by several governing bodies. Requests for Academic Program Controls must be received by the Undergraduate Council Chair no later than October 1 in order to be approved in time to announce the changes in late spring of the following year for fall admissions. Please forward requests to:

Attn: Undergraduate Council Chair
c/o Patti King
Curriculum Office
PO Box 210073, CCIT 337
CAMPUS

Directions:
1. Provide information regarding the program controls in the format requested on the attached pages. Respond to each item individually using “not applicable” where appropriate.
2. Obtain signatures of the proposing unit administrator and department or committee head and college dean.

Initiating college, department, or committee:

Mel and Enid Zuckerman College of Public Health

Title of this proposal: Discontinue Admission to the Pre-Major and Major in Health Education

Unit Administrator: (title) Douglas Taren, PhD, Associate Dean for Academic Affairs

Signature: [Signature] Date: 5/1/07

College Dean: [Signature] Date: 5-3-07

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ACADEMIC PROGRAM CONTROLS JUSTIFICATION

Requested academic program control (please check all that apply):

- Implement or raise admissions requirements for students in a college/major/minor; may also include creation of a premajor
- Implement or raise advanced standing requirements for students in a college/major
- Implement or raise graduation requirements for students in a college/major
- ✓ Restrict admission to a college/major/minor/upper-division course(s)
- Close an existing minor

Describe Objective(s) & Desired Learning Outcomes: (e.g., limit the number of students in a college/major/minor/upper-division course(s); enhance academic experience or quality of students in program, etc.)

The primary objective of discontinuing admissions to the Health Education pre-major is to suspend enrollment in the Health Education program while MEZCOPH re-evaluates its undergraduate programs. Students must be enrolled in the Health Education pre-major in order to be considered for the Health Education major. The desired outcome action is to stop admission to the Health Education major within two years of approval of this request without negatively impacting the education goals of currently enrolled students. Those students already enrolled in the Health Education pre-major or Health Education major would be allowed to complete the Health Education program.

Please provide a detailed plan for achieving the objective(s) & desired learning outcomes:

Approval of this request will stop admission to the health education pre-major which will eventually stop enrollment into the Health Education major. The last students admitted to the Health Education major would be in January 2008. It takes approximately two years for a new health education major to complete the curriculum. During this two year timeframe, MEZCOPH will take the opportunity to re-define its undergraduate educational programs to better address the public health education needs of the state. This is particularly important in light of UA budget cuts that reduce resources available to support MEZCOPH educational programs. The budget will not support the addition of a second undergraduate degree.

Arizona is lacking in the area of both the number and competency of its workforce. The Public Health Workforce Enumeration, 2000 published by the HHS Health Resources and Services Administration reported that “Arizona is in the lower third of states in ratio of public health workers to population…” The desired outcome of this change is to strengthen Arizona’s public health workforce by providing undergraduate education that is more closely aligned with our mission to promote “the health of individuals and communities with a special emphasis on diverse populations and the Southwest.” An undergraduate program workgroup has been established to investigate how we can best achieve this outcome within the context of available faculty, financial, and learning resources.

Additionally, a public health focused undergraduate degree should have broader appeal and better prepare students for a range of employment opportunities. We will begin to alert students of the
potential changes in the program and their need to re-evaluate their degree options unless they are able to complete the Health Education program within the next 2-3 years.

**Provide the academic justification for this request:**

1. If current admission standards are not high enough to ensure adequate student performance in the major, or in the post-graduate market, what evidence supports this claim? Document the performance of less prepared students. *Not applicable.*

2. What evidence supports the belief that raising standards will enhance students' experience? *Not applicable.*

3. If requesting implementation of minimum criteria for admission to the major, please describe what other alternatives have been explored (e.g., gateway courses in the major, stricter enforcement of prerequisites, sequencing of courses within the major, etc.). *Not applicable.*

4. Indicate any applicable timeframes/deadlines for admission (e.g., must be admitted by: beginning of junior year, prior to completion of 64 units at UA, etc.) and/or maximum number of attempts allowed before student is transferred out of college/department/premajor.

