

## Council Approval

Note: This form is intended to track the progress of a proposal (whether from Academic Affairs or Health Sciences) through the Undergraduate and Graduate Councils.

Proposal: University of Utah MPH Program in Ghana, Africa

This proposal needs to go through:

Undergraduate Council	<input type="checkbox"/>
Graduate Council	<input checked="" type="checkbox"/>
Both Approvals	<input type="checkbox"/>
Grad Approval/Undergrad Notification	<input type="checkbox"/>

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This proposal has been approved by:

Chair of Undergraduate Council

Date: \_\_\_\_\_

Chair of Graduate Council

Date: 3/1/17

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- Once the appropriate signature(s) have been obtained, please forward this completed form to the Office of the Senior Vice President for Academic Affairs. *(NOTE: The SVP-AA is the Chief Academic Officer for the University of Utah and reports to the Board of Regents in this capacity. When necessary, the CAO will get a signature from the SVP-HSC.)*

Chief Academic Officer

R Watkins

Date: 3-2-17

Once the Chief Academic Officer's signature has been obtained, this approval document will be forwarded to the **Office of the Academic Senate**.

**Subject:** Re: Signing off on the MPH program  
**Date:** Thursday, March 9, 2017 at 4:57:31 PM Mountain Standard Time  
**From:** David Browdy  
**To:** Ruth Watkins  
**CC:** Cathy Anderson  
**Attachments:** image001.png

Hi Ruth. I share your concern about long-term non-philanthropic support for this program, and I understand the sensitive nature of the conversations with the donors. I am not comfortable committing to perpetual Health Sciences support of the MPH program in Ghana in the absence of donor support. I would be comfortable with language that would commit Health Sciences support during an unwind period should that be necessary to insure enrolled students can complete their degrees. Would that meet your needs?

Thanks,

David

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David H. Browdy  
Associate Vice President for Finance and  
Chief Financial Officer for the Health Sciences  
University of Utah  
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**From:** RUTH WATKINS <[ruth.watkins@utah.edu](mailto:ruth.watkins@utah.edu)>  
**Date:** Thursday, March 9, 2017 at 11:42 AM  
**To:** Self <[david.browdy@hsc.utah.edu](mailto:david.browdy@hsc.utah.edu)>  
**Cc:** Cathy Anderson <[cathy.anderson@utah.edu](mailto:cathy.anderson@utah.edu)>  
**Subject:** Signing off on the MPH program

Hi, David,

I am writing to ask for your help. I have received the program proposal for the MPH in Ghana. As we've discussed, it is atypical that I would sign off to establish a program with a financial plan that is so heavily dependent on continued annual donor support. I also recognize that these are unusually engaged donors and that we've put many helpful elements in place to ensure success for this program. Could I ask you to add one more element – a brief note of assurance that Health Sciences will assume responsibility for any unmet financial obligations incurred by this program? Email would be fine.

Thank you very much. Please let me or Cathy know if you have any questions.

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** University of Utah

**Proposed Program Title:** University of Utah MPH Program in Ghana

**Sponsoring School, College, or Division:** Division of Public Health

**Sponsoring Academic Department(s) or Unit(s):** Department of Family and Preventive Medicine, School of Medicine

**Classification of Instructional Program Code<sup>1</sup>:** 51.2201

**Min/Max Credit Hours Required to Earn Degree:** 45 / 45

**Proposed Beginning Term<sup>2</sup>:** Fall 2017

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type <sup>3</sup> : MPH )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input checked="" type="checkbox"/>	Out of Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/data/cipcodes/>

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Utah System of Higher Education  
Program Description - Full Template**

**Section I: The Request**

University of Utah requests approval to offer the following undefined and undefined degree(s): University of Utah MPH Program in Ghana effective Fall 2017. This program was approved by the institutional Board of Trustees on .

**Section II: Program Proposal**

**Program Description**

*Present a complete, formal program description.*

The Ensign College of Public Health (ECOPH) in Kpong, Ghana is currently a fully operational, and independent donor-supported academic institution mentored by the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, Ghana and formally partnered with the University of Utah. It currently houses a Master of Public Health (MPH) program designed to follow the University of Utah approach to higher education and is already recognized throughout the region as an institution of excellence. The University of Utah has been invited to extend its educational mission into West Africa by converting the Ensign College into an Extended Location housing an Extended University of Utah MPH Program.

This development of this Extended Program at an Extended Location is building on rapidly emerging global programming with the launch of the Office of Global Engagement (OGE) in 2013 and new extended University of Utah Asia Campus in Songdo, Republic of Korea in 2014. The MPH program was the first graduate program at the University of Utah Asia Campus. The expansion into West Africa will build on this tradition of transformative, global impact. The University of Utah plans first to extend graduate programming in Public Health within the School of Medicine and then serve as a university-wide resource for expanding education, research and programs into West Africa.

