PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost's Office [mailto: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

College/School/Institute:	College of Health Solutions
Department/Division/School:	N/A
Proposing faculty group (*if applicable*):	
Are two or more academic units collaborating on this program?	No, this is not a joint degree program

If "Yes", list all the additional college(s)/school(s)/institute(s) that will be involved in the development and resources for the degree program by offering courses, faculty or facilities. Please note: This question does not refer to official joint degree programs. Official joint degree programs are ones in which the degree is jointly conferred by two colleges. If the program is jointly conferred, please complete the Proposal to Establish a New Joint Undergraduate Degree Program.

Degree type:	BS- Bachelor of Science
If other; provide degree type title and proposed abbreviation:	
Name of degree program (major):	Population Health
Are any concentrations to be established under this degree program?	No, concentrations will not be established.
What is the first catalog year available for students to select on the undergraduate application for this program?	2020-21

Delivery method and campus or location options: select all locations that apply

☒ Downtown Phoenix ☐ Polytechnic ☐ Tempe ☐ Thunderbird ☒ West ☐ Other:

☐ **Both** on-campus **and** ☐ ASU Online* **-** (check applicable campus(es) from options listed above)

☐ ASU Online only (all courses online and managed by ASU Online)

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

Proposal Contact

Name:	Scott Leischow	**Title:**	Director and Professor
Phone number:	602.827.2271	**Email:**	scott.leischow@asu.edu

DEAN APPROVAL(S)				
This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.				
College/School/Division Dean name:				
Signature:		**Date:**	/ /20	
College/School/Division Dean name: *(if more than one college involved)*				
Signature:		**Date:**	/ /20	
Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.				

1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The College of Health Solutions (CHS) wishes to create a Bachelor of Science degree in Population Health. The Institute of Medicine has identified Population Health as a domain encompassing both public health and health care delivery, two educational domains central to CHS. Population health is an emerging field built on the premise that optimizing health requires an understanding of complex systems, including the roles of various stakeholders (eg, health care organizations, governments, businesses, non-profits, etc). As a result, population health requires training in an array of disciplines fundamental to CHS, including biomedical informatics, economics, social determinants of health, program and community assessment, program planning and evaluation, health care delivery, and health policy. However, there are few academic programs nationally that integrate health care delivery and public health domains to provide training for jobs in population health, even though the job market for this degree has increased 86% in the last 2 years. This program capitalizes on a multidisciplinary approach that features experiential learning. The College of Health Solutions is uniquely positioned to develop and implement this degree.

2. Student Learning Outcomes and Assessment Methods

Assessment Plan

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. Visit the assessment portal at https://uoeee.asu.edu/assessment-portal or contact uoeee@asu.edu with any questions.

3. Academic Curriculum and Requirements

A. Major Map

Attach a copy of the "proposed" major map for this degree program. If this program will be delivered online as well as in-person, attach a copy of both the major map and the online major map. Instructions on how to create a "proposed major map" in BAMM can be found in the Build a Major Map Training Guide.

B. Summary of Credit Hours Required for this Program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
First Year Composition	**6**
ASU 101 (or equivalent)	1
General Studies	6
Core/required courses	56
Program specific electives - tracks	18
Additional requirements (Major Prerequisites)	23
Other; please explain - general university electives	10
Total	**120**

2020 Course List for Population Health (BS) (Proposed)

College of Health Solutions | RSBJOLX

Major Requirements	Credit Hours	Min. Grade
Major Core Requirements		
BMI 102: Introduction to Population Health Informatics	3	C
CHS 280: Experiential Community Health and Research OR CHS 294: Community Health and Translational Research	4	Y
CHS 340: Health Theory	3	C
CHS 484: Translational Research OR CHS 484: Internship	4	Y
ENG 203: Introduction to Health Humanities	3	C
EXW 450: Social Determinants of Health and Health Behavior ((L or SB) & C)	3	C
HCD 300: Biostatistics (CS)	3	C
HCD 310: Health Communication	3	C
HCD 332: Population Health Policy and Legislation	3	C
HCD 402: Health Economics	3	C
HCD 422: Health Disparities and Access to Health	3	C
HEP 102: Principles and Foundations of Health Education and Health Promotion	3	C
HEP 444: Epidemiology	3	C
MED 320: Applied Medical/Health Care Ethics (HU)	3	C
MED 445: Prevention and Management of Chronic Disease	3	C
PBH 201: Economics for Health Majors OR ECN 211: Macroeconomic Principles (SB)	3	C
POP 100: Introduction to Population Health	3	C
POP 333: Systems Thinking in Population Health	3	C
Track Focus Area Course	9	C
Upper Division Track Focus Area Course	9	C
Major Prerequisites		
ASB 100: Introduction to Global Health (SB & G)	3	C
BIO 181: General Biology I (SQ)	4	C
BIO 182: General Biology II (SG)	4	C
MAT 117: College Algebra (MA)	3	C
NTR 100: Introduction to Nutrition Science	3	C
SOC 101: Introductory Sociology (SB)	3	C
College Requirement		
CHS 100: Optimizing Your Health and Performance (SB) OR CHS 300: The Science of Well-Being (SB)	3	C

Electives	Credit Hours	Min. Grade
Elective	10	

Track/Groups

Health Care Compliance and Regulations	Policy in Population Health	Health Education Specialist
HCR 260: Health Care Industry and Regulation	HCD 303: Global Health Care Systems (G)	HEP 241: Health Education Methods for Injury Prevention and Preparedness or HEP 251: Preventing HIV and Substance Abuse or HEP 303: Human Sexuality for Health Education or HEP 350: Substance Abuse and Addictive Behavior or HEP 361: Social Media and Marketing for Health or HEP 371: Conflict Management and Mediation and Violence Prevention or HEP 380: Body
HCR 261: Health Care Compliance	HCD 330: Health Care Systems in the U.S.	
HCR 263: Introduction to Medical Billing and Compliance	HSC 432: Legal Issues in Health Care	
HCR 360: Data Security and Privacy in Health Care Compliance	MED 300: Historical and Contemporary Issues in Health (L)	
	PAF 340: Contemporary Policy Challenges	