   Students must be admitted to the major by January 2008 if they expect to be able to complete the Health Education major before the program closes.

5. Please provide information on comparable admission standards in similar programs at peer institutions? *Not applicable.*

**Describe any resource shortages that are motivating this request:**

This request is motivated by resource shortages and the need to reconfigure our use of existing resources to better address the needs of students and the state of Arizona. This past year, our college received a 2.5% budget cut and we anticipate further budget cuts next year. This cut was the equivalent to about 1.25 FTE. At the same time, we are starting two new doctoral programs that are required for our accreditation by the Council on Education for Public Health. The addition of these doctoral programs along with the budget cuts requires that MEZCOPH faculty, over the short term, redirect their teaching effort. Our long term plan is to build and strengthen the graduate program which will eventually allow us to have a strong and reorganized undergraduate program.

Our preliminary research into what peer institutions offer in the way of undergraduate education suggest an undergraduate degree in public health may have greater appeal and utility for our stakeholders. An undergraduate degree in public health would encompass a broader range of topics in the areas of service, instruction, and research than the more narrowly focused degree in health education.

When the issue of discontinuing the program was presented for a vote at the MEZCOPH Faculty Assembly, the following action was taken: “Following lengthy discussion, a motion was made and seconded to cut-off admissions into the health education pre-major effective today. The motion was passed by a vote of 17 to 0, with two members abstaining from the vote.” The same support for putting a hold on admissions while re-evaluating the program exists among the MEZCOPH administrative leadership.

On a related note, the BSHS major in Health Education – School Health option likely will be discontinued in 2008 due to the poor evaluation the program received from the UA College of
Education and the Arizona Department of Education as well as the ongoing low enrollment figures (2-3 graduates per year).

6. Academic restrictions or higher standards for admission and/or graduation should reflect the rigors of the program of study, not a lack of faculty resources committed to that program. *Not applicable.*

7. Enrollment caps are but one element of a complex solution and should not be used unilaterally to deal with resource problems. *Not applicable.*

8. If resource shortages exist, please provide quantitative measurements of these shortages. Refer to #11 below.

9. Provide research on how the proposed reduction in the undergraduate teaching load of the program will serve students' needs. *Not applicable.*

10. Please provide five years of data for number of applications, number of declared majors, graduation rates, and retention rates.

<table>
<thead>
<tr>
<th>Year</th>
<th># of Pre Health Education Majors</th>
<th># of Declared Health Education Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>100.5</td>
<td>27</td>
</tr>
<tr>
<td>2003/04</td>
<td>125.5</td>
<td>21.5</td>
</tr>
<tr>
<td>2004/05</td>
<td>154</td>
<td>27</td>
</tr>
<tr>
<td>2005/06</td>
<td>194</td>
<td>45</td>
</tr>
<tr>
<td>2006/07</td>
<td>220</td>
<td>54</td>
</tr>
</tbody>
</table>

Number of Applications to the Major

<table>
<thead>
<tr>
<th>Year</th>
<th># Admitted</th>
<th># Denied</th>
<th>Total # Applicants</th>
<th>Graduation Rate</th>
<th>Retention Rate</th>
<th>Attrition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>34</td>
<td>Not known</td>
<td>Not known</td>
<td>97%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>2003/04</td>
<td>31</td>
<td>Not known</td>
<td>Not known</td>
<td>90.3%</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td>2004/05</td>
<td>34</td>
<td>4</td>
<td>38</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2005/06</td>
<td>63</td>
<td>7</td>
<td>70</td>
<td>98.4%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>2006/07</td>
<td>52</td>
<td>8</td>
<td>60</td>
<td>67.3%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

These data reflect May 07 graduate numbers.

11. What is the current FTE for the department? How many tenure/tenure-track faculty? How many lecturers/instructors/clinical instructors? How many adjunct faculty? Please give the FTE teaching load for each of these categories in your department, and for your college. What is the mean FTE student load carried by individuals in each of these categories?

