

**Department of Health Behavior and Administration**

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**Bachelor of Science in Public Health  
(BSPH)**

Request for Authorization to Establish  
A New Undergraduate Degree Program

**THE UNIVERSITY OF NORTH CAROLINA**  
**Request for Authorization to Establish a New Degree Program**

*INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.*

Date 11-1-2006

**Constituent Institution:** The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Public Health Education and Promotion

CIP Discipline Specialty Number: 512207 Level: B  M  1<sup>st</sup> Prof  D

Exact Title of Proposed Program: Bachelor of Science in Public Health (BSPH)

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): BSPH

Does the proposed program constitute a substantive change as defined by SACS? Yes  No

a) Is it at a more advanced level than those previously authorized? Yes  No

b) Is the proposed program in a new discipline division? Yes  No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month 8 year 2007

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes  No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.

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## **Executive Summary**

The Department of Health Behavior and Administration was established on July 1, 2002 as part of the transformed College of Health and Human Services at The University of North Carolina at Charlotte. The new Department was conceived in response to recommendations derived from UNC Charlotte's Health Commission report (2000) as well as a variety of initiatives placing emphasis on population health and health behavior research.

We propose an undergraduate major - Bachelor of Science in Public Health (BSPH) - designed to prepare scholar-practitioners with knowledge and skills in the core concepts of public health including: health behavior, research and statistics in health, environmental health, epidemiology, and health administration, as well as in the planning, evaluation, organization, and conduct of community and public health services. The planned course of study adopts an interdisciplinary focus and includes the development of tailored skills through the successful completion of a minor, electives, and experiential learning. The degree will prepare students who are interested in pursuing health-related careers in health promotion, program delivery, health communication, community organization, and behavior change for entry level to mid-level positions in service and research in health departments, public health agencies, community-based organizations, outreach education programs, hospitals, private health organizations, and corporate wellness settings. The program is designed to appeal to students with interests in “population health” rather than “clinical health.” The proposed BSPH is strategically aligned with the mission, plans, and goals of the Department of Health Behavior and Administration, the College of Health and Human Services, and The University of North Carolina at Charlotte.

The need for a competent public health workforce has been fully described in several recent publications. For example, the Bureau of Health Professions, U.S. Department of Health and Human Services, recently concluded that only 20 percent of the nation's estimated 400,000 to 500,000 public health professionals have the education and training needed to do their jobs most effectively. We predict that the development of an undergraduate program in public health will be attractive in this region. Consistent with that perception, the Department's Public Health Advisory Board - which is made up of community leaders in the area of public health from the greater Charlotte metropolitan region - has expressed a need for well-trained workers who are prepared for careers in the areas of health promotion, program delivery, health communication, community organization, and behavior change.

The BSPH degree program will require 120-125 credit hours including 70-75 hours in pre-major course work (including General Education requirements, preparatory public health courses, and work toward any minor on campus except the Interdisciplinary Health Studies minor), and 50 credit hours in the core principles of public health including biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences.

## **I. DESCRIPTION OF THE PROGRAM**

### **A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).**

The Department of Health Behavior and Administration was established on July 1, 2002 as part of the transformed College of Health and Human Services at The University of North Carolina at Charlotte. The new Department was conceived in response to recommendations derived from UNC Charlotte's Health Commission report (2000) as well as a variety of initiatives placing emphasis on population health and health behavior research.

The Department is engaged in the development and implementation of interdisciplinary academic and research programs. The common theme supported by the Department is "public health and health behavior outcomes from a social ecological perspective." Current faculty research themes include: risk for chronic disease; life span health issues; health issues of vulnerable populations; maternal and child health; and, health-related measurement, evaluation, and outcomes.

We propose an undergraduate major - Bachelor of Science in Public Health (BSPH) - designed to prepare scholar-practitioners with knowledge and skills in the core concepts of public health including: health behavior, research and statistics in health, environmental health, epidemiology, and health administration, as well as in the planning, evaluation, organization, and conduct of community and public health services. The planned course of study adopts an interdisciplinary focus and includes the development of tailored skills through the successful completion of a minor, electives, and experiential learning. The degree will prepare students who are interested in pursuing health-related careers in health promotion, program delivery, health communication, community organization, and behavior change for entry level to mid-level positions in service and research in health departments, public health agencies, community-based organizations, outreach education programs, hospitals, private health organizations, and corporate wellness settings. The program is designed to appeal to students with interests in "population," rather than "clinical," health.

### **B. List the education objectives of the program.**

- Increase knowledge base and skills to inform, assist, and promote public health
- Gain familiarity of multiple perspectives, approaches, and methods needed to address and solve problems of human health and illness including those that influence health disparities
- Explore social, behavioral, environmental, and multicultural determinants of health and disease through an interdisciplinary approach
- Promote critical thinking, analysis, and synthesis of health information
- Recognize, assess, and address trends in public health and health care delivery
- Improve content, structure, process, management, and administration of public health services through use of theory, research, and evaluation
- Gain a specialty area of knowledge and skills through the selection of a minor and electives

**C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.**

The proposed BSPH degree is a specialized program in allied health care that incorporates both interdisciplinary and multidisciplinary approaches for preparing students who are interested in pursuing population-based health-related careers in the areas of health promotion, program delivery, health communication, community organization, and behavior change. The program complements existing degree programs in applied health areas in the College of Health and Human Services (CHHS) including nursing, athletic training, exercise science, and social work. The Department does not currently offer a baccalaureate degree program. On the other hand, the Department delivers a minor in Interdisciplinary Health Studies (IDHS) that has grown quickly from 4 students, in 2002, to 105 students, in 2006. We predict the BSPH will become a popular course of study at UNC Charlotte (see **II.A.2.**). In addition, the Department offers a Master of Science in Public Health (MSPH) and a Master of Health Administration (MHA). The BSPH could serve to prepare especially competent students to advance to either of these graduate programs.