The University of Utah MPH Program in Ghana will be an extension of the main campus and control of the curriculum. Admissions and hiring of the faculty will be done by the University and will follow the University of Utah policies and procedures. For example:

- Faculty members will be approved and appointed by the same standards that are in effect at the main campus,
- Students admitted will meet the same admissions requirements as the main campus,
- Admissions applications will be processed at the main campus consistent with holistic admissions review, and
- Graduation requirements and the curriculum will be identical to requirements on the main campus and will be administered and controlled by Department of Family and Preventive Medicine Division of Public Health.

University of Utah and Ensign College of Public Health faculty have been apprised regularly of the developments of the alignment of the University of Utah and ECOPH to house an extension of the UU MPH Program in Ghana. There have been in-person meetings at both campuses with reports out to all faculty on the developments and outcomes of these meetings. There have also been weekly

teleconferences involving UU and ECOPH faculty to provide updates on the proposed development of a UU Extended Program at a UU Extended Location.

### **Consistency with Institutional Mission**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higher.utah.org/policies/policyr312/](http://higher.utah.org/policies/policyr312/).*

The proposal to develop an Extended Location to house and Extended Program is consistent with the University of Utah mission, which is "to serve the people of Utah and the world... As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced . . . [emphasis added]."

In addition, the University's Global Blueprint for Action states, "Imagine a university that is dedicated to leveraging its resources to improve the global human condition . . . that focuses its research, training, service, and engagement mission on critically important and universal needs of disease prevention and amelioration and its application to human health . . . The development of global campuses is envisioned for the University . . . Because of the obvious and high costs of developing campuses independently, it is strongly recommended that global campus development proceeds in partnership with other host universities, non-governmental organizations (NGOs), and on-site government entities . . ."

The University of Utah MPH Program in Ghana aligns with the University of Utah's strategic goals (especially #3) by:

1. Promoting student success to transform lives by increasing participation in high impact programs such as Learning Abroad. Students from the University of Utah MPH Program in Ghana will also have the opportunity to study at the main campus. Additional opportunities for exchanges with the Asia Campus may also be developed to create a truly global experience for students.
2. Developing and transferring new knowledge by engaging in new global research opportunities and increasing the diversity of faculty.
3. Engage communities to improve health and quality of life by expanding outreach and access to University of Utah degree offerings and partnering with communities to meet critical needs for education and health.
4. Ensure long-term viability of the university by building support for university initiatives through private and corporate partners and create multiple revenue streams from tuition and fees, contracts, grants, consulting, and curricular, co-curricular, extracurricular events.

The University of Utah MPH Program in Ghana is fully consistent within the mission of the University of Utah and provides enhanced global opportunities similar to the Asia Campus in Songdo, Republic of Korea. The extension to West Africa will continue to support the University of Utah as a leader in global engagement, education, and research among Pac-12 institutions.

## **Section III: Needs Assessment**

### **Program Rationale**

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

The University of Utah MPH Program in Ghana provides an opportunity for the University to expand its existing programs to a third continent to further its mission of global engagement and impact. The University of Utah has strong connections in Ghana and has been invited to convert a fully operational independent college into an extended University of Utah program. This expansion provides higher education opportunities where they are needed most and increases access to academic programs that are crucial to improving the health, education and economy of West Africa. This partnership will also create new education activities for Utah-based student and faculty through study abroad opportunities and new global research and teaching experiences for faculty. It also builds and strengthens business,

education, and cultural collaborations and partnerships, including an increased international alumni base.

In its "National Action Agenda for Internationalizing Higher Education," published in 2007, The National Association of State Universities and Land Grant Colleges (NASULGC) articulates the obvious, stating "Globally engaged universities are critical to maintaining America's place as a world leader and ensuring its national security. America's colleges and universities must prepare graduates to be active participants in a world in which national boundaries are increasingly permeable. Information, capital, products, labor and individuals cross national borders with ever increasing frequency and speed. America's need to remain competitive in the world requires its educational institutions produce globally competent human capital and cutting-edge research."

Central to the goals laid out by the NASULGC is the idea of "global competence," which means at its fullest being knowledgeable about diverse countries and cultures and sensitive to cultural differences, having experience living and working in other countries, incorporating foreign perspectives into one's work, and interacting effectively with people from other countries and cultures.