HCR 362: Monitoring and Auditing for Health Care Compliance
HCR 460: Investigations and Disclosures in Health Care Compliance

POP 444: Population Health Field Experience

Image and Wellness or HEP 443: Emotional Health and Interpersonal Relationships or HEP 476: Community Health
HEP 348: Methods of Health Education
HEP 452: Health Advocacy in Health Education
HEP 454: Health Promotion Program Planning and Implementation
HEP 456: Health Promotion Program Evaluation
HEP 466: Health Promotion Program Management and Administration

Management and Leadership in Population Health
HCD 304: Health Care Finance
HCD 401: Leadership and Professionalism
HCD 403: Process Engineering
HEP 454: Health Promotion Program Planning and Implementation
HSC 432: Legal Issues in Health Care
IBC 420: Population Health Management

Health Informatics in Population Health
ASM 201: Epidemics and Outbreaks
BMI 311: Modeling Biomedical Knowledge
BMI 312: Modeling Biomedical Data
BMI 410: Database Management in Health Care
GIS 205: Geographic Information Science I (CS)
GIS 211: Geographic Information Science II (CS)

C. Concentrations

i. Are any concentrations to be established under this degree program? **No, concentrations will not be established.**

i. If yes, are concentrations required?

i. List courses & additional requirements for the proposed concentration(s)

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

4. New Course Development

One new course is being created for this degree: POP 333: Systems Thinking in Population Health

A. Will a new course prefix (es) be required for this degree program? No, we will use the prefix POP

If yes, list prefix name(s) (i.e. ENG- English):

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: New prefix request form.

B. New Courses Required for Proposed Degree Program

List all new courses required for this program, including course prefix, number and course description.

POP 333: Systems Thinking in Population Health

Explores the complex structural (eg, organizations) and functional (eg, policies) components that function as a system to impact the health of populations.

Note: New course requests must be submitted electronically via Curriculum ChangeMaker and undergo all internal university review and approval steps including those at the unit, college, and university levels.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

In the United States, it is clear that health care costs are not sustainable, and the systems needed to optimize the health of populations is in flux. Approximately 5% of the population accounts for 50% of the health care costs, and 30-50% of disease is preventable. Thus, there is great need to both increase prevention efforts via traditional public health approaches and provide improved and more efficient health care to assure that the health care system can be most effective.

Implementation of improved disease prevention and health care requires systemic changes across all stakeholders in the health system, including governments, health care providers, businesses that purchase health care, communities, and individuals. At the same time, broader social changes must be optimized to foster population health improvements. For example, new technologies (e.g., wearable technologies, smart phones, and the internet) and rapidly changing informatics infrastructures (e.g., EMR systems, social media) are transforming and fostering complex networks that can be optimized to improve health.

As a result of this changing landscape, the Institute of Medicine (IOM, 2012) emphasized the need to optimize these systems to improve population health, and the IOM concluded that "the integration of primary care and public health holds great promise as a way to improve the health of society". Population health is thus an organizing framework that seeks to align the systemic components that impact health – including integration within the care delivery system and broader health and social systems that contribute to health – and related areas of legislation and policy.

The new BS degree in Population Health will prepare students for this new approach to improving health. Students will take classes that blend health care delivery and public health, but also include coursework in health informatics, systems thinking, health economics, social determinants of health, health policy and health theory. Equally important is that from the very beginning of their academic training in population health, and throughout their time in the program, students will actively engage in experiential activities that will allow them to gain real world experience in this changing health environment. Included in this training will be innovative involvement in community-based citizen science initiatives.

The job market for students trained in population health is increasing rapidly. In July 2019, there were 16,161 job postings that included 'population health', and our analysis found that population health job postings increased 86% in the 2 years ending July 2019. Based on the EMSI analysis, the top 20 organizations posting population health positions were health care provider organizations (including Banner Health, one of the largest health care providers in Arizona), insurers, and universities. Other organizations seeking trainees in population health include pharmaceutical companies and businesses becoming engaged in the health field (e.g. IBM and Amazon). Cities are also posting thousands of jobs in population health, including Phoenix, which posted 428 unique positions that included population health in the description (7th highest in the nation). The types of occupations for which those trained in population health can expect to apply include 'Medical and Health Services Managers', 'Management Analysts', "Health Services Director', 'Medical Assistant', 'Research Analyst', etc.

We were able to identify only 7 academic programs offering the bachelor's degree in population health. Given the rapidly increasing job opportunities in this area, developing a B.S. program in Population Health at ASU will meet an emerging need.

6. Impact on Other Programs

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

Population Health is an emerging field that brings together two major fields, health care delivery and public health, using a systems thinking approach that makes this new degree greater than the sum of the two fields. Because the population health degree blends health care delivery and public health, and both of these degrees are within the College of Health Solutions, we do not anticipate that it will have a negative impact on the Watts College of Public Service and Community Solutions academic program in public service and public policy or the Edson College of Nursing and Health Innovation community health degree. In addition, population health should not impact the global health B.A. degree in the College of Liberal Arts and Sciences because that degree is primarily global in focus, largely addressing the health in developing world countries, while the Population Health degree is not. Further, Population Health is more science-oriented than the Global Health degree.

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	**2nd Year** (Yr 1 continuing + new entering)	**3rd Year** (Yr 1 & 2 continuing + new entering)	**4th Year** (Yrs 1, 2, 3 continuing + new entering)	**5th Year** (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	50	75	150	250	400

8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

9. Faculty & Staff

A. Current Faculty

List the name, rank, highest degree obtained, and area of specialization or expertise of all current faculty who will teach in the program, and estimate their level of involvement.