(1) Courses: The BSPH will include the following existing courses as core courses:

- ❖ HLTH 2101 Healthy Lifestyles, HLTH 3101 Foundations of Public Health, HLTH 3140 Behavior Change Theories and Practice, HLTH 4128 Environmental Health, and HLTH 4299 Epidemiology

It will also include the following new content courses specific to the BSPH major:

- ❖ HLTH 3102 Comparative Healthcare Systems, HLTH 3103 Theory and Methods in Public Health Education, HLTH 3104/3104L Research Methods and Statistics in Health and its lab, HLTH 4102 Healthcare Administration, HLTH 4105/4105L Program Planning and Evaluation and its lab, HLTH 4601 Senior Seminar I: Practicum, and HLTH 4602 Senior Seminar II: Capstone

(2) Faculty: The BSPH curriculum will be taught by faculty within the Department of Health Behavior and Administration. The Department currently supports the IDHS minor, which serves over 100 students. The launch of the BSPH follows strategic development at both Department and College levels the past two planning cycles.

(3) Facilities: The BSPH will share classroom space, computing facilities, and all other facilities with other academic programs in the Department, and the College. The Department is scheduled to move to a new 161,000 square foot building for the College of Health and Human Services in December 2006. The new building will provide state-of-the-art instructional technology and considerable capacity for program growth.

(4) Other resources: In the delivery of the IDHS minor the Department has established substantive, two-way partnerships with other campus units, including the Departments of Communication Studies, Kinesiology, and Philosophy (see **Appendix A**) that will continue to flourish in the delivery of the BSPH major.

## II. JUSTIFICATION FOR THE PROGRAM

### A. Describe the proposed program as it relates to:

#### 1. The institutional mission and strategic plan

The proposed BSPH is aligned with the mission and strategic plans of the Department of Health Behavior and Administration (HBA), the College of Health and Human Services (CHHS) and UNC Charlotte. The mission of HBA includes the production of “scholars and leaders prepared to promote and improve human health across the lifespan... and to deliver efficient, effective, and accessible high quality health services, particularly to vulnerable populations.” The BSPH will prepare competent entry-level health professionals for positions in North Carolina and beyond.

The College of Health and Human Services “offers professionally recognized and accessible undergraduate ... programs that are nationally and globally relevant, and responsive to changing health care needs in the state and the region.” In this regard, we plan to propose accreditation of the BSPH in combination with the accreditation of our Master of Science in Public Health degree program, by the Council on Education for Public Health (CEPH), an agency recognized by the U.S. Department of Education to accredit schools of public health and certain programs offered in settings other than schools of public health. The value of specialized accreditation - which attests to the quality of an educational program that prepares students for entry into a recognized profession – will bestow professional recognition on our graduates, as well as accelerate the growth of students enrolled in our program. In addition, upon completion of the BSPH degree, graduates will be eligible to take the Certified Health Education Specialist (CHES) examination administered by the National Commission for Health Education Credentialing, which allows for further professional recognition.

The primary commitment of UNC Charlotte is “to extend educational opportunities ... in selected professional programs offered through ... Health and Human Services. The University offers an extensive array of baccalaureate programs ... with a broad institutional commitment to ... address seven broad areas of concern to the Charlotte region including: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; **4) Children, Families, and Schools; 5) Health Care and Health Policy;** 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.” The BSPH will prepare competent entry-level health professionals to provide services to inform children, families, schools, health care, and health policy at the largest institution of higher education in the Charlotte region. UNC Charlotte is a genuine urban university. The main campus is in University City, one of the fastest growing areas of the Charlotte region. The university also has a substantial presence uptown, with its 15,000 square feet of classroom space at N. Tryon and Sixth St. and a major presence in Southend at its Charlotte Community Design Studio. The university also is developing a 100,000 square foot building at Ninth and Brevard – the first urban construction project of any school within the 16-constituent UNC system. The university comprises seven professional colleges and currently offers 17 doctoral programs, 59 master’s degree programs and 85 programs leading to bachelor’s degrees. Enrollment exceeds 21,500 students, including more than 4,400 graduate students.

## 2. Student demand

The Department offers a minor in Interdisciplinary Health Studies (IDHS) that currently involves 100 or more students each semester who are enrolled in a variety of baccalaureate degree programs (Table 1) and who would likely find a degree program in public health as appealing, or more appealing, than their current course of study. The rapid growth of the IDHS minor the past four years (Table 2) has led to the strategic decision to develop and implement a value-added baccalaureate degree program at UNC Charlotte that complements existing resources, aligns with the goals of the transformed College of Health and Human Services, and meets the demands of a growing University and a major metropolitan region, including the region’s public health workforce development and training needs.

