1785
The University of Georgia

University Council
Athens, Georgia 30602

March 13, 2009

UNIVERSITY CURRICULUM COMMITTEE – 2008-2009
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Family and Consumer Sciences - Dr. Jan M. Hathcote
Forestry and Natural Resources - Dr. Ronald L. Hendrick
Journalism and Mass Communication - Dr. Wendy A. Macias
Law – No representative
Pharmacy - Dr. Keith N. Herist
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Public Health – Dr. Phaedra S. Corso
Social Work - Dr. Patricia M. Reeves
Veterinary Medicine - Dr. K. Paige Carmichael
Graduate School - Dr. Malcolm R. Adams
Undergraduate Student Representative – Ms. Jamie Beggerly
Graduate Student Representative – Ms. Amrita Veliyath

Dear Colleagues:

The attached proposal to add High-Demand status to the major in Health Promotion (B.S.H.P.) will be an agenda item for the March 20, 2009, Full University Curriculum Committee meeting.

Sincerely,



David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

PROCEDURES FOR ESTABLISHING OR CHANGING THE HIGH-DEMAND STATUS OF AN UNDERGRADUATE MAJOR

Academic Affairs Policy Statement No. 10

1. References

a. *Academic Affairs Handbook*, University System of Georgia, Section 3.09.

b. *Policy Manual of the Board of Regents*,University System of Georgia, Section 402.12.

2. Policy

The University of Georgia recognizes as a general principle that students in good standing--whether students continuing at the University of Georgia or transfer students--should be allowed access to the majors of their choice, subject to constraint of educational resources, including insufficient numbers of faculty to provide a quality learning environment to all who wish to enroll.

The high-demand major is one which receives or expects to receive more applications for major status from fully qualified rising juniors than the program can accommodate without endangering the quality of instruction offered.

The intent of the procedure and criteria is to assure that high-demand majors are identified (a) after appropriate review at the school/college level, (b) are appropriate and fair to students seeking the major, and (c) are assessed for their potential effect on other programs.

3. Process

a. All proposals for beginning, continuing, or discontinuing high-demand major status will be initiated in the unit responsible for the major, reviewed and approved by the school/college responsible for the degree in which the major resides, and forwarded to the Office of the Senior Vice President for Academic Affairs and Provost on the standard form (attached) for consideration by the University Curriculum Committee.

b. Prior to approving the proposal, the school/college of the unit originating the proposal shall circulate it to other affected or related schools/colleges for review and comment. If the proposal reaches the university level without such circulation, the Office of Curriculum Systems will send it to the appropriate deans for comment. The deans shall then circulate it to appropriate departments and have one calendar month to provide comments for the consideration of the University Curriculum Committee.

c. The proposals will be reviewed by a standing subcommittee of the University Curriculum Committee which shall have authority to approve the notification for the full committee. The subcommittee will evaluate the proposal to assure that it satisfies the criteria of this policy and is consistent with policies of the University System of Georgia. Any issues unresolved by the subcommittee shall be referred to the University Curriculum Committee.

d. Proposals approved by the University Curriculum Committee will be forwarded to the Senior Vice President for Academic Affairs and Provost for review and forwarding to the University System.

e. Authorized changes in the high-demand status of majors shall be published in the next edition of the *Bulletin*.

4. Criteria for Creation of a High-Demand Major

The proposal must include adequate academic justification. The responsible program shall report its capacity for rising juniors along with the specific factors which constrain capacity. Some illustrative factors which may constrain capacity are listed below.

a. Limits are required to maintain a high quality of instruction.

b. Physical facilities and resources are limited, especially when specialized facilities cannot be augmented (such as laboratories or studios).

c. Limits are required by professional accreditation requirements.

d. Special skills or abilities are required to complete courses in the major (for example, performing arts such as dance, musical performance, or creative art), and the resources to impart such skills are limited.