College-wide, the total number of FTE Faculty = 37.22. Of those, tenured = 13, tenure-track = 17.78, non-tenure eligible = 3.31, Lecturers/Instructors = 2.63, and adjunct faculty = 38.

MEZCOPH does not have departments but rather divisions and sections that align with academic areas. The division of Health Promotion Sciences consists of 3.0 tenured, 7.0 tenure-eligible, and 2.53 non-tenure eligible FTE faculty.
The Health Education and Behavioral Sciences section which programmatically oversees the Health Education Program is comprised of the health education program instructor (0.75 FTE) and 4.0 tenure-track FTE faculty.

The Health Education program currently has only one instructor who is at 0.75 FTE. During the past year, MEZCOPH lost 1.0 FTE due to retirement. A search committee has been formed to fill that position. A second 0.75 FTE was lost to illness. Due to budget constraints, we will not be replacing this second position.

The remainder of MEZCOPH faculty are allocated to teaching in our graduate programs: MPH, MS, DrPH, PhD. We have four search committees formed for on-going searches of which one of these initially will be dedicated to the undergraduate program.

FTE teaching load (student/faculty ratio) is as follows: MEZCOPH = 9.26, Health Education Program = 266.7. Data on FTE student load by faculty tenure status is not available as we do not record this information.

12. What programs outside of the department/college are dependent on courses from this discipline? Please describe whether these courses will be restricted to majors/minors within the department and, if so, how units outside of the department/college will meet the need for these courses if restrictions are approved.

The plan of study for students in the Physical Education program requires that they take the following three Health Education courses: CPH 178 Personal Health and Wellness, CPH 306 Drugs and Society, CPH 330 Human Sexuality. The Physical Education Program will be notified that during the course of the next two years they will need to consider alternative courses for meeting their degree requirements. Changes to the Physical Education plan of study for the will need to be made immediately so that new students will not have these courses will not be included in their plan of study. There also is the option of taking distance learning courses through Northern Arizona University and Arizona State University for fulfilling the Personal Health and Wellness and Human Sexuality coursework.

13. What courses, if any, are required in the major/minor from outside of the discipline? If adding new course requirements from outside of the discipline please include a letter of support from the department and college affected demonstrating support for and availability of courses to non-majors/minors.

Courses required for the pre-major and major are listed in the following table. Public Health courses have the designation CPH. All others are outside our discipline.
<table>
<thead>
<tr>
<th>Health Education Major</th>
<th>Pre-major</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Required: (29 units) CHEM 103A, 103B, 104A, 104B COMM 119 CPH 178 MCB 181R, 181L N SC 101 (no longer being offered) PSIO 201, 202</td>
<td>NEED: (minimum 54 units) 1) Required Core Courses ENGL 308 (3) CPH 300, 306, 322, 330, 350, 376, 381, 400, 433, 499 (29) FSHD 117 (3) POL 210 (3) MIC 205A, 205L (4) 2) Select 1 course (3 units) Select From: N SC 300 to 499H 3) Core Electives (12 units) CPH 493A, 493B 4) NEED: 6 units of upper division approved electives to be specified by the departmental advisor. Select From: ADVR 301 to 310, 401 to 410</td>
</tr>
</tbody>
</table>

14. If requesting closure of a minor, does the department require a minor for students in the major? **Not applicable.**

15. Has the department explored options within the college such as offering an interdisciplinary major that would distribute the teaching load across the departments within the college more equitably? **Not applicable.**

16. What steps have been taken to enable the college to respond to shifting student demands for programs?

MEZCOPH has established an Undergraduate Program Workgroup to explore alternative pathways for its undergraduate programs. Also, we will investigate the types of undergraduate programs being offered at other Council on Education for Public Health (CEPH) accredited schools of public health.