Table 1. Current Majors of IDHS Minors, Fall 2006

College	Degree Program	Number of Students	Totals
Arts & Sciences	Anthropology	1	
	Biology	12	
	Chemistry	1	
	Communication Studies	18	
	History	1	
	International Studies	1	
	Political Science	1	
	Psychology	23	
	Sociology	4	62
	Business	Accounting	1
Finance		1	
Management		2	4
Education	Education	3	3
Health & Human Services	Kinesiology/ Exercise Science	16	
	Nursing	18	
	Social Work	2	36

Table 2. Number of Declared Interdisciplinary Minors during Spring 2003-2006

	Spring 2003	Spring 2004	Spring 2005	Spring 2006
American Studies	26	48	69	101
Film Studies	10	7	12	11
Gerontology	15	10	15	17
<b>Health Studies</b>	<b>7</b>	<b>44</b>	<b>69</b>	<b>91</b>
International Studies	22	16	19	20
Urban Studies	18	21	16	11
Women’s Studies	23	24	49	113



**3. Societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)**

The need for a competent public health workforce has been fully described in several publications. For example, the Bureau of Health Professions, U.S. Department of Health and Human Services, recently concluded that only 20 percent of the nation's estimated 400,000 to 500,000 public health professionals have the education and training needed to do their jobs most effectively; approximately half of the 2 million deaths in the U.S. each year could be prevented; and public health professionals—in their roles as environmental monitors, inspectors, consumer educators and health care providers—significantly reduce the number of preventable deaths (<http://bhpr.hrsa.gov/publichealth/index.htm>).

The increasing need for a dramatically larger, and well trained, public health workforce has been well documented (e.g., Gebbie et al., 2003; Turnock, 2006). On the other hand, the estimation of the needs and demands for allied health professions is a difficult and uncertain process for the following reasons: “most of the allied health workforce is not licensed and certification is frequently optional; a significant proportion of allied health professionals choose not be credentialed and are not accounted for in any data sets collected from credentialing organizations cannot be fully enumerated; and, for those who are credentialed, there is often more than one certifying organization” ([http://www.healthworkforce.unc.edu/center\\_projects\\_complete.html](http://www.healthworkforce.unc.edu/center_projects_complete.html)). State governments and universities, however, have responded to the need for public health workers with a rapid growth in schools and programs of public health. For example, the number of accredited schools of public health has increased 20% the past six years (Council on Education for Public Health, 2006), and the Bureau of Health Professions has established Regional Centers for Health Workforce Studies. North Carolina, and western North Carolina in particular, is currently underserved in terms of public health education. The state currently has only one accredited school of public health (at Chapel Hill) and one accredited graduate program outside a school of public health (UNC Greensboro). East Carolina University’s MPH program recently underwent an accreditation site visit. Pressing issues such as the aging population, health disparities, and increasing morbidity and disability due to chronic disease (obesity, diabetes, and the like) are stressing the need for competent population-based scholar-practitioners who have a knowledge base in the core concepts of public health as well as in the planning, evaluation, organization, and conduct of community and public health services.

Charlotte is a thriving and growing metropolitan area with a significant healthcare industry. We predict that the development of an undergraduate program in public health will be attractive in this region. Consistent with that perception, the Department’s Public Health Advisory Board - which is made up of community leaders in the area of public health from the greater Charlotte metropolitan region - has expressed a need for well-trained workers who are prepared for careers in the areas of health promotion, program delivery, health communication, community organization, and behavior change. The Board has been active in shaping our BSPH degree program, and supports the institutionalization of our degree program without reservation. (See **Appendix B.**)

**4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)**

The BSPH is designed to contribute to the growth and development of degree programs offered by the College of Health and Human Services at UNC Charlotte, an institution expected to increase significantly in size and proportion the next several decades; it will be the first baccalaureate degree offered by the Department of Health and Administration. The development and implementation of a BSPH degree program has been a key part of the unit's strategic plan the past two cycles and preparations for the launch of such a program have been deliberate and organized. The BSPH will initially serve as an alternative degree choice for current students enrolled in a wide range of majors throughout the College and university, and for non-majors; and for future students with a range of interests in allied health, medicine, nursing, and other professional health fields. Because there is current interest at national levels to accredit undergraduate public health programs by the Council on Education for Public Health, our program will be one of the first to be accredited by CEPH which will add status and stature to our efforts. Upon completion of the BSPH degree, graduates will be eligible to take the Certified Health Education Specialist (CHES) examination administered by the National Commission for Health Education Credentialing, which allows for further professional recognition.

Currently, only one undergraduate degree program in the College qualifies as a low-productivity degree program (Bachelor of Science in Athletic Training). But with the recent accreditation of that degree program graduation rates should soon exceed UNC expectations, consistent with the College's goal to offer programs that are nationally and globally relevant, and responsive to changing health care needs in the state and the region.

**B. Discuss potential program duplication and program competitiveness**

**1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.**

Only one institution in the UNC system – UNC-CH – currently offers the BSPH degree (in Biostatistics, Environmental Health Sciences, Healthcare Administration, and Nutrition) but no BSPH degree program currently exists in the Public Health Education and Promotion specialty area (51.2207). On the other hand, several other sister institutions throughout the UNC system currently offer related undergraduate degree programs. But none of these are convenient to prospective students in the Charlotte metropolitan region seeking an entry-level professional degree or desiring additional credentials (e.g., CHES). It is especially important for UNC Charlotte to extend educational opportunities consistent with the needs and growth of the Charlotte region. We offer a listing of related programs at public and private institutions in North Carolina:

**a) public institutions**

- ASU: BS Health Promotion
  - Boone, NC—120 miles, 2 hrs
- ECU: BS Health Education and Promotion
  - Greensboro, NC—84 miles, 1.5 hrs
- NCCU: BS Community Health Education
  - Durham, NC—135 miles, 2.25 hrs
- UNC-P: BS Health Promotion
  - Pembroke, NC—120 miles, 2.5 hrs
- UNC-A: BS Health and Wellness Promotion
  - Asheville, NC—140 miles, 2.25 hrs
- UNC-G: BS Community Health Education
  - Greensboro, NC—84 miles, 1.5 hrs