The programs and degrees at the University of Utah MPH Program in Ghana will be an extension of what is offered on the main campus. No additional degrees or programs will be offered, however it represents an extension to an additional student population of the degrees and programs offered on the main campus.

The purpose of the expansion into West Africa includes:

- Expands the global footprint, reputation and enhances the world ranking of the University as a research-extensive university;
- Supports the U's global strategy by extending student experiences to three continents;
- Builds on existing student programming in Ghana to provide global learning experiences for Utah-based students through study abroad opportunities;
- Creates new global research and teaching opportunities for faculty;
- Enhances the University of Utah's reputation and capacity to be a world leader in global health;
- Creates new opportunities for the University of Utah to recruit students in West Africa to a new extended campus in Ghana as well as the main campus;
- Aligns with the four University of Utah strategic goals for student success, research, health, and financial strength;
- Promotes global research/teaching mission through cross-university collaboration and knowledge development and provides for research funding through businesses, governments and NGOs;
- Builds and strengthens business, education, international alumni base, and cultural collaborations and partnerships of the University, including an increased international alumni base;
- Provides top-tier international students the opportunity to receive a University degree;
- Unprecedented donor financial support allows no investment of state appropriations or any main campus dollars in the campus operations.

### **Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Currently there are limited academic resources in West Africa and those that are available are not widely accessible. There is a high demand for additional educational programs and a U.S. degree holds high value in this region. An extended University of Utah MPH Program in Ghana will help fulfill the need for additional higher education opportunities for students in this region.

The public health workforce (public health practitioners, doctors, nurses and allied health workers) training and education in West Africa is greatly understaffed. Over half of the countries in Africa offer no postgraduate training in public health and, of those that do have programs, 20% have only one program. Recent Ebola outbreaks illustrate the need for comprehensive public health education, training and workforce. Without access to higher education; health, prosperity and economic growth in this region is limited due to the inability to meet job market demands.

Additional market demand include:

- The West African sub-region contains more countries, 16 in total, than any other region in Africa but higher education is unevenly distributed. There are academic staff shortages in all areas with high demand for degrees in engineering, business, physical sciences and public health.
- This region of the world carries a disproportionate burden of disease with fewer health professionals to address preventable communicable diseases and injuries.
- The public health workforce (public health practitioners, doctors, nurses and allied health workers) training and education in West Africa is greatly understaffed. Over half of the countries in Africa offer no postgraduate training in public health and, of those that do have programs, 20% have only one program. Recent Ebola outbreaks illustrate the need for comprehensive public health education, training and workforce.
- Without access to higher education, individual prosperity and economic growth in this region is limited due to the inability to meet job market demands.
- The extension of the University of Utah MPH Program in Ghana will continue to support the University of Utah as a leader in global engagement, education, and research among Pac-12 institutions.

### **Student Demand**

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Current students report seeking graduate studies at the Ensign College due to its high standards, quality education and value. The University of Utah extension will make the school significantly more attractive. In its first year, 24 students were admitted within two weeks of the college up and running. With the addition of a University of Utah partnership, the entering class has doubled for fall 2016 for a total of 74 current students. It is anticipated with the conversion to a full University of Utah extended campus and U.S. degree, enrollment will quickly reach 100 students for fall 2017 and continue to grow each year. Additional student demand includes:

- The U.S. Embassy in Ghana reports that 3,664 Ghanaian students are enrolled in U.S. institutions each year.
- KNUST, a long standing academic partner with the University of Utah in West Africa and has been included in the development of the current campus, receives approximately 600 applications per

- year with a capacity to accept only 50.
- The University of Utah has well-established roots in Ghana with over 250 undergraduate and graduate students and 350 health science students participating in learning abroad and fellowship programs in the last decade.
- Although the campus will be located in Ghana, recruiting efforts will extend to all of West Africa. For example, Nigeria has the highest population in Africa but current demand for higher education leaves over a million qualified college-age Nigerians without the opportunity for higher education. Additionally, Nigeria is the largest source of students from sub-Saharan Africa to the U.S. In 2011-2012, over 7,000 Nigerian students attended higher education institutions in the U.S.

### **Similar Programs**

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or complement similar program(s)?*

The University has been given this opportunity based on the quality of its education and research, current relationship with the Ensign College, and extraordinary generosity and commitment from donors. At the present time no other USHE institutions would qualify. In addition, as the recruitment of students is from a population in a different part of the world it does not put undue pressure on the other USHE institutions.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policy315/](http://higheredutah.org/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

At the present time there will be no collaboration with other USHE institutions. However, the extension of the University of Utah in Ghana may provide opportunities for other USHE institutions in the future and we will encourage their participation in learning abroad, research, etc.