17. If requesting implementation of admissions criteria that ultimately caps enrollment, what is the plan for reviewing and adjusting the caps from year to year? **Not applicable.**

**Please describe any unique aspects of this program:**

18. Is this a professional or performance program? **Professional**

19. What, if any, external demands (e.g., an accrediting or certifying body, national standards, etc.) dictate academic program controls? What are the acceptable standards?

We need to shift resources internally to provide two additional doctoral programs that are required for accreditation. It is important that we focus resources toward the new doctoral programs as they will ultimately serve to strengthen the undergraduate program by providing teaching assistants and additional doctoral level instructors.

20. Explain any unique programmatic needs that require smaller class sizes, higher minimum grades/GPAs, etc. **Not applicable.**
Please describe how students not currently in the major will be impacted:

21. What is the timeline for implementing the restrictions and the plan for communicating these changes to currently enrolled students? Future students?

Currently enrolled Health Education pre-major students will be allowed to enroll in the Health Education major to complete the Bachelor of Science in Health Sciences. No new students would be admitted to the Health Education pre-major.

22. Will students from outside of the college/major/minor/interdisciplinary studies majors be allowed to enroll in upper-division courses in the discipline?

Our current policy, which allows majors to enroll first and if space allows others are allowed to enroll, will remain in place.

23. Will the minor and/or upper-division courses be restricted in any way? If so, please describe.

Restrictions will exist based on class size and the availability of openings not filled by health education majors.

24. If approved, what impact if any would this have on transfer students? How would this be communicated to community college students who plan to transfer to the UA after the restrictions or higher standards have been implemented?

This would have the same impact on transfer students. No one would be admitted to the Health Education pre-major. On-line catalog information will reflect the programmatic changes. Arizona community colleges will be notified that the Health Education program is in transition and, subject to approval by the Board of Regents, the program will be discontinued. We will let them know of our desire to reformulate the undergraduate degree so that it has a stronger public health focus.

Please describe the advising plan:

25. Please describe the current advising available to students who are admitted to the college/major/minor.

The Office of Student Services and Alumni Affairs handles advising for MEZCOPH Undergraduate Programs. All health education pre-majors are required to meet with the undergraduate coordinator to discuss progress towards the major. Students will be notified by their advisor of the change in admissions to the health education major. Every attempt will be made to alert students early in this process of potential changes to the program so they can begin considering other pathways toward meeting their educational goals and objectives. Those students currently enrolled will be given a reasonable timeframe for completion of their degree based on their status as a health education major or pre-major.

New or transfer students contemplating health education will be referred the University College for advising on alternate pathways toward meeting the academic goals. (See item # 27 below)

Additionally, we will provide information about this change to new and continuing students via our undergraduate blog, the MEZCOPH website, and through various email correspondences. We will not participate in the University’s New Student Orientation so new and transfer students will not have the pre-major or major presented as options for meeting their academic goals.
26. Provide a detailed plan for advising students who are admitted to college but not to the major/minor of their choice. What are the plans for exit advising from the department and college? Will students be transferred out of the college/department/premajor? If so, please provide letters of support from the accepting college indicating the plan for follow-up advising/support and availability of resources to carry out the plan.

Students will either be encouraged to pursue the interdisciplinary studies major or a thematic minor. Students currently enrolled in the health education pre-major and major will be allowed to continue the program to completion.

27. If the restriction is approved, what opportunities will be available for students who are not admitted to the college/major/minor to explore this discipline?

These students will be transitioned to the University College Pre-Health Advising Center where they will have access to the following services:

- academic advising including assistance with interest assessment, major/minor exploration, and course selection to meet professional school admission requirements;
- pre-health professions general information sessions, workshops on professional school application procedures, and guest speakers from the health professions;
- a resource room and web references with information about options in the health professions, volunteer clinical opportunities, professional school programs, and admission criteria;
- a centralized disbursement service for professional school letters of recommendation.

The University College will be notified that they can anticipate approximately 50-100 additional students to advise.

28. What alternative routes might a student pursue to achieve his/her academic and professional goals?

Students would need to consider other health and medical degree options such as physiology, pharmacy and nursing or interdisciplinary studies.