**b) private institutions**

- No similar degrees found in North Carolina

- 2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.**

The BSPH degree program would be a unique offering at UNC Charlotte; there are no similar programs at the institution and, deliberately, the program builds on the unit's popular IDHS minor and on the Department's expanding public health research and teaching agenda. The BSPH program will be the only undergraduate course of study at the university to offer training in the five core principles of public health including: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. As shared previously, no BSPH degree program currently exists in the Public Health Education and Promotion specialty area (51.2207) in the UNC system; moreover, no institution in the Charlotte-Mecklenburg region offers a public health major or any other program of similar distinction.

**B. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).**

**Headcount enrollment**

**Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.**

**Program Title: Public Health Education and Promotion**

University	Data	Year				
		2001	2002	2003	2004	2005
ASU BS Health Promotion	Fall Enrollment	70	71	75	79	64
	Degrees awarded	45	27	36	38	39
ECU BS Health Education and Promotion	Fall Enrollment	30	29	52	86	86
	Degrees awarded	21	17	24	50	56
NCCU BS Community Health Education	Fall Enrollment	1	.	1	.	36
	Degrees awarded	18	10	1	7	10
UNC-P BS Health Promotion	Fall Enrollment	9	9	6	3	10
	Degrees awarded	1	4	4	2	4
UNC-A BS Health and Wellness Promotion	Fall Enrollment	.	.	.	.	7
	Degrees awarded	.	.	.	.	1
UNC-G BS Community Health Education	Fall Enrollment	70	64	60	41	68
	Degrees awarded	29	21	28	23	33

Upper division enrollment and numbers of graduates, in similar programs at institutions of similar size in the UNC system to UNC Charlotte show overall growth from 2001 to 2005, especially for established public health education and promotion degree programs. Such increases are consistent with the rapid growth in interest in our interdisciplinary health studies minor (**II. A. 2. Table 2**). Evidence of the popularity of these programs as well as our own experiences, tempered by the long-term expectations of CEPH accreditation, resulted in the following projected program enrollments.

**Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:**

	Year 1 (2007-08)	Year 2 (2008-09)	Year 3 (2009-10)	Year 4 (2010-11)
Full-time	20	50	70	90
Part-time	5	10	15	20
<b>TOTALS</b>	<b>25</b>	<b>60</b>	<b>85</b>	<b>110</b>

**Please indicate the anticipated steady-state headcount enrollment after four years:**

Full-time   90                    Part-time   20                    Total   110  

**SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs). Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC website for a list of disciplines comprising each of the four categories).**

SCH projections are based on the assumption that students will complete the following:

**Year 1:** FT students: 20 students x 25 credit hours = 500  
 PT students: 5 students x 15 credit hours = 75                  **Total = 575**

<b>Year 1: 2007-08</b>	<b>Student Credit Hours (SCH)</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III	<b>575</b>		
Category IV			

**Year 2:** FT students: 50 students x 25 credit hours = 1250  
 PT students: 10 students x 15 credit hours = 150                      **Total = 1400**

<b>Year 2: 2008-09</b>	<b>Student Credit Hours (SCH)</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III	<b>1400</b>		
Category IV			

**Year 3:** FT students: 70 students x 25 credit hours = 1750  
 PT students: 15 students x 15 credit hours = 225                      **Total = 1975**

<b>Year 3: 2009-10</b>	<b>Student Credit Hours (SCH)</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III	<b>1975</b>		
Category IV			

**Year 4:** FT students: 90 students x 25 credit hours = 2250  
 PT students: 20 students x 15 credit hours = 300                      **Total = 2550**

<b>Year 4: 2010-2011</b>	<b>Student Credit Hours (SCH)</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III	<b>2550</b>		
Category IV			

### III. Program Requirements and Curriculum

#### A. Program Planning

- List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.**

All of the programs in the UNC system were considered of high quality. In addition, we examined similar programs at our assigned peer institutions including Portland State University (Bachelors in Health Sciences), San Diego State University (Bachelors in Health Science, Community Health Education), University of Texas San Antonio (Bachelors in Health), Western Michigan University (Bachelors in Community Health), and University of Louisville (Bachelors in Public Health Education).

**2. List other institutions visited or consulted in developing this proposal. Also list any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.**

The initial development of the BSPH degree program extends back to visits made to Penn State University (Department of Biobehavioral Health) and the University of Kentucky (Department of Behavioral Science), in 2001, as part of the formation of the Department of Health Behavior and Administration at UNC Charlotte, in 2002. The earliest versions of the planned degree program were discussed at a Community Health Roundtable hosted by the Department in spring, 2003 involving nearly 40 community stakeholders and academic and public health leaders; and more recently by the Department's Public Health Advisory Board at its meetings on May 10, 2006 and October 17, 2006. The curriculum was also reviewed as part of an open presentation (*Assuring Competence through Curriculum Design*) made by Assistant Professor Michael Thompson at the recent annual meeting of the North Carolina Chapter, Society for Public Health Education that was hosted by the Department and held on the campus at UNC Charlotte October 4-5, 2006.

**B. Admission. List the following:**

**1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).**

The BSPH major – which is intended as an upper division program of study - shall have student recruitment and admissions policies and procedures designed to locate and select individuals capable of completing the program's various learning activities and of developing competence for a career in public health, consistent with the policies and procedures in place at The University of North Carolina at Charlotte.