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

A University of Utah MPH Program in Ghana Steering Committee was established March 2015 and has met regularly. The committee members are:

- Piikea Akimseu (Director, Academic Affairs, Health Sciences)
- Steve Alder (Vice Chair, Department of Family & Preventive Medicine) (Chair)
- Martha Bradley (Senior Associate Vice President, Academic Affairs)
- Alicen Bringard (Associate Director, Department of Family & Preventive Medicine)
- Mandy Britt (HR Business Partner, Human Resources)
- Michael Hardman (Chief Global Officer)
- Kelley Marsden (Associate General Counsel)
- Robert Muir (Director, Administrative Services)
- Juan Carlos Negrette (Director of Global Health, Health Sciences)

- Robert Payne (Associate General Counsel)
- Kelly Peterson (Manager, Tax Services)
- Barbara Snyder (Vice President, Student Affairs)
- Kathy Wilets (Associate Director, Public Affairs, Health Sciences)

Committee members provided expertise in a variety of areas from the University of Utah including faculty affairs, academic affairs, human resources, legal counsel, global programs, tax services, and public affairs.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

As stated previously, graduation requirements and curriculum for the MPH program will be identical to requirements on the main campus and will be administered and controlled by the Division of Public Health at the main campus.

### Admission Requirements

*List admission requirements specific to the proposed program.*

Students admitted to the University of Utah MPH Program in Ghana must meet the same admissions requirements as main campus students. Student admissions applications to the University of Utah MPH Program in Ghana will be processed at the main campus consistent with the University's holistic admissions review.

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

After carefully reviewing and evaluating the key benefits, financial model and commitment of support, current operations, programs to be offered, results of feasibility assessment, analysis of faculty and student recruitment, and analysis of risk mitigation and exit strategy, the ad hoc University Steering Committee is supportive of proceeding to develop and Extended Location to host the Extended UU MPH Program at the Ensign Campus in Ghana.

The Division of Public Health on the main campus will be responsible for ensuring that the curriculum is consistent with that taught on the main campus. Faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure that the academic instructional quality at the University of Utah MPH Program in Ghana mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the University of Utah MPH Program in Ghana will be at the same ratio for

comparable courses taught at the main campus.

Students admitted to the University of Utah MPH Program in Ghana must meet the same admissions requirements as the main campus students. Student admission applications to the extended campus will be processed at the main campus consistent with the University's holistic admissions review.

### **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

The University of Utah MPH Program in Ghana provides many exciting and new opportunities for faculty at the University. The recruitment plan is flexible and will be based on utilizing current and emeritus faculty at the main campus as well as faculty from around the world who meet academic faculty requirements as set by the departments, colleges, and University policy and procedure. It will also include hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Ghana and other parts of Africa, as necessary and available.

It is important to note that faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure that the academic instructional quality at the University of Utah MPH Program in Ghana mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the University of Utah MPH Program in Ghana will be at the same ratio for comparable courses taught at the main campus.

### **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

The Ensign College of Public Health houses academic and operating staff. The academic staff will be hired by the non-profit organization and will support the University of Utah Public Health program. The operating staff will remain funded and supported by the Ensign College of Public Health operations. The academic staff at the University of Utah MPH Program in Ghana will work closely with the academic staff at the University of Utah campus. Additional staff may be needed as additional programs are established at the campus.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

Staffing for student advisement has been included in our personnel listing. Advising efforts will be coordinated with those on main campus to ensure consistency. As student enrollment increases, advising services will be evaluated to ensure consistent and accurate information.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

The University of Utah MPH Program in Ghana currently has state-of-the-art campus facilities and support

including a library, administration/faculty/staff offices, classrooms, conference rooms, food services, campus transportation, IT services, and security.

The library is administered by the University of Utah MPH Program in Ghana and includes a comprehensive public health collection. Services will also be connected through IT services to the Marriott Library and Eccles Health Sciences Library on main campus. Services and collections will be coordinated through a library committee formed between the University of Utah MPH Program in Ghana and main campus representatives.

### **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The Division of Public Health on the main campus will be responsible for ensuring that the curriculum at the University of Utah MPH Program in Ghana is consistent with that taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus. Therefore, the assessment of program goals will be the same to what is done at the main campus.

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

Graduation requirements will be identical to requirements on the main campus and will be administered and controlled by the Division of Public Health at the main campus.

### Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
Required Course Credit Hour Sub-Total			
Elective Courses			
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			0

### Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

As stated previously, graduation requirements and curriculum for the MPH program will be identical to

requirements on the main campus and will be administered and controlled by the Division of Public Health at the main campus.