5. **Criteria for Selection of Students to Enter High-Demand Majors**

Faculty of a high-demand major must establish and apply uniform criteria for selecting among all qualified applicants (whether native or transfer) those to be admitted to the majors. In the event all applicants have met selection criteria, then those students judged by the faculty to be most excellent with respect to the criteria should be those selected. Selection criteria should be demonstrably related to successful completion of the major and should conform to the following guidelines:

a. Proposed selection criteria must be consistent with school/college, University, and University System policies and regulations (for example, those related to diversity).

b. Selection criteria may include a grade point average (GPA) in a specific course or group of courses related to successful completion of the major. (An overall GPA is not specific to the major and may not be included as a selection criterion.)

c. Statements of purpose may be included as selection criteria.

d. Documentation of special skills, abilities, or experiences necessary to complete the major may be selection criteria.

e. Selection must be based on consideration of more than one type of criteria (for example, not just grade point average in a specific course or group of courses) and must be supported by an appropriate rationale.

The University of Georgia
FORM FOR NOTIFICATION OF HIGH-DEMAND STATUS
OF AN UNDERGRADUATE MAJOR

I. **BASIC INFORMATION**

1. School/College:

College of Public Health

2. Department/Division:

Health Promotion & Behavior

3. Degree:

B.S. H.P.

4. Major:

Health Promotion

5. Proposed date for change in high-demand status:

the following semester upon approval

II. CAPACITY INFORMATION:

Please provide the following information on an attached sheet:

1. Anticipated number of applicants: If the capacity of the junior class is smaller than the anticipated number of applications, this major may be designated as high-demand.
   a. The capacity of the junior class for both this academic year and the following academic year.
   b. The anticipated number of applications for both this academic year and the following academic year.

2. High-Demand Majors:
   (see parts four and five of the policy statement)
   a. What is the academic justification for restricting the major?
   b. Attach responses from other schools and colleges.
   c. Provide criteria used to determine which of the applicants meeting entrance requirements will be admitted to the major.
   d. Provide a contact person for information concerning the criteria and application deadlines.

III. SIGNATURES:

Department Head	Department	Date
College/School Curriculum Committee Chair	School/College	Date
Dean	School/College	Date
University Curriculum Committee Chair		Date
Senior Vice President for Academic Affairs and Provost		Date

Health Promotion + Beh. 1/26/09

Public Health 2-23-09

Public Health 2/23/09

NOTIFICATION OF HIGH-DEMAND STATUS OF HPB MAJOR

1. Anticipated number of applicants: If the capacity of the junior class is smaller than the anticipated number of applications, this major may be designated as high-demand.

a. The capacity of the junior class
- This academic year: n=100

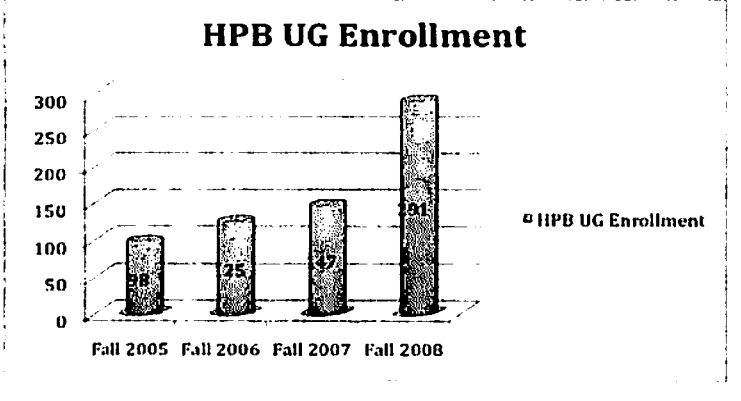
Note: This estimation is based on offering HPRB major courses such as HPRB 3700 and HPRB 4400 every semester (twice per year) with a max class size of 50 students each semester.

Our professional core classes provide the professional sequence prior to field work and are labor intensive due to competency-based requirements. These are not lecture-oriented content classes. These courses include in-field visits / observations, program planning projects, oral presentations, as well as examinations. Limiting class size to at least no more than 40 has been justifiable as requested by the teaching faculty in order to provide better quality experiences and evaluation imperative to professional training and assessment of candidate competencies. HPRB 3700 has, up to now, only been offered once a year but the current enrollment of 95 students has forced an elimination of field trips. This negatively affects the undergraduate curriculum.