Admission into the Public Health major will be competitive and based on completion of the following:

- 60 hours of Pre-Public Health requirements (including BSPH prerequisites and general education requirements) completed with a combined GPA of 2.5 or better
- COMM 1101, HLTH 2101, and HLTH 3101 completed with a B or better in each
- Math courses (6 hours), science courses (7 hours), and a social science course (3 hours) that serve to fulfill the university's General Education program requirements completed with a combined GPA of 3.0 or better
- Application for admission, including a statement of future career goals

**2. Documents to be submitted for admission (listing or sample).**

- Admission Form
- 2 professional or academic recommendations
- Statement of Future Career Goals

**C. Degree requirements. List the following:**

**1. Total hours required.**

The BSPH degree program will require 120-125 credit hours including 70-75 hours in pre-major course work (including General Education requirements, preparatory public health courses, and work toward any minor on campus except the Interdisciplinary Health Studies minor), and 50 credit hours in the core principles of public health including biostatistics (collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis); epidemiology (distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health); environmental health sciences (environmental factors including biological, physical and chemical factors that affect the health of a community); health services administration (planning, organization, administration, management, evaluation and policy analysis of health and public health programs); and social and behavioral sciences (concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems).

**2. Proportion of courses open only to graduate students to be required in program (graduate programs only).**

N/A

**3. Grades required.**

Admission

- 60 hours of Pre-Public Health requirements (including BSPH prerequisites and general education requirements) completed with a combined GPA of 2.5 or better
- COMM 1101, HLTH 2101, and HLTH 3101 completed with a B or better in each
- Math courses (6 hours), science courses (7 hours), and a social science course (3 hours) completed with a combined GPA of 3.0 or better

Graduation

To graduate, a student must have an overall grade point average of at least 2.0 and a grade point average of at least 2.0 in the major.

**4. Amount of transfer credit accepted.**

Transcripts are evaluated in the Admissions Office and the results are provided to the applicant and to the major department/college. Determining the applicability of transferred credits to a major or program requirements is the responsibility of the Department Chairperson or Program Director. The University accepts a maximum of 64 semester hours of credit from two-year institutions for undergraduate students. In general, transfer credits will be accepted for the general education requirements, preparatory public health courses, and elective credits. But the 32 hours of core public health courses will not be transferable except on rare occasions.



## **5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)**

Practical Skills. All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization. An essential component of the practice experience is supervision by a qualified preceptor who is a public health professional. Programs must have well-defined learning objectives, procedures, and criteria for evaluation of the practice experience.

This requirement will be met by enrolling in the following course:

- HLTH 4601 Senior Seminar I: Practicum (3) (W)

Practical experience in a public health setting that complements students' academic and professional goals. Arranged with Practicum Coordinator. (*Spring or Summer*)

Culminating Experience. All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.

This requirement will be met by enrolling in the following course:

- HLTH 4602 Senior Seminar II: Capstone (3) (W)

A culminating project or experience encompassing the five areas of public health: health behavior, environmental health, biostatistics, epidemiology, and health administration that complements students' academic and professional goals. Arranged with Capstone Coordinator. (*Spring or Summer*)

## **6. Language and/or research requirements**

No special (foreign) language requirements are envisioned. On the other hand, students must demonstrate English language proficiency. If a student uses English as a second language, they must meet the minimum University requirement for admission of at least 180 on the computer-based TOEFL test. Senior Seminar II: Capstone (HLTH 4602) may be met through a project or research experience completed under the supervision of a faculty advisor.

## **7. Any time limits for completion.**

The BSPH program is designed to be completed in 4 years, and most full time students should finish within 4-6 years or more, consistent with national trends. But there are no progression requirements other than those in place at The University of North Carolina at Charlotte.

**D. List existing courses by title and number and indicate (\*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.**

The upper division core courses are numbered for the year (junior or senior) and for the order in which they should be completed. Senior seminars are numbered at a level appropriate for advanced undergraduate work. Results of our preliminary consultations with the library to support these courses – as well as the overall proposed degree – are provided in Appendix B.

**Existing courses**

- \*COMM 1101 Public Speaking (3) (O)
- \*HLTH 2101 Healthy Lifestyles (3)
- \*HLTH 3101 Foundations of Public Health (3)
- \*HLTH 3105 Behavior Change Theories and Practice (3)
- \*HLTH 4103 Environmental Health: A Global Perspective (3)
- \*HLTH 4104 Epidemiology (3)

**New Courses**

- HLTH 3102 Comparative Healthcare Systems (3)  
Examination of organizations, structures, and relationships in national and international health care systems and the associated financial, legal, and policy issues. (*Fall*)
- HLTH 3101 Theory and Methods in Public Health Education (3)  
Overview of principles and strategies for health education in public health practice settings, including communicating health concepts to the public and developing health messages for specific populations. (*Fall*)
- HLTH 3104 Research and Statistics in Health (3)  
Examination of the use of research methods and statistics in public health, including issues related to research design, measurement, sampling, and the application and interpretation of statistical methods. (*Spring*)
- HLTH 3104L Research and Statistics in Health LAB (1)  
Activities designed to complement HLTH 3104. Meets once a week for 1.5 hours. (*Spring*)
- HLTH 4102 Healthcare Administration (3)  
Overview of basic concepts and issues within the administration, financing, and policy of healthcare systems. (*Fall*)
- HLTH 4105 Program Planning and Evaluation (3)  
Use of program planning and behavior change models to design and evaluate theory-based public health promotion and education initiatives. (*Spring*)