Marc Adams, Associate Professor, PhD - behavior change, psychology, public health

Holly Aguila, Instructor, MS - exercise and wellness

Janelle Anderson, Instructor, MS - exercise and wellness

Meg Bruening, Associate Professor, PhD - nutrition, public health

Matthew Buman, Associate Professor, PhD - healthy lifestyles, sleep disorders, human activity analysis

Sue Dahl Popolizio, Clinical Associate Professor, DBH - chronic disease, behavior processes

Devi Davis-Strong, Lecturer, DRPH - social determinants of health, health disparities, public health

Cheryl Der Ananian, Associate Professor, PhD - exercise science, health promotion

Kathleen Dixon, Clinical Professor, M.Ed. - food service in health care, pediatric diet therapy

Deborah Helitzer, Dean and Professor, ScD. - health disparities, health outcomes, social determinants of health

Simon Holzapfel, Clinical Assistant Professor, PhD - exercise, neurorehabilitation, healthy lifestyles

Micki Hrncir, Lecturer, MS - public and community health, health and well-being

Shawn Hrncir, Senior Lecturer, PhD - substance abuse, violence

Alexis Kostan, Assistant Professor, PhD - public health, cancer prevention and screening, health communication

Chong Lee, Associate Professor, EdD - epidemiology and biostatistics, chronic disease

Scott Leischow, Director (FSC) and Professor, PhD - public health, complex systems, health disparities, global health

Lesley Manson, Clinical Associate Professor, Psy.D. - health outcomes, healthy lifestyles, health communication

Sarah Martinelli, Clinical Assistant Professor, MS - nutrition

Kasondra McCracken, Lecturer, MS - public health, stress management, healthy lifestyles

Mac McCullough, Assistant Professor, PhD - public health, health economics, organizational behavior

Jordan Miller, Lecturer, DrPH- food policy, public health, diabetes, social determinants of health

Punam Ohri-Vachaspati, Professor, PhD - social-ecological determinants of obesity, health outcomes, determinants of food access

Swapna Reddy, Clinical Assistant Professor, Dr. PH. - health law and policy, health equity

William Riley, Professor, PhD - health care delivery, health care finance, quality improvement in methods/techniques/implementation

George Runger, Director (FSC) and Professor, PhD - informatics, bioinformatics

Lauren Savaglio, Lecturer, EdD - public health, health education, HIV/AIDS

Ann Sebren, Principal Lecturer, Ed.D. - stress science and management, mindfulness, healthy lifestyles

Lisa Smith, Lecturer, PhD - stress management, obesity, exercise, physical activity

Natasha Tasevska, Associate Professor, PhD - dietary biomarkers, epidemiology, chronic disease

Dongwen Wang, Professor, PhD - informatics, health information technology

Deborah Williams, Clinical Assistant Professor, PhD - social determinants of health, global health, obesity

Natalia Wilson, Clinical Associate Professor, M.P.H. - public health, healthcare systems, populations

Jeffrey Wolz, Clinical Associate Professor, MA - clinical laboratory science

B. New Faculty

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

N/A

C. Administration of the Program

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

All admissions will be managed by ASU's Undergraduate Admissions Office. The College of Health Solutions maintains a centralized advising/academic support staff. There are currently 14 full-time Academic Advising Coordinators/Specialists/Managers and support staff available for advisement of students. Scheduling of courses will be administered by the same academic support staff who currently perform that function for the college; these staff input the data provided by faculty who coordinate and delineate course offerings and faculty assignments.

10. Resources (necessary to launch and sustain the program)

A. Required Resources

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

N/A

B. Resource Acquisition

Explain how the resources to support this program will be obtained.

N/A

ARIZONA STATE UNIVERSITY

PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS

(This information is used to populate the Degree Search/catalog website.)

1. Program Name (Major): Population Health

2. Marketing Description (*Optional.* 50 words maximum. The marketing description should not repeat content found in the program description).

Population health is an emerging field built on the premise that optimizing health requires a blending of both public health and health care delivery, two educational domains central to CHS. Population health jobs have increased by 86% in two years.

3. Program Description (150 words maximum)

Improving the health of populations requires an understanding of complex systems that impact health. The BS program in population health integrates the fields of public health and health care delivery to teach students about these complex factors. Students in this program benefit as the emerging field of population health requires training in an array of disciplines already fundamental to the College of Health Solutions, including biomedical informatics, economics, social determinants of health, program and community assessment, program planning and evaluation, health care delivery, and health policy. Students learn how social determinants, access to care, decision-making, policy and infrastructure influence the health of defined groups, as well as the roles of various stakeholders (e.g., health care organizations, governments, businesses, non-profits, etc.) and how to work across systems to improve health.

This program capitalizes on its multidisciplinary approach that features experiential learning, including student engagement as citizen scientists, to better understand the complex factors impacting population health.

4. Contact and Support Information

Building code and room number: *(Search ASU map)*	HLTHN, 4th floor
Program office telephone number: (*i.e. 480/965-2100*)	602/496-3300 -
Program Email Address:	chs@asu.edu
Program Website Address:	https://chs.asu.edu

5. Delivery/Campus Information Options:

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

6. Campus/Locations *indicate **all** locations where this program will be offered.*

☒ Downtown Phoenix ☐ Polytechnic ☐ Tempe ☐ Thunderbird ☒ West ☐ Other:

7. Additional Program Description Information

A.	Additional program fee required for this program?	No
B.	Does this program have a second language requirement?	No

8. Career Opportunities

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

Multiple career opportunities exist for students majoring in population health, depending on the specific areas of expertise that students develop via core training in population health and the specific track that the student pursues. Students who pursue the biomedical

information track, for example, will be most qualified for positions that require working with a variety of datasets, while students who choose the health education specialist track will be trained to work at the interface of health care and public health.

Specific job titles that currently exist for those trained in population health include:

- Health Care Data Analyst
- Population Health Analyst- Population Health
- Population Health Community Health Worker
- Population Health Coordinator
- Population Health Practice Liaison - Population Outreach
- Population Health Specialist
- Program Coordinator

9. Additional Freshman Admission Requirements

If applicable, list any freshman admission requirements that are higher than and/or in addition to the university minimum undergraduate admission requirements.

None

10. Additional Transfer Admission Requirements

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

None

11. Change of Major Requirements

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors.

If applicable, list any additional requirements for students who may change their major into this program.