- The following academic year: n=100 (no additional resources are provided)

b. The anticipated number of applications
- This academic year:
Intended-HPB (Fall 2008) = 99
HPB major (Fall 2008) =192
Total (intended + majors) = 291

- The following academic year: n=300+ (including intended majors)
* The current HPB intended plus majors is near 350 students (Jan., 2009)



2. High-Demand Majors: (see parts four and five of the policy statement)

a. What is the academic justification for restricting the major?

Background

The undergraduate major in health promotion and education currently has two emphasis areas including (1) health promotion and (2) health services. Each of these emphasis areas require the development and practice of professional competencies, including intensive field-based experiences with qualified mentors and a university coordinator / supervisor. Since the health promotion and behavior (HPB) department moved to the newly created College of Public Health in 2005, our undergraduate major has risen from less than 100 students to nearly over 300 as of this current academic year, a tripling in size within 3 years.

Both areas of emphasis in the major are driven by the National Commission for the Credentialing of Health Education Specialist (CHES) entry-level competencies. Currently, competencies recommended at the national level require specific pre-professional coursework and intensive, quality field experience (practicum and internships). The health promotion area of emphasis provides a culminating semester of field experience (internship), and the health services area of emphasis provides additional scientific background (coursework) for students in addition to the professional development coursework and practicum.

Challenges

Our Health Promotion and Behavior undergraduate program has enjoyed a long history as a highly regarded professional preparation program by the health promotion professionals within and beyond the state of Georgia. Unfortunately, due to the labor-intensive work for instructors in the core professional classes and field placements, restricting the major has become a needed action for us. The constraint of our educational resources, including insufficient numbers of faculty to provide a quality learning environment to all who wish to enroll and insufficient field placements for the growing number of students have lead to our decision to restrict HPB major. The increasing number of applications for major status from fully qualified students endangers the quality of instruction offered.

Student advisement

Currently, our student advisement is handled by a faculty member who also teaches classes (undergraduate and graduate, one per semester). The current number of students in the major is nearing 300 students per year. Additionally, with the move to the College of Public Health, students intended in the major are advised within the department. This creates an advising load that is currently almost 350 students—for one faculty member with teaching assignments in addition to advising. Restricting the major is therefore required to maintain not only quality instruction but quality student advisement.

Internship and field placements

A hallmark of our undergraduate program is that each semester in the major, students are required to spend hours engaged in a field experience of varying intensity and length. These sites are carefully chosen and monitored by the field experience coordinator to adhere to guidelines that ensure high quality educational experiences for the students. To be chosen as an acceptable field experience site, each location must have a qualified mentor, the correct type of work available and enough work to satisfy the hourly requirement. Athens is a small town with a limited number of acceptable sites. As the number of students increases, either the number of available sites must increase or the number of field experience students that each site accepts per semester must increase. The quality of the field experience is predicated on individual attention and the quality of the work; if sites accept more students per semester then both of these factors are negatively affected. Since the number of sites in Athens tends to be steady or at best increase slightly year to year, the number of students pursuing a field experience needs to also be held steady. In addition, it often takes mentors a year or more to become accustomed to our field experience requirements; adding new mentors as a resource can be a slow process. We do not want to burn out good mentors by overloading them with students to manage, monitor, mentor and evaluate.

Students often become very frustrated when field experience sites fill up earlier than expected or sites refuse to return calls or students are repeatedly rejected for field experience placement. Mentors may stop returning calls when the volume of contacts becomes unmanageable; mentors may only accept 1 or 2 students per semester and turn away all others; students who are worried about field experience placement contact sites more than a year in advance to secure their place causing sites to fill up very early so that students who are forced to wait to find a placement have no chance at all of securing an acceptable field experience. Overwhelming the community with field experience students negatively affects the quality of instruction.