Consequently, the chart above is not applicable.

**Degree Map**

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below.*

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure-Track	# Non-Tenure-Track
Faculty: Full Time with Doctorate	5	5	5
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			25
Staff: Full Time			15
Staff: Part Time			5

### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure-Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Stephen	Alder	Tenure	MS, PhD	University of Utah, University of Utah		
	Frank	Baiden	Adjunct/Volun <sup>+</sup>	PhD, M.Sc.	Johns Hopkins University of PH, DrPH Johns Hopkins School of Public Health		
	Juliana	Enos	Adjunct/Volun <sup>+</sup>	M.Phil., M.P.	MPhil University of Ghana Legon, MPH Johns Hopkins University of PH, DrPH <sup>+</sup>		
	Stephen	Manorley	Adjunct/Volun <sup>+</sup>	PhD, M.Sc.	PhD University of Utah, MS Brigham Young University		
	James	VanDerslice	Tenure	PhD, MSEE	University of North Carolina, University of North Carolina		
	Scott	Benson	Lecturer	MD, PhD, M <sup>+</sup>	University of Utah, Utah State University, University of Utah		
	Marlene	Egger	Tenure	PhD, MS	Stanford University, Stanford University		
	Jessica	Jones	Clinical	MD, MSPH	UCLA, University of Utah		
	Steven	Godin	Visiting	PhD, MPH	Illinois Institute of Technology, Illinois Institute of Technology		
	Lisa	Gren	Tenure	PhD, MSPH <sup>+</sup>	University of Utah, University of Utah		
	Heidi	Hanson	Research	PhD, MS	University of Utah, University of Utah		
	Mia	Hashibe	Tenure	PhD, MPH	University of California, University of California		
	Kathy	Pedersen	Lecturer	MPAS, RN	University of Utah, Beth-El School of Nursing		
	Christy	Porucznik	Tenure	PhD, MSPH <sup>+</sup>	University of North Carolina, University of North Carolina		
	Karen	Schliep	Tenure	PhD, MSPH <sup>+</sup>	University of Utah, University of Utah		
	Tejinder (TP)	Singh	Lecturer	MDS, MPH	Graduate Training Government Dental College & Hospital Dental Surgery, <sup>+</sup>		
	Joseph	Stanford	Tenure	MD, MSPH	University of Minnesota, University of Missouri		
	David	Sundwall	Clinical	MD	University of Utah		
	Yelena	Wu	Tenure	PhD	University of Kansas		

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program	If "Other," describe
Part Time Faculty							

**Part III: New Faculty / Staff Projections for Proposed Program**

*Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program
Faculty: Full Time with Doctorate			3	PhD	
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants			8		
Staff: Full Time			16		
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department						
# of Majors in Proposed Program(s)	////	100	100	100	100	100
# of Graduates from Department						
# Graduates in New Program(s)	////	40	50	50	50	50
<b>Department Financial Data</b>						
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)		\$732,214	\$754,180	\$776,806		
Operating Expenses (equipment, travel, resources)		\$938,570	\$932,443	\$926,131		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$1,670,784	\$1,686,623	\$1,702,937		
<b>TOTAL EXPENSES</b>	\$0	\$1,670,784	\$1,686,623	\$1,702,937		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Gift Funds - Donor Support		\$1,142,816	\$1,142,816	\$1,142,816		
Tuition		\$421,315	\$433,954	\$446,973		
Other Revenue (Sales Revenue)		\$106,653	\$109,853	\$113,148		
<b>PROPOSED PROGRAM FUNDING</b>	////	\$1,670,784	\$1,686,623	\$1,702,937		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$1,670,784	\$1,686,623	\$1,702,937		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

## **Part II: Expense explanation**

### **Expense Narrative**

*Describe expenses associated with the proposed program.*

The Expenses above include:

Personnel: Three faculty member's academic effort and benefits are included in the personnel budget line item. Additionally, two Adjunct faculty are budgeted for teaching coursework. These faculty members will be paid to teach the degree coursework. The remaining personnel expenses include the academic staff and the operating staff at the Ensign College.

Operating Expenses:

Advertising and Marketing including recruitment materials, flyers, social media, etc.

Graduation - venue, meals, printing, decor (flower arrangements), graduation plaques, regalia, etc

Student Socials - Student events, special presentations, recruitment activities, etc.

Other events - grand rounds, guest speakers, etc

Faculty Development funds

Student Research Support - participation in faculty led research

Other expenses including computer purchases for faculty and academic staff, software, books, laptops for students, etc.