N/A

12. Keywords

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

global health

community health

complex systems

systems thinking

health policy

legislation

health economics

health disparities

access to health

social determinants of health

13. Advising Committee Code

List the existing advising committee code to be associated with this degree.
UGNHDB (Downtown) and UGNH14 (West)

Note: If a new advising committee needs to be created, please complete the following form:
Proposal to create an undergraduate advising committee

14. Change of Major E-mail Address:

List the contact email address to direct students who are interested in changing to this major.

chs@asu.edu

15. First Required Math Course

List the first math course required in the major map.

MAT 117 College Algebra

16. WUE Eligible

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

NO

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

17. Math Intensity

a. List the highest math course required on the major map. (This will not appear on Degree Search.)

MAT 117 College Algebra

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: https://catalog.asu.edu/mathintensity

Moderate

18. ONET Codes

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: http://www.onetonline.org/crosswalk/SOC/. Alternate titles displayed on Degree Search may vary and can be found at: https://catalog.asu.edu/alternate-career-titles.

21-1094.00	Community Health Workers	19-1041.00	Epidemiologists
29-2099.00	Health Technologists and Technicians, All Other	21-1093.00	Social and Human Service Assistants
15-1199.09	Information Technology Project Managers	31-9099.00	Healthcare Support Workers, All Other
11-9151.00	Social and Community Service Managers		
21-1091.00	Health Educators		

19. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

☐	**Architecture & Construction**	☒	**Health & Wellness**
☐	**Arts**	☐	**Humanities**
☐	**Business**	☐	**Interdisciplinary Studies**
☐	**Communications & Media**	☐	**Law, Justice, & Public Service**
☐	**Computing & Mathematics**	☐	**STEM**
☐	**Education & Teaching**	☐	**Science**
☐	**Engineering & Technology**	☐	**Social and Behavioral Sciences**
☐	**Entrepreneurship**	☐	**Sustainability**
☐	**Exploratory**		

B.	Select **one (1)** secondary area of interest from the list below that applies to this program.		
☐	**Architecture & Construction**	☐	**Health & Wellness**
☐	**Arts**	☐	**Humanities**
☐	**Business**	☐	**Interdisciplinary Studies**
☐	**Communications & Media**	☐	**Law, Justice, & Public Service**
☐	**Computing & Mathematics**		**STEM**
☐	**Education & Teaching**	X	**Science**
☐	**Engineering & Technology**	☐	**Social and Behavioral Sciences**
☐	**Entrepreneurship**	☐	**Sustainability**
☐	**Exploratory**		

Assessment Plan - BA in Population Health

Program Mission Statement

The mission of the Bachelor of Science in Population Health at ASU is to provide students with a comprehensive, rigorous academic core of knowledge and professional skills to prepare students for careers dedicated to promoting and achieving improvements in population health. The program is dedicated to assuring that students understand – through academic coursework and community engagement - the complex biological, behavioral, social and economic factors and systems that impact the health of populations. Students will synthesize their academic and community experiences to learn about programs and initiatives to improve the health of populations. This blend of academic and experiential learning will prepare students for future careers in the rapidly changing and interconnected field of population health. Edit

Edit All

Program Goals:	1. Prepare students and graduates to enter the workforce with an ability to identify diverse populations and describe a complex system of factors affecting population health. 2. Equip students and graduates with critical thinking skills needed to identify the interplay of complex factors from healthcare and public health that affect the health of diverse populations 3. Train students and graduates on various technical methodologies needed to collect data and implement programs or disseminate information in health care systems, communities, and other environments to promote population health.	Edit
Outcome 1:	"Complex Systems":Students and graduates of the Bachelor of Science in Population Health (POP) will be able to describe the complex system of interrelationships and factors affecting the health of a population (e.g., inequity, income, education, healthcare system, policy, environment, demographic trends).	EditDelete
General Education:	Creative Thinking;Critical Thinking;Ethical Reasoning;Global, Historical, Cultural Awareness;Information Literacy;Inquiry and Analysis;Problem Solving;Teamwork and Collaboration;Written Communication;	Edit
Concepts:	Students and graduates will distinguish the complex interrelationship of multiple factors including the role of government regulatory agencies such as the Arizona Department of Health Services (ADHS) and the U.S. Department of Health and Human Services (USDHHS) that impact population health through repeated exposure to experiential learning opportunities.	Edit
Competencies:	Interpret health theory and its role in healthcare and public health as part of a larger interrelated system of organizations that influence the health of populations at local, national, and global levels. Collaborate with individuals and organizations in developing and implementing a vision for a healthy community with an emphasis on health equity and disease prevention. Note: The POP degree	Edit

	requirements reflect the 'Competencies for Population Health Professionals (Population Health Competencies)' established by the Population Health Foundation.	
Assessment Process:	blank	Edit
Measure/Method 1.1:	Students will be assessed on their ability to complete an analysis paper, based on their application of systems thinking concepts during POP - 333 Systems Thinking in Population Health course (3rd-year course).	EditDelete
Performance Criterion 1.1:	At least 80% of POP students will receive a “B” or better on the analysis paper devoted to systems thinking concepts in POP 333 Systems Thinking as scored using a faculty-developed rubric.	Edit
Measure/Method 1.2:	Students will be assessed on their ability to complete an applied group project based on selected health theory during CHS - 340 Health Theory course (3rd-year course).	EditDelete
Performance Criterion 1.2:	At least 80% of POP students will demonstrate a "mastery" of applying health theory concepts to a group project as documented by a faculty-developed rubric.	Edit
Outcome 2:	"Data Science": Students and graduates of the Bachelor of Science in Population Health (POP) will be able to locate informatics and knowledge management technology in ethical ways to summarize data and information relevant to population health.	EditDelete
General Education:	Critical Thinking;Ethical Reasoning;Information Literacy;Inquiry and Analysis;Problem Solving;Verbal Communication;Written Communication;	Edit
Concepts:	Students will examine the application of health informatics concepts and implement technological tools (e.g. data visualization) through a variety of assignments and projects in courses such as Public Health Informatics, Systems Thinking, Biostatistics, and translational team settings.	Edit
Competencies:	Ethically collect, analyze, and interpret data and information associated with population health systems. Note: Because improving population health depends on access to and use of multiple types of information (eg, healthcare, epidemiology, product sales, etc), students and graduates will receive an education in health informatics that is increasingly fundamental to all population health careers. The POP degree requirements reflect the 'Competencies for Population Health Professionals (Population Health Competencies)' established by the Population Health Foundation.	Edit
Assessment Process:	blank	Edit
Measure/Method 2.1:	Students will be assessed via an analysis paper on their skills to locate and explain health information systems and to discuss ethical considerations in the application of information systems during	EditDelete