To sum, the placement of students into valued field sites is critical to our program mission. All students complete practicum field placements (which are completed concurrently with coursework and therefore must be close by) and health promotion students complete a semester-long, intensive internship. Field placements on an ongoing basis for the growing number of students have created resource challenges. Many of our best sites repeatedly accept our students, and we are very concerned about this increasing burden put on our field experience mentors. Additionally, sites within commuting distance of campus are often already mentoring students, creating difficulty for students in finding relevant field placements. We have reached the critical mass of student numbers which can be served out in the field.

Although we have attempted to maintain a quality program throughout the years of our program growth with limited resources, we realize that to move towards a higher level of expected standards for our professional development, we must limit the number of students served with the resources at hand. This request for high-demand major status is a step we need to take to address the limited educational resources and

capacity without endangering the quality of instruction and advisement.

b. Attach responses from other schools and colleges.
Proposal will be sent to the following schools / colleges for review after approval from CPH (hopefully in early Feb. the latest)
- Social work
- Art & Science
- College of Education
- Child and Family Development

c. Provide criteria used to determine which of the applicants meeting entrance requirements will be admitted to the major.

Entrance Requirements

HPB - Completion of Core Areas A-F (General Education areas I-V), with a C (2.0) or better in area F (area VI). Overall GPA of 2.7.

Academic advising for the intended Health Promotion and Behavior major takes place in the HPB Department. After meeting the entrance requirements, students will be selected based on the following high-demand selection criteria.

High-Demand Major - Selection Criteria

1. GPA of 2.7 or better in core area A or general education area I (essential skills/foundation skills), core area D or general education area II (Sciences), and core area F or general education area VI.

Good writing and quantitative skills are necessary in health promotion. Students also need a strong background in life and physical sciences. In conjunction with the courses in area F/area VI, the students most likely to do well in the major will have done well in these academic areas. Therefore, an overall GPA of 2.7 for areas A, D, and F (areas I, II, and VI) will be required for admission to the major.

2. Essay that states career goals and interests in health promotion / disease prevention. [50 % of total score / 50 points possible]

d. Provide a contact person for information concerning the criteria and application deadlines.

Heather McEachern
Student Services Director
N124 Paul D. Coverdell Center
University of Georgia
Athens, GA 30602-7396

cphadm@uga.edu
706.542.3187 (voice)
706.542.6730 (fax)

The University of Georgia

College of Public Health

February 6, 2009

School of Social Work
Curriculum Committee
Tucker Hall
Athens, GA 30602

Dear Chair of the Curriculum Committee,

The Department of Health Promotion in the College of Public Health would like to propose making its Bachelor of Science in Health Promotion (BSHP) degree a high demand major on campus. The attached paperwork is being circulated to your school/college for initial review and comment.

The College of Public Health has a meeting set for Thursday, February 19th at 3:30pm. Your comments would be greatly appreciated by that date. If you have any questions or concerns, please feel free to contact Heather McEachern, Student Services, at hivey@uga.edu or 542-3187.

We thank you for your attention to this proposal. An official signature indicating support or a written response of any objections will be required when the proposal is forwarded to the UGA Curriculum Committee. We will circulate the final document after the College of Public Health Curriculum Committee has met to discuss any responses or objections and finalized the document. Thank you for your help and please contact us if you have any questions.

Sincerely,

Mary Alice Smith

Mary Alice Smith
Chair, CPH Curriculum and Academic Programs Committee

Paul D. Coverdell Center for Biomedical and Health Sciences • Athens, Georgia 30602-7396
Telephone 706-542-0939 • Fax 706-542-6730
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The University of Georgia

College of Public Health

February 6, 2009

Franklin College
Curriculum Committee
Old College
Athens, GA 30602

Dear Chair of the Curriculum Committee,

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The University of Georgia

College of Public Health

February 6, 2009

College of Education
Curriculum Committee
G-3 Aderhold Hall
Athens, GA 30602

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The University of Georgia

College of Public Health

February 6, 2009

Family and Consumer Sciences
Curriculum Committee
Dawson Hall
Athens, GA 30602

Dear Chair of the Curriculum Committee,

The Department of Health Promotion in the College of Public Health would like to propose making its Bachelor of Science in Health Promotion (BSHP) degree a high demand major on campus. The attached paperwork is being circulated to your school/college for initial review and comment.

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