- HLTH 4105L Program Planning and Evaluation LAB (1)  
 Activities designed to complement HLTH 3130. Meets once a week for 1.5 hours.  
 (*Spring*)
  
- HLTH 4601 Senior Seminar I: Practicum (3) (W)  
 Practical experience in a public health setting that complements students’ academic and professional goals. Arranged with Practicum Coordinator. (*Spring or Summer*)
  
- HLTH 4602 Senior Seminar II: Capstone (3) (W)  
 A culminating project or experience encompassing the five areas of public health: health behavior, environmental health, biostatistics, epidemiology, and health administration that complements students’ academic and professional goals. Arranged with Capstone Coordinator. (*Spring or Summer*)

#### IV. FACULTY

- A. List the names of persons on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member’s education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.**

All fulltime faculty in the Department of Health Behavior and Administration will contribute to the successful implementation of the Bachelor of Science in Public Health Degree program. Faculty biographical sketches are provided in Appendix C.

Faculty Name	Highest Degree and Institution	Other degrees and Institutions
Boa, Yuhua	PhD Policy Analysis RAND Graduate School	MA Economics University of Alabama BA Economics Fudan University
Fisher, John	PhD Management Information Systems University of South Florida	MS Management Info Systems University of South Florida MA National Security Policy Naval War College MA Administration University of Notre Dame MS Business Administration Indiana University MS Ocean Engineering BS Ocean Engineering Naval Academy Annapolis

Hartos, Jessica	PhD Developmental Psychology University of Houston	Post Doctorate Fellowship Prevention Research National Institute of Child Health and Human Development MA Developmental Psychology University of Houston BS Psychology and Sociology University of Houston
Harver, Andrew	PhD Experimental Psychology Ohio University	Post Doctoral Fellowship Dartmouth Medical School MS Experimental Psychology Ohio University BS Psychology University of Washington
Huber, Larissa	PhD Epidemiology Emory University	MS Epidemiology University of Massachusetts at Amherst BA Anthropology Syracuse University
Lutchmie, Narine	PHD Health Services Organization and Management University of Toronto	MS Community Health Sciences University of Calgary BS Anthropology University of Calgary
Portwood, Sharon	PhD Psychology University of Virginia	JD Jurisprudence University of Texas Law School MA Psychology University of Virginia BA Advertising University of Texas at Austin
Racine, Elizabeth	DrPH Public Health John Hopkins University	MS Nutritional Science University of California at Los Angeles BA in economics from Boston University
Schmaling, Karen	PhD Psychology (Clinical) University of Washington	MS Psychology University of Washington BA Psychology University of Oregon
Studnicki, James	Sc.D. Doctor of Science Johns Hopkins University	MPH Public Health Johns Hopkins University MBA Business Administration George Washington University

Thompson, Michael	DrPH Health Policy and Management John Hopkins University	MS Emergency Health Services University of Maryland BA Biology John Hopkins University
Warren-Findlow, Janice	PhD Public Health University of Illinois at Chicago	MBA Quantitative Analysis Lehigh University BA Economic Moravian College

**B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.**

The Department of Health Behavior and Administration was established on July 1, 2002 as part of the transformed College of Health and Human Services at The University of North Carolina at Charlotte. The BSPH is designed to contribute to the growth and development of degree programs offered by the College of Health and Human Services at UNC Charlotte, an institution expected to increase significantly in size and proportion the next several decades; it will be the first baccalaureate degree offered by the Department of Health and Administration. The Department offers a minor in Interdisciplinary Health Studies (IDHS) that currently involves 100 or more students each semester who are enrolled in a variety of baccalaureate degree programs and who would likely find a degree program in public health as appealing, or more appealing, than their current course of study. In the past two years the Department has added five fulltime, tenure-track faculty not only to improve the delivery of its two existing master’s programs as well as to support the college’s interdepartmental PhD program in health services research, but also to engage in the contemporary design and implementation of public health academic and research programs at the baccalaureate level.

To fully deliver the proposed program for the first four years – and given the range of current teaching and administrative responsibilities evident in the Department - we estimate the need for additional contributions from as many as four additional fulltime faculty, including one person at the Lecture level. The Department is fortunate in this regard: *we are currently recruiting for five fulltime faculty, including one person at the Lecture level.*

**C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.**

The addition of fulltime faculty to the Department is based on past, current, and future enrollment trends in the Department, the college, and the university.

**D. Explain how the program will affect faculty activity including course load, public service and scholarly research.**

The proposed program will not impact current teaching loads of fulltime faculty, most of whom adopt a 2 course/semester teaching load based on levels of scholarly activity. Lecturers naturally adopt a 4 course/semester teaching load, to accommodate personal preferences and meet student needs. The BSPH degree program is likely to enhance public service opportunities for all faculty through the range of student placements contiguous with enrollment in the field course, HLTH 4601 Senior Seminar I: Practicum.

Unfortunately, the Institute of Medicine in its 1988 report on the Future of Public Health deplored the ‘decoupling’ found between the practice of community-based public health and its academic base (Keck, 1998). Keck (1998) recommended efforts to improve the linkage between public health practice and its broad academic base by involving academic institutions in the elucidation and solution of community health problems through the “academic health department.” Such a department represents a formal affiliation between professional programs and local health agencies. The Department of Health Behavior and Administration aspires to serve as a “window” to the greater community, and to operate in a highly collaborative mode with many community agencies and institutions, and ascribes to the objectives of the Council on Linkages Between Academia and Public Health Practice including:

- To strengthen relationships between public health academicians and public health practitioners in public agencies;
- To improve the teaching, training, and practice of public health education;
- To establish firm practice links between professional public health programs and public agencies; and
- To collaborate with others in achieving the nation’s Health People 2010 goals (Council on Linkages, 2001).