	POP 333 - Systems Thinking in Population Health course (3rd-year course).	
Performance Criterion 2.1:	At least 80% of POP students will demonstrate a "mastery" of concepts in health information systems, POP 333 Systems Thinking as assessed by a faculty-developed rubric.	Edit
Measure/Method 2.2:	Students will be assessed via an applied group project that requires them to collect, analyze and interpret information (eg clinical, community, social media, etc) relevant to population health during BMI 102- Introduction to Population Health Informatics course (1st-year course).	EditDelete
Performance Criterion 2.2:	At least 80% of POP students will demonstrate a "mastery" of applied health informatics, BMI 102- Introduction to Population Health as assessed by a faculty-developed rubric.	Edit
Measure/Method 2.3:	Students will be able to interpret the results of varied research and statistical methods as well as execute and interpret statistical functions appropriate to the characteristics of varied data sets.	EditDelete
Performance Criterion 2.3:	At least 80% of POP students will score a 75% or above on the HCD 300: Biostatistics exam #3.	Edit
Outcome 3:	"Social Determinants of Health": Students and graduates of the Bachelor of Science in Population Health (POP) will be able to explain the role that social determinants of health, as reflected in the diversity of individuals and groups (e.g., culture, language, health status, literacy), has on the nature of civil discourse and its influence of policies, programs, services, and the health of populations.	EditDelete
General Education:	Critical Thinking;Ethical Reasoning;Global, Historical, Cultural Awareness;Inquiry and Analysis;Language and Literacy;Problem Solving;Verbal Communication;Written Communication;	Edit
Concepts:	The POP degree will highlight the importance of the conditions in which people born, grow, live, and work, and that ultimately determine health outcomes in a particular population. Multiple courses will continue to reinforce the role of social determinants of health including health policy, health economy, health disparities and access to health, and epidemiology in public health.	Edit
Competencies:	Students and graduates will explain factors in which people are born, grow, live, and work, and that ultimately determine health outcomes in a particular population. Note: The POP degree will highlight the importance of the conditions in which people born, grow, live, and work, and that ultimately determine health outcomes in a particular population. Multiple courses will continue to reinforce the role of social determinants of health including health policy, health economy, health disparities and access to health, and epidemiology in public health. List and describe how social determinants of health - as reflected in the diversity of individuals and subgroups identified through a shared culture, language, health status, organization, location, or literacy -	Edit

	influence policies, programs, services, and the health of populations.	
Assessment Process:	blank	Edit
Measure/Method 3.1:	Students will be assessed via an analysis paper on their understanding of social determinants of health and population health with particular emphasis on addressing issues of health equity during EXW 450 Social Determinants of Health course (4th-year course).	EditDelete
Performance Criterion 3.1:	80% of population health students will demonstrate a "mastery" of social determinants of health concepts, as determined by a faculty-developed rubric.	Edit
Measure/Method 3.2:	Students will be assessed on their ability to successfully design an applied group project aimed to address one or more social determinants of health relevant to a significant challenge in a local community with a particular emphasis on civil discourse. EXW 450 Social Determinants of Health course (4th-year course).	EditDelete
Performance Criterion 3.2:	At least 80% of POP students will demonstrate a "mastery" in the application of social determinants of health theory, as scored by a faculty-developed rubric.	Edit
Outcome 4:	"Evaluation": Students and graduates of the Bachelor of Science in Population Health (POP) will be able to identify and examine health-related organizational structures and functions in a community (e.g., schools, healthcare organizations, businesses, health departments), and contribute to the population health evidence base (e.g., community-based participatory research, authoring articles, implementation, and dissemination of citizen science, adapting existing practices).	EditDelete
General Education:	Critical Thinking;Ethical Reasoning;Inquiry and Analysis;Problem Solving;Quantitative Reasoning/Literacy;Teamwork and Collaboration;Verbal Communication;Written Communication;	Edit
Concepts:	Students and graduates will develop relationships with various local agencies that work to address and evaluate population health challenges. Note: The POP degree will offer numerous opportunities for students to become acquainted with health-related organizational structures at the local and international levels through courses like community health and introduction to global health. Moreover, students will have the ability to start contributing to the knowledge base of population health through their direct participation in translational research under the guidance of experienced faculty from this college.	Edit
Competencies:	Establish respectful relationships- through planning, decision-making, and evaluation of health policies, programs, and services - with community members, health service organizations, health care systems, government and non-government agencies, and an array of interdisciplinary scientists. Note: Because improving population	Edit

	health involves working with and optimizing organizations, students will learn program planning and evaluation, as well as decision-making processes relevant to health policies, programs, and services. The POP degree requirements reflect the 'Competencies for Population Health Professionals (Population Health Competencies)' established by the Population Health Foundation.	
Assessment Process:	blank	Edit
Measure/Method 4.1:	Students will be assessed on their ability to write and present a paper on the role and interaction of organizations that are relevant to population health, with particular emphasis on assessing collaborative networks that impact population health policies and practices during CHS 294 Experiential Learning course (2nd-year course) and CHS 340 Health Theory (3rd-year course).	EditDelete
Performance Criterion 4.1:	At least 80% of POP students will demonstrate a "mastery" of the concept of health-related organizational structures and functions, on the critical reflection paper in each course: CHS 294 Experiential Learning and CHS 340 Health Theory, as assessed by a faculty-developed rubric.	Edit
Measure/Method 4.2:	Students will be assessed on their ability to successfully complete an applied group project (e.g. microprogram plan) on the organizational networks relevant to population health during CHS 484 Internship course.	EditDelete
Performance Criterion 4.2:	At least 80% of population health students will demonstrate a "mastery" in the application of program planning and evaluation during CHS 284 Internship experience course, as assessed by a faculty-developed rubric.	