Membership dues including the Council on Education for Public Health (CEPH), the Association for Prevention Teaching and Research (APTR), and the Association of Accredited Public Health Programs (AAPHP)

Office supplies including printing paper, toners, pens, pencils, markers, calculators, call cards, computer mouse, keyboards, etc.

Subscriptions and Publications - journal subscriptions and publication fees

International travel including faculty and academic staff travel between Utah and Ghana and faculty travel to professional conferences

Other Services - bank fees, cleaning of facilities, generator service, kitchen and hospitality services, medical expenses for operating and academic staff

Business Meals for special meetings/events

Consultant fees - Website and financial oversight

Depreciation

Miscellaneous expenses

Motor vehicle expenses including Fuel, service and repair, and insurance and inspection renewal

Repairs and maintenance

Telephone and Internet

Professional development for staff

Utilities/Electricity & Water and Sewer

Other:

Kensington Capital LLC will provide quarterly funds to the UU that will be wire transferred to the ECOPH to support the operations and academic staff at the campus.

## **Part III: Describe funding sources**

### **Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

Revenue consists of primarily donor support. Other revenue sources include student tuition and fees as well as sales revenue from bookstore sales, hostel accommodations, restaurant sales, interest, and facility rentals.



UNIVERSITY OF UTAH  
HEALTH SCIENCES

Vivian S. Lee, M.D., Ph.D., M.B.A.

A. Lorris Betz Senior Vice President  
for Health Sciences  
Dean, School of Medicine  
CEO, University of Utah  
Health Care

February 13, 2017

Stephen C. Alder, PhD  
Professor and Chief  
Division of Public Health  
Department of Family and Preventive Medicine

Dear Dr. Alder:

We are writing to provide support and endorsement of the R401-5 submission for the University of Utah Master of Public Health (MPH) extension to the Ensign College of Public Health (ECOPH) in Kpong, Ghana. The extension in Ghana provides an opportunity for the University of Utah's Division of Public Health to expand its research and global activities to support and further the University of Utah and School of Medicine's mission to improve individual and community health and quality of life.

The University of Utah School of Medicine is engaged in a variety of efforts to support and strengthen collaboration between global health programs. The MPH program extension to Ghana will provide an academic hub to expand research, education and services to all of West Africa. This location will help build new partnerships with local governments, NGOs, universities, health systems and civic leaders that will have a lasting impact on the world's population by improving health, delivering services and alleviating poverty. Utah students and faculty will also benefit from this extension by expanding their world-view to understand global challenges and possibilities and learn new ways to deliver health service.

The extension of the MPH program also creates new global research opportunities for faculty to develop and enhance knowledge. The Division of Public Health's mission is to protect and promote the health of people in communities in Utah and around the globe through high quality scholarship. Innovation and research is fundamental to support their work of knowledge production, sharing, and implementation. As the U's global footprint increases, it enhances the U's reputation as a leader in global engagement, education and research.

Clinical Neurosciences Center 5201  
175 North Medical Drive East  
Salt Lake City, Utah 84132-5901

Phone: (801) 581-7480  
E-mail: [vivian.lee@hsc.utah.edu](mailto:vivian.lee@hsc.utah.edu)  
Twitter: @vivianleemd  
Blog: [www.vivianleemd.org](http://www.vivianleemd.org)

The School of Medicine enthusiastically supports this exciting opportunity for faculty and students at the University of Utah to engage with the global community in a meaningful and impactful way.

Kind Regards,

A handwritten signature in black ink, appearing to be 'V. Lee'.

Vivian S. Lee, M.D., Ph.D., M.B.A.  
Senior Vice President for Health Sciences  
Dean, School of Medicine  
CEO, University of Utah Health Care

A handwritten signature in black ink, appearing to be 'D. Browdy'.

David H. Browdy  
Associate Vice President for Finance  
Chief Financial Officer for Health Sciences



UNIVERSITY OF UTAH  
SCHOOL OF MEDICINE

Department of Family & Preventive Medicine

February 8, 2017

Stephen C. Alder  
Professor and Division Chief  
Department of Family and Preventive Medicine  
375 Chipeta, Suite A  
Salt Lake City, UT 84108

John Hoidal, M.D.  
Interim Chairman,  
Department of Family  
and Preventive Medicine

Dear Dr. Alder:

It is with great enthusiasm that I provide this letter for support for the R401-5 submission for the Ensign College of Public Health (ECOPH) in Kpong, Ghana, a fully operational, independent donor-supported academic institution mentored by the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, Ghana. Currently, ECOPH houses a Masters of Public Health (MPH) program that follows the University of Utah's approach to higher education and is recognized as a standard of excellence in the West Africa Region. The development of an extended University of Utah Public Health Program in West Africa is another bridge for impactful, global transformation for not only the Department of Family and Preventive Medicine, but also the entire University of Utah system.