**V. LIBRARY**

**A. Provide a general statement as to the adequacy of present library holdings for the proposed program.**

Our preliminary consultation with the library to support the proposed degree is provided in Appendix B. BSPH students will have at least “adequate resources” due to the history of success providing related resources for students enrolled in both the Master of Science in Public Health degree program and the Master of Health Administration degree program.

**B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?**

The UNC Charlotte library, under the leadership of Amy Dykeman, is a member of the Association of Southeastern Research Libraries (ASERL) and demonstrates the library’s

consistent ability to support both undergraduate and high-level scholarly research efforts. The ASERL membership (which includes the top 36 libraries in the Southeast) complements campus goals related to “research status” endeavors. The library continues to enhance its participation in various regional library consortia (such as NC LIVE, ULAC, and SOLINET) which should continue to provide savings through large “buying clubs” of electronic materials.

### **C. Discuss the use of other institutional libraries**

The UNC Charlotte library is a member of the Interuniversity Consortium for Political and Social Research (ICPSR) (<http://icpsr.umich.edu/>), and the Federal Depository Library Program. Data may be obtained from other sources, dependent on the availability of funds and the use to the general UNC Charlotte Committee. Codebooks and resources are included with the databases. Some examples of the databases include: National Health Interview Survey, General Social Survey, Substance Abuse and Mental Health Data Archive, Health and Medical Care Archive, and the Panel Study of Income Dynamics to name a few.

Students may also access the Charlotte Area Health Education Consortium (AHEC) Library at Carolinas Medical Center (15 minutes from campus) which focuses predominately on books and journals related to health sciences. The AHEC Digital Library (ADL) is a statewide electronic network of quality resources and services. ADL is designed to be the first choice portal to the Internet for all NC health professional in order to support their clinical and educational needs. ADL features online resources including full text journals and textbooks; links to drug information and current health news; patient education materials in English and Spanish; continuing education opportunities; OVID databases such as MEDLINE and CINAHL; and comprehensive health information sites such as MD Consult.

## **VI. FACILITIES AND EQUIPMENT**

### **A. Describe facilities available for the proposed program.**

The BSPH program will be housed in a new 161,000 square foot, \$34 million state-of-the-art building for the College of Health and Human Services. The new building will have 39 classrooms, 10 conference rooms, and 3 computer classrooms (total 77 seats). The classrooms will be equipped with mounted LCD projectors, instructor computers, DVD, VCR, and control systems for greater ease of use. There will also be a student computer lab in the building with 52 seats. We are working on the capacity to capture lectures, with audio, video and content (PowerPoint, computer screen, etc.) from these spaces as well.

### **B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

The BSPH program along with other academic programs in the College of Health and Human Services will be housed in the new state-of-the-art building with ‘cutting edge’ technology, classrooms, and computer labs.

**C. Discuss any information technology services needed and/or available.**

The information technology equipment and services available in the College of Health and Human Services are excellent. Computer labs are equipped with up-to-date hardware and software. Additionally, technical support staff provide exceptional service to both faculty and students

**D. Discuss sources of financial support for any new facilities and equipment.**

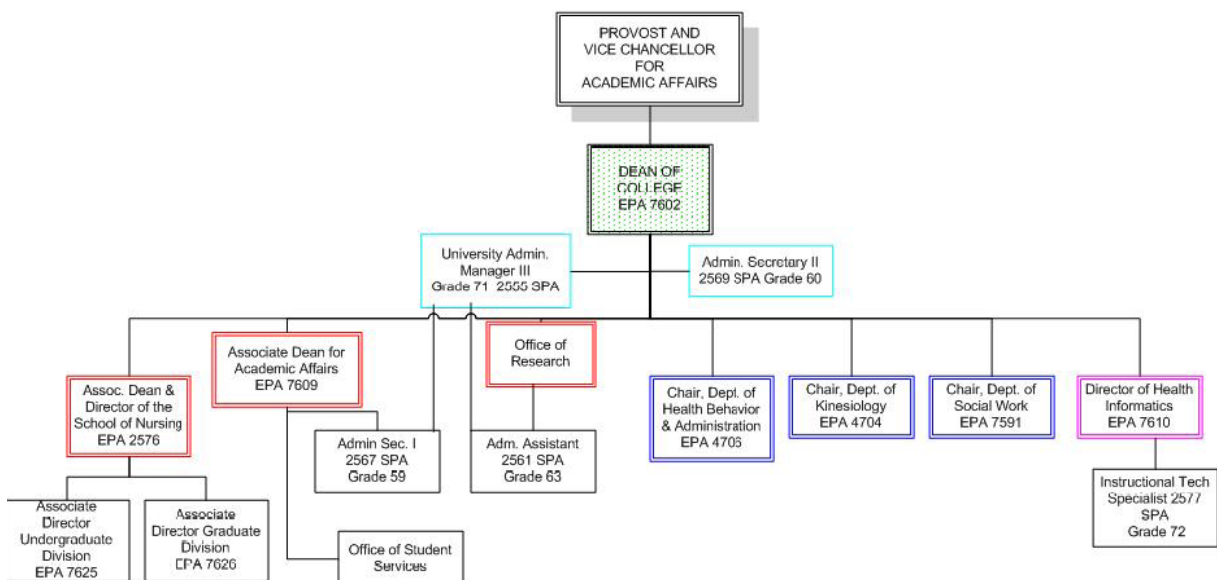
The new 161,000 square foot, state-of-the-art building for the College of Health and Human Services scheduled to open for spring 2007 includes exceptional capacities to enable the successful implementation of the Department of Health Behavior and Administration’s new baccalaureate degree program.