2020 - 2021 Major Map
Population Health, (Proposed)

School/College:
RSBJOLX

Term 1 0 - 15 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
BIO 181: General Biology I (SQ)	4	C	• An SAT, ACT, Accuplacer, IELTS, or TOEFL score determines placement into first-year composition courses • Mathematics Placement Assessment score determines placement in mathematics course • ASU 101 or college-specific equivalent First-Year Seminar required of all first-year students. • Students interested in pursuing graduate school should take a higher level math in term 1 (or later as an elective for those placing into MAT 117 in term 1). • Join a student club or professional organization.
CHS 101: The ASU Experience for Health Solutions Students	1		
CHS 280: Experiential Community Health and Research OR CHS 294: Community Health and Translational Research	1	Y	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
MAT 117: College Algebra (MA)	3	C	
SOC 101: Introductory Sociology (SB)	3	C	
Term hours subtotal:	15		

Term 2 15 - 29 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
BIO 182: General Biology II (SG)	4	C	• Students who enter as first-year students must complete CHS 100; students who enter with more than 45 hours may complete CHS 300.
CHS 100: Optimizing Your Health and Performance (SB) OR CHS 300: The Science of Well-Being (SB)	3	C	
CHS 280: Experiential Community Health and Research OR CHS 294: Community Health and Translational Research	1	Y	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
POP 100: Introduction to Population Health	3	C	
Complete ENG 101 or ENG 105 or ENG 107 course(s)	0		
Term hours subtotal:	14		

Term 3 29 - 45 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
NTR 100: Introduction to Nutrition Science	3	C	• Secure a part-time job or volunteer experiences. • Become a student member of a professional organization.
ASB 100: Introduction to Global Health (SB & G)	3	C	
CHS 280: Experiential Community Health and Research OR CHS 294: Community Health and Translational Research	1	Y	
Humanities, Arts and Design (HU) AND Historical Awareness (H)	3		
Complete 2 courses: Elective	6		
Complete Mathematics (MA) requirement	0		
Term hours subtotal:	16		

Term 4 45 - 61 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes

PBH 201: Economics for Health Majors OR ECN 211: Macroeconomic Principles (SB)	3	C	• Explore an internship.
BMI 102: Introduction to Population Health Informatics	3	C	
CHS 280: Experiential Community Health and Research OR CHS 294: Community Health and Translational Research	1	Y	
ENG 203: Introduction to Health Humanities	3	C	
HEP 102: Principles and Foundations of Health Education and Health Promotion	3	C	
Literacy and Critical Inquiry (L)	3		
Term hours subtotal:	16		

Term 5 61 - 77 Credit Hours Necessary course signified by	**Hours**	**Minimum Grade**	**Notes**
CHS 340: Health Theory	3	C	• Gather professional references.
CHS 484: Translational Research OR CHS 484: Internship	1	Y	
HCD 300: Biostatistics (CS)	3	C	
HCD 310: Health Communication	3	C	
MED 320: Applied Medical/Health Care Ethics (HU)	3	C	
POP 333: Systems Thinking in Population Health	3	C	
Term hours subtotal:	16		

Term 6 77 - 93 Credit Hours Necessary course signified by	**Hours**	**Minimum Grade**	**Notes**
EXW 450: Social Determinants of Health and Health Behavior ((L or SB) & C)	3	C	• Develop your professional online presence.
HCD 332: Population Health Policy and Legislation	3	C	
HEP 444: Epidemiology	3	C	
CHS 484: Translational Research OR CHS 484: Internship	1	Y	
HCD 402: Health Economics	3	C	
HCD 422: Health Disparities and Access to Health	3	C	
Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).			
Term hours subtotal:	16		

Term 7 93 - 106 Credit Hours Necessary course signified by	**Hours**	**Minimum Grade**	**Notes**
Complete 3 courses: Track Focus Area Course	9	C	
CHS 484: Translational Research OR CHS 484: Internship	1	Y	
MED 445: Prevention and Management of Chronic Disease	3	C	
Term hours subtotal:	13		

Term 8 106 - 120 Credit Hours Necessary course signified by	**Hours**	**Minimum Grade**	**Notes**
Complete 3 courses: Upper Division Track Focus Area Course	9	C	
CHS 484: Translational Research OR CHS 484: Internship	1	Y	
Elective	4		
Term hours subtotal:	14		

- Population Health Students must choose a single track from which to complete their degree. The selected track will allow students to move confidently into a career or into an MS in Population Health.

Hide Course List(s)/Track Group(s)

Health Care Compliance and Regulations
HCR 260: Health Care Industry and Regulation
HCR 261: Health Care Compliance
HCR 263: Introduction to Medical Billing and Compliance
HCR 360: Data Security and Privacy in Health Care Compliance
HCR 362: Monitoring and Auditing for Health Care Compliance
HCR 460: Investigations and Disclosures in Health Care Compliance

Policy in Population Health
HCD 303: Global Health Care Systems (G)
HCD 330: Health Care Systems in the U.S.
HSC 432: Legal Issues in Health Care
MED 300: Historical and Contemporary Issues in Health (L)
PAF 340: Contemporary Policy Challenges
POP 444: Population Health Field Experience

Health Education Specialist
HEP 241: Health Education Methods for Injury Prevention and Preparedness or HEP 251: Preventing HIV and Substance Abuse or HEP 303: Human Sexuality for Health Education or HEP 350: Substance Abuse and Addictive Behavior or HEP 361: Social Media and Marketing for Health or HEP 371: Conflict Management and Mediation and Violence Prevention or HEP 380: Body Image and Wellness or HEP 443: Emotional Health and Interpersonal Relationships or HEP 476: Community Health
HEP 348: Methods of Health Education
HEP 452: Health Advocacy in Health Education
HEP 454: Health Promotion Program Planning and Implementation
HEP 456: Health Promotion Program Evaluation
HEP 466: Health Promotion Program Management and Administration