I understand that the University of Utah MPH Program in Ghana will be an extension of the main campus. This will include control of the curriculum as well as admissions and hiring of the faculty. These processes will follow the University of Utah policies and procedures, which is similar to the successful University of Utah Asia Campus in Songdo, South Korea. The MPH program was the first graduate program at the University of Utah Asia Campus, so the program is very familiar and well versed with these processes and key points in an international setting.

As public health continues to be a growing field of study in United States and around the world, and the University of Utah strives to focus its research, training, service, and engagement mission on critically important and universal needs of disease prevention and amelioration, and its application to human health, an extended MPH program in Kpong, Ghana is an initial step to accomplish this goal, and serve the needs of the human race around the globe. This is a true collaboration of partnering with communities to meet critical needs in education and health throughout the world.

Again, I strongly endorse this effort. I look forward to being a part of this collaboration in my role as interim chair.

Best Regards,

John R. Hoidal, M.D.  
Professor and Interim Chair  
Department of Family and Preventive Medicine  
University of Utah School of Medicine

375 Chipeta Way, Suite A  
Salt Lake City, Utah 84108  
Phone: 801-581-4074  
Fax: 801-581-2759  
E-mail: [John.Hoidal@hsc.utah.edu](mailto:John.Hoidal@hsc.utah.edu)



February 8, 2017

AVP Ann Darling  
Undergraduate Council  
Undergraduate Studies  
Salt Lake City, Utah 84112

Dear Dr. Darling:

I am writing to express my strong support for the R401-5 submission for the Ensign College of Public Health (ECOPH) in Kpong, Ghana, a fully operational, independent donor-supported academic institution mentored by the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, Ghana in formal partnership with the University of Utah. I have been informed and involved in discussions about the Ensign College for the past couple of years and believe it provides a significant opportunity for the University of Utah, its students and faculty.

During the past four years, the University has strengthened its outreach and engagement into global environments with the University of Utah extended Asia Campus in Songdo, Republic of Korea (2014). The Public Health degree within the School of Medicine was first offered in Korea not long afterwards. The Ensign College of Public Health will expand this graduate programming in Public Health in West Africa. As is true as Songdo, faculty will be approved and vetted through the same processes on main campus and admitted students will have met the same standards as students at the University of Utah in Salt Lake City.

Public Health is a growing field both in the United States and throughout the world. Interest among both undergraduates and graduates is demonstrated in the significant number of students who travel abroad in such programs as the Honors Global Scholars and the numerous programs in Health Sciences that make it possible for students to have both an excellent graduate education at a major Research 1 institution and to have significant field work as a core component. I believe the potential for the Ensign College of Public Health to expand on what is possible for our students is immense and I fully support this proposal.

Best regards,

Martha Bradley-Evans  
Senior Associate Vice President of Academic Affairs  
Dean of Undergraduate Studies

Office of Undergraduate Studies  
University of Utah  
195 S Central Campus Dr  
Salt Lake City, UT 84112-0511  
(801) 581-3811  
FAX (801) 585-3581

February 13, 2017

Stephen C. Alder, PhD  
Professor and Chief  
Division of Public Health  
Department of Family and Preventive Medicine

Dear Dr. Alder:

I write to support the R401-5 submission for the Master of Public Health extension to the Ensign College MPH program in Ghana. While furthering the mission of the Division of Public Health and the University of Utah School of Medicine, this extension significantly advances the mission of the entire University of Utah and the State of Utah.

A relatively short time ago, the University of Utah wisely recognized that it had to reach beyond the boundaries of the State of Utah, the Intermountain West, and the United States—that it had to move from being a comprehensive regional university to a global university—in order to meet the needs of its students, faculty, and the State of Utah. Going global requires actions and commitments to places outside the United States. It requires physical presence in strategic locations. Along with the University's bold move in South Korea, it is time for the University to plant another flag in another part of the world.

A strong affiliation with the Ensign College in Ghana will extend opportunities for our students and faculty and, importantly, it will strongly and clearly plant the University's flag in Africa, signaling that the University's reach now includes the vibrant, complex, and important continent of Africa. This affiliation will clearly indicate that the University is serious about going global and that it is taking a significant next step on that journey.

Faced with unprecedented challenges, higher education is undergoing a tremendous sorting process in which some institutions progress and others decline. As illustrated by a nationwide decline in taxpayer financial support for public institutions, pressures are mounting on universities to explore new models and pursue new opportunities. Standing still is now going backward. It is nothing short of amazing—and at times a little frightening—how some institutions are boldly jumping from relative obscurity to international prominence while other venerable institutions are fading. A key difference is the speed and distance at which the institutions are reaching beyond their traditional walls.