**VII. ADMINISTRATION**

**Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed program.**

The Bachelor of Science in Public Health degree program will be housed in the Department of Health Behavior and Administration in the College of Health and Human Services at The University of North Carolina at Charlotte. The program will be overseen by Dr. Jessica Hartos, Assistant Professor and Coordinator of Undergraduate Programs, Department of Health Behavior and Administration. The program will be governed by all applicable university policies, procedures, and guidelines.

College of Health and Human Services 2006-2007





## VIII. ACCREDITATION

**Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. It the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.**

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and certain public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health.

The “program” is the unit of CEPH accreditation and it is the responsibility of the program to define what degree programs are included within that unit. The master’s degree (e.g., MPH or MSPH) is the primary professional public health degree and any additional degrees including those at either the undergraduate or doctoral level may be considered and reviewed for accreditation if defined as part of the unit. The Department plans to accredit the current MSPH program as a “program outside a school of public health” and we recently were approved to begin the CEPH self-study process. (Our initial consultation visit is scheduled for April 10-11, 2007.) We will entertain, over the next 18 months, whether to include the BSPH as part of our initial accreditation activities or to defer the inclusion of that degree in a later CEPH review. The value of specialized accreditation - which attests to the quality of an educational program that prepares students for entry into a recognized profession - cannot be underestimated in terms of either student recruitment or student success following graduation.

## IX. SUPPORTING FIELDS

**Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?**

Our interdisciplinary health studies minor includes both core courses as well as elective courses. The elective courses include offerings in the Department as well as courses offered by units from throughout the university including Anthropology, Communication Studies, Economics, Gerontology, History, Kinesiology, Political Science, Psychology, and Sociology. We are fortunate for these established partnerships with colleagues from many campus units. In terms of the delivery of the BSPH program, these partnerships have been reinforced by the support evident in the letters and memos provided in Appendix A from throughout campus. We will continue to be alert to new courses that might be suitable electives for students enrolled in the BSPH degree program.

## **X. ADDITIONAL INFORMATION**

**Include any additional information deemed pertinent to the review of this new degree program proposal.**

The proposed BSPH is thoughtfully aligned with the mission and strategic plans of the Department of Health Behavior and Administration, the College of Health and Human Services, and The University of North Carolina at Charlotte; the timing of the proposal follows systematic and strategic development of a particularly relevant and responsive baccalaureate degree program that extends educational opportunities to the Charlotte region.

## **XI. BUDGET**

**Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds. Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.**

**For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.***

**Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” columns of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.**

See Appendix D.

## **XII. EVALUATION PLANS**

**All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons...qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.**

### **A. Criteria to be used to evaluate the proposed program (not in an order of priority).**

The program will be evaluated on several dimensions including program functioning and viability, and student success and outcomes. Program functioning and viability will be reflected in the quality of the program faculty and students and effectiveness of the program. Student success and outcomes will be based on procedures to assess and document that students have mastered the expected material and skills, demonstrated sufficient fund of knowledge, have achieved a sufficient level of competence in the field, and post-graduation, are successful in their careers. In addition, a measure of our success will turn on the timing of CEPH accreditation of our degree program as well as student success on the national CHES examination.

### **B. Measures to be used to evaluate the program:**

- Quality of program faculty will be measured by success in recruitment, hiring, retention, and promotion.
- Student quality will be measured by number and quality student applications; proportion of accepted students who enroll; student attrition and retention; student progress to the degree and graduation rates.
- Student success and learning outcomes will be measured by tests, examinations, written projects/reports, and performance evaluations in practica.
- Student post-graduation outcomes will be measured by post-graduation/alumni and employer surveys of student and employer satisfaction and professional accomplishments.

### **C. Projected productivity levels (numbers of graduates):**

	Year 1 (2007-2008)	Year 2 (2008-2009)	Year 3 (2009-2010)	Year 4 (2010-2011)	TOTALS
B	0	20	30	40	90
M					
I/P					
D					

**D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.**

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**E. Plan for evaluation prior to sixth operational year.**

Prior to the sixth operational year the program will arrange for external consultation by faculty/administrators from public health education and promotion baccalaureate programs with reputations for excellence to visit campus, interview faculty and students, review the curriculum, and review program evaluation data including surveys of current student advising, student outcomes, and alumni and employer satisfaction. The consultation will result in a report of program strengths, weaknesses, and recommendations for enhancement that will be subsequently reviewed by the program and department faculty for action and implementation.

**IX. REPORTING REQUIREMENTS**

**Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.**

**Proposed date of initiation of proposed degree program:** 8-2007

**This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.**

**Chancellor** \_\_\_\_\_

**Date** \_\_\_\_\_

# **APPENDIX A**

## **LETTERS OF SUPPORT**

# **APPENDIX B**

## **LIBRARY CONSULTATION**

# **APPENDIX C**

## **FACULTY CURRICULUM VITAS**



**APPENDIX D**  
**BUDGET PROJECTIONS**  
**FOR THE FIRST THREE YEARS**