Management and Leadership in Population Health
HCD 304: Health Care Finance
HCD 401: Leadership and Professionalism
HCD 403: Process Engineering
HEP 454: Health Promotion Program Planning and Implementation
HSC 432: Legal Issues in Health Care
IBC 420: Population Health Management

Health Informatics in Population Health
ASM 201: Epidemics and Outbreaks
BMI 311: Modeling Biomedical Knowledge
BMI 312: Modeling Biomedical Data
BMI 410: Database Management in Health Care
GIS 205: Geographic Information Science I (CS)
GIS 211: Geographic Information Science II (CS)

Total Hours: 120
Upper Division Hours: 45 minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00 minimum
Total hrs at ASU: 30 minimum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)

Hrs Resident Credit for
Academic Recognition: 56 minimum
Total Community College Hrs: 64 maximum

- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2020 - 2021 academic year.

Thanks Kathy. We look forward to getting together. Best wishes. Scott

On Aug 31, 2019, at 12:39 PM, Katherine Kenny <Katherine.Kenny@asu.edu> wrote:

Dear Scott – thank you for your considerations. I'm asking Maria Pedregon who manages my schedule to set something up for us in late September, early October. I'd like to include Brenda Hosley who is the program director for those courses and Mary Smalle the director of healthcare compliance and regulation. And Cris Wells, our Sr. Director of Academic Operations. Really appreciate the opportunity!

Best,
Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN
Associate Dean of Academic Affairs
Clinical Professor
<image003.png>
550 N. 3rd Street | Phoenix, AZ 85004
(P) 602-496-1719
(F) 602-496-0545
Katherine.kenny@asu.edu
https://nursingandhealth.asu.edu/

From: Scott Leischow <Scott.Leischow@asu.edu>
Sent: Friday, August 30, 2019 09:42
To: Katherine Kenny <Katherine.Kenny@asu.edu>
Cc: Deborah Helitzer (Dean) <Deborah.Helitzer@asu.edu>; Kate Lehman <KATE.LEHMAN@asu.edu>; Kate Brown <KateBrown@asu.edu>
Subject: Re: Letter of Support for CHS academic program in Population Health

HI Kathy, thanks again for providing the Dean's support and your excellent suggestions below. We really like the idea of collaborating with you folks and others on the degree. We have added the "Health Care Compliance and Regulations" track. The innovation track doesn't fit so well at this point, and the health care coordination overlaps a bit too much with one of our tracks.

Your suggestion about adding HCR 210 Ethics for the Health Care Professional works really well, so we have added that as an optional alternative to HCD 320. This may help transfer students since I gather community colleges offer HCR 210. Your systems thinking course looks very interesting, but we have taken a much broader perspective in our course, with a strong emphasis on a broad range of factors impacting population health that includes health care systems but much more (eg social norms, taxation policy, business decisions, etc). So we will use our course. The ASB 100 isn't optimal for us, but we are very happy to add HCR 484 as an elective.

Since we need to get the proposal in next week, my suggestion is that we meet over the next several months to talk about how to foster collaboration on the program. Best wishes. Scott

From: Katherine Kenny <Katherine.Kenny@asu.edu>
Date: Thursday, August 29, 2019 at 2:17 PM
To: scott leischow <Scott.Leischow@asu.edu>
Cc: "Deborah Helitzer (Dean)" <Deborah.Helitzer@asu.edu>
Subject: FW: Letter of Support for CHS academic program in Population Health

Dear Scott,

Thank you for sending the request for support of a new population health degree and associated course and the attached information. I have reviewed the attached outline of the Population health Program and respective courses.
Here a few comments for thought:

- The PowerPoint mentions “track” courses. Could CHS consider tracks that might include the Edson College? For example, 1) health entrepreneurship and innovation track (or just health innovation), 2) health compliance and regulations 3) health care coordination? I’ve attached our tracks for your consideration.

- POP 333 – Systems Thinking in Population Health. Edson offers a systems thinking course – HCI 412 (syllabus attached). After your review of the syllabus, would you consider using HCI 412 in place of POP 333? We would change our pre-reqs. You likely are looking for a population health focus, so perhaps we could offer a section just for your majors.

  Edson Course:
  HCI 412: Transforming Health Care: A Systems Perspective for Innovation
  Description: Basic elements of systems thinking as a framework for innovation in addressing current and future issues in health care. Focuses on what occurs at the intersection of disciplines as being fundamental to transforming health care. Stresses the importance of collaboration to the systems perspective, in addition to the value of individual worldviews.
  Credits: 3
  Current pre-reqs: HCI 311

- HCD 320 Applied Medical / Health Care Ethics (HU) is list as a required course. If your plan has enough upper division credit hours could HCR 210 Ethics for the Health Care Professional be an option in this major? Maybe offer the requirement of HCD 320 or HCR 210. The syllabus for HCR 210 is attached.

- ASB 100 Introduction to Global Health is listed as a required course and is offered by The College. Could you consider adding HCR 230 Culture and Health as an option? The requirement would then be “ASB 100 Introduction to Global Health or HCR 230 Culture and Health.” A sample syllabus for HCR 230 is attached.

- Edson currently offers HCR 484 titled “Population Health”. Is there a place this course could fit in to your degree program or perhaps we should look at your population health course to see if it would fit into our programs. An older version of the syllabus is attached.

On behalf of Dean Judy Karshmer and the Edson College of Nursing and Health Innovation, we enthusiastically support your new academic program in Population Health and look forward to exploring ongoing collaborations. Best to you as you proceed through the University approval process.