The University took a major step forward when it joined the Pac-12. The University took another major step beyond its traditional confines when it planted a flag in South Korea. And, now, the University can take a big third step forward on the globalization pathway by anchoring efforts to the Ensign Campus in Ghana.

Along with providing a base of operations in a different geographical region than Salt Lake City and South Korea, the Ghana affiliation provides a significantly different opportunity. Salt Lake City and Incheon, South Korea are very advanced, developed locales. Kpong, Ghana, is an impoverished part of

the developing world. As such, the University, its students and faculty, and the people of Utah, will have tremendous opportunities to build a platform on which opportunities of all types—teaching, learning, research, business—can be incubated and grow.

For these reasons, I enthusiastically support the Division of Public Health's R401-5 submission.

Sincerely,

Stephen H. Urquhart  
Global Ambassador



UNIVERSITY OF UTAH  
HEALTH SCIENCES

February 8, 2017

Utah System of Higher Education  
Undergraduate Council

To whom it may concern,

RE: University of Utah MPH Program in Ghana

This letter is in support of the University of Utah Master of Public Health (MPH) Extension Program at the Ensign College of Public Health (ECOPH) in Kpong, Ghana. The University of Utah has strong connections in Ghana and this expansion will further strengthen these ties. Further, the expansion has the potential to increase existing health science learning abroad and fellowship programs available to University of Utah students.

The expansion builds upon the increasing global programming initiated by the University of Utah Asia Campus in Songdo, Republic of Korea, and is aligned with the University's Global Blueprint for Action. The mission of global research and teaching will be promoted, with increased opportunities for collaborations and partnerships, as well as opportunities for faculty in research and teaching.

Please do not hesitate to contact me if you have any questions.

Regards,

Juan Carlos Negrette  
Director, Global Health-Health Sciences  
University of Utah



UNIVERSITY OF UTAH  
SCHOOL OF MEDICINE

February 13, 2017

Re: R401-5 Support – University of Utah MPH Program in Ghana

To the Undergraduate Council,

I am writing to enthusiastically support the R401-5 application for the development of the University of Utah Master Degree in Public Health Extended Program at the Ensign College of Public health (ECOPH) in Kpong, Ghana.

In July 2016, I was fortunate enough to visit the ECOPH and to interact with their students and faculty. This visit left a lasting positive impression on me. The faculty are clearly highly talented and dedicated to educating a new generation of African public health experts. My interactions with ECOPH students during a scientific poster session were equally inspiring. The quality of student research theses and the enthusiasm of students for improving public health in West Africa and beyond were laudable.

Similar to the successful establishment of the University of Utah Asia Campus in Songdo, Republic of Korea, the MPH Extended Program in Ghana will significantly enhance global health learning and training opportunities for students from Africa, Utah and the Republic of Korea. Additionally, extending our Global Health efforts to West Africa will further solidify the University of Utah's reputation as a leader in global engagement, education and research among PAC-12 institutions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ty Dickerson'.

Ty Dickerson, M.D., M.P.H., F.A.A.P.  
Professor of Pediatrics - Pediatric Inpatient Medicine  
Assistant Dean - Global Health Education  
Adjunct Professor – Department of Family & Preventive Medicine

# 2017 SOM College Council - Request for MPH to ECOP Detailed Report

Generated:March 31, 2017 12:00 PM

## Campaign Settings

Access Type:Invited  
Anonymous: Yes

## Invitee Participation

	Count	% of Total Invitees
Total Invitees	29	
Invitees Completed Questionnaire	20	69%
Invitees Not Completed Questionnaire	9	31%
Invitees Accessed Questionnaire	21	72%
Invitees Not Accessed Questionnaire	8	28%
Invitees Accessed But Not Completed Questionnaire	1	3%

## Question #1: MPH extension to ECOPH

Name: MPH extension to ECOPH  
Required: Yes  
Type: Multiple Choice  
Min Required Choices: 1  
Max Allowable Choices:1

Invitees Answered	Invitees (Completed Questionnaire)	Invitees (All)
20	100%	69%

Choice Number	Name	Count	Invitees (Answered Question)	Invitees (Completed Questionnaire)	Invitees (All)
1	Approve	18	90%	90%	62%
2	Disapprove	1	5%	5%	3%
3	Abstain	1	5%	5%	3%
4	Comments	0	0%	0%	0%
Avg. Choice Number: 1.15					