All my best,
Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN
Associate Dean of Academic Affairs
<image004.png>
550 N. 3rd Street | Phoenix, AZ 85004
(P) 602-496-1719
(F) 602-496-0545
Katherine.kenny@asu.edu
https://nursingandhealth.asu.edu/

From: Scott Leischow <Scott.Leischow@asu.edu>
Date: Wednesday, August 21, 2019 at 10:25 PM
To: "Judith Karshmer (DEAN)" <Judith.Karshmer@asu.edu>
Cc: Kate Lehman <KATE.LEHMAN@asu.edu>
Subject: Letter of Support for CHS academic program in Population Health

21 August 2019

Dear Dean Karshmer:

The Arizona Board of Regents granted planning authority for the College of Health Solutions to develop a BS in Population Health (POP), and Dean Helitzer asked that I lead the effort to move the degree implementation process forward. The core premise of population health, as discussed by the Institute of Medicine in 2012, is that it blends the areas of healthcare delivery and public health, which reflects the changing and complex environment regarding health improvement in the U.S. By bringing these two areas together, along with additional areas of expertise such as economics and health behavior change, it is a logical extension of the domain areas currently within the College of Health Solutions. I have attached the academic program plan, and we request your support for the degree. In addition, we seek your support for the creation of a new course which will be part of that degree – POP 333 Systems Thinking in Population Health. I would be happy to answer any questions that you might have, as would Dr. Helitzer. Because we need to submit our packet internally by 5 September, we would be grateful if you or your designee can provide the letter before then.

Yours sincerely,

<image005.png>

Scott Leischow, Ph.D.

Professor and Director, Translational Science
Arizona State University
College of Health Solutions
425 N. 5th Street, Phoenix, AZ

From: Trisalyn Nelson <Trisalyn.Nelson@asu.edu>
Date: Wednesday, October 30, 2019 at 9:51 PM
To: scott leischow <Scott.Leischow@asu.edu>
Cc: Melanie Saridakis <Melanie.Saridakis@asu.edu>
Subject: Re: GIS courses for non-GIS majors

Dear Scott,

SGSUP would be pleased to invite Health Informatics students to take GIS205 and GIS211. This is an exciting degree and we look forward to collaborating.

Best,
Trisalyn

Dr. Trisalyn Nelson
Director, School of Geographical Sciences and Urban Planning
University Foundation Professor
Arizona State University
PO Box 875302
Tempe, AZ 85287-5302
480-727-5996

School of Human Evolution and Social Change
Arizona State University

September 20, 2019

Dear Dr. Leischow:

The School of Human Evolution and Social Change is pleased to support your new program in Population Health. We are happy that one of our courses is involved in the degree. We also support the creation of your new course POP 333 Systems Thinking in Population Health.

Please let me know if you require anything further.

Sincerely,

Kaye E. Reed

Kaye E. Reed, President's Professor
Director

School of Human Evolution and Social Change
P.O. Box 872402 Tempe, AZ 85287-2402
p: 480-965-6215 **f:** 480-965-7671 **email:** shescinfo@asu.edu **web:** shesc.asu.edu

From: William Terrill <wcterrill@gmail.com>
Date: Friday, August 23, 2019 at 10:11 AM
To: scott leischow <Scott.Leischow@asu.edu>, William Terrill <wcterrill@gmail.com>
Subject: Letter of Support for CHS academic program in Population Health

Good Morning Scott,

The Watts College of Public Service and Community Solutions is supportive of the proposed BS in Population Health (POP).

Please let there know if there is anything further you need at this stage.

Sincerely,

William Terrill, PhD
Arizona State University
Interim Associate Dean, Watts College of Public Service and Community Solutions
Professor, School of Criminology & Criminal Justice
North American Editor, *Policing: A Journal of Policy & Practice*

From: Scott Leischow <Scott.Leischow@asu.edu>
Sent: Wednesday, August 21, 2019 10:28:54 PM
To: Jonathan Koppell <koppell@asu.edu>
Cc: Kate Lehman <KATE.LEHMAN@asu.edu>
Subject: Letter of Support for CHS academic program in Population Health

21 August 2019

Dear Dean Koppell:

The Arizona Board of Regents granted planning authority for the College of Health Solutions to develop a BS in Population Health (POP), and Dean Helitzer asked that I lead the effort to move the degree implementation process forward. The core premise of population health, as discussed by the Institute of Medicine in 2012, is that it blends the areas of healthcare delivery and public health, which reflects the changing and complex environment regarding health improvement in the U.S. By bringing these two areas together, along with additional areas of expertise such as economics and health behavior change, it is a logical extension of the domain areas currently within the College of Health Solutions. I have attached the academic program plan, and we request your support for the degree. In addition, we seek

your support for the creation of a new course which will be part of that degree – POP 333 Systems Thinking in Population Health. I would be happy to answer any questions that you might have, as would Dr. Helitzer. Because we need to submit our packet internally by 5 September, we would be grateful if you or your designee can provide the letter before then.

Yours sincerely,

Scott Leischow, Ph.D.

Professor and Director, Translational Science

Arizona State University

College of Health Solutions

425 N. 5th Street, Phoenix, AZ

Hi Kate,

The College of Liberal Arts and Sciences supports the new BS in Population Health and looks forward to working with the College of Health Solutions as it launches this new and exciting program.

Sincerely,
PL

PAUL C. LEPORE, Ph.D.
Associate Dean
The College of Liberal Arts and Sciences
Armstrong Hall, Suite 152-H
1100 South McAllister Avenue
Arizona State University | P.O. Box 872601 | Tempe, Arizona 85287-2601
480.965.6506 | Fax: 480.965.2110 | e-mail: paul.lepore@asu.edu

ASU College of Liberal Arts and Sciences — ***First Year Forward***

From: Kate Lehman <KATE.LEHMAN@asu.edu>
Sent: Tuesday, February 11, 2020 1:59 PM
To: Paul LePore <Paul.Lepore@asu.edu>
Subject: FW: Update to Assessment Plans

Paul:

We have letters from GSUP and SHESC supporting our new BS in Population Health; now the Provost's office is asking for support from an Associate Dean on behalf of The College. Would you write a letter supporting the degree and send it to me?

Thanks,

Kate Lehman
Senior Director Academic Affairs and Innovation
Academic Integrity Officer
Arizona State University | College of Health Solutions
550 N. 3rd Street, Phoenix, AZ 85004 | Health North Room 514
602-496-0241 | kate.lehman@asu.edu | chs.asu.edu

ASU College of Health Solutions
Arizona State University