



## New Program Report

**Date Submitted:**

04/20/2020

**Institution**

Central Methodist University

**Site Information**

**Implementation Date:**

7/1/2020 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

Central Methodist University, 411 Central Methodist Sq., Fayette, MO, 65248

**CIP Information**

**CIP Code:**

519999

**CIP Description:**

Any instructional program in the health professions and related clinical sciences not listed above.

**CIP Program Title:**

Health Professions and Related Clinical Sciences, Other

**Institution Program Title:**

Generic Health Sciences

**Degree Level/Type**

**Degree Level:**

Bachelor's Degree

**Degree Type:**

Bachelor of Health Sciences

**Options Added:**

**Collaborative Program:**

N

**Mode of Delivery**

**Current Mode of Delivery**

Online

**Student Preparation**

**Special Admissions Procedure or Student Qualifications required:**

No special admissions procedures or student qualifications required.

**Specific Population Characteristics to be served:**

n/a

**Faculty Characteristics**



DEPARTMENT OF  
HIGHER EDUCATION &  
WORKFORCE DEVELOPMENT

## New Program Report

Special Requirements for Assignment of Teaching for this Degree/Certificate:  
MS or PhD in Health Sciences, Nursing, or Allied Health area.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:  
Full-time faculty will be assigned 12 credit hours per academic year.

Expectations for professional activities, special student contact, teaching/learning innovation:  
Faculty will be expected to participate in training and professional development to remain current in his/her field. Faculty are also expected to teach in various modalities.

### Student Enrollment Projections Year One-Five

<b>Year 1</b>	<b>Full Time: 10</b>	<b>Part Time: 10</b>	
<b>Year 2</b>	<b>Full Time: 10</b>	<b>Part Time: 10</b>	
<b>Year 3</b>	<b>Full Time: 15</b>	<b>Part Time: 15</b>	<b>Number of Graduates: 15</b>
<b>Year 4</b>	<b>Full Time: 20</b>	<b>Part Time: 15</b>	
<b>Year 5</b>	<b>Full Time: 30</b>	<b>Part Time: 15</b>	<b>Number of Graduates: 20</b>

### Percentage Statement:

n/a

### Program Accreditation

Institutional Plans for Accreditation:

The Generic Health Sciences degree is a general allied health related degree, which is not accredited by an accrediting agency.

### Program Structure

#### Total Credits:

120

#### Residency Requirements:

Candidates for a baccalaureate degree must complete at least 30 of the last 36 hours of credit in residence at Central Methodist University.

#### General Education Total Credits:

44

#### Major Requirements Total Credits:

33

#### Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
HS430	3	Current Issues in Professional Practice
HS300	3	Professional Practice in Healthcare
HS440	6	Business Management Practicum
HS304	3	Health Care Law



## New Program Report

HS400	3	Health Care Informatics
AH212	3	First Aid/CPR/AED
AH317	3	Health Professions Research
HS420	3	Case Studies in Managerial Integrity
HS410	3	Client Education and Health Care
HS314	3	Insurance, Coding, and Billing Health Care

**Free Elective Credits:**

43

**Internship or other Capstone Experience:**

Practicum requirement is listed in the major requirements.

**Assurances**

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

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Dixon

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Phone: 660-264-0025

# CMU CURRICULUM CHANGE PROPOSAL: New or Revised Majors/Minors

New or Revised Majors/Minors Proposal Tracking Form

Proposal Name: Generic Health Science Degree

Stephanie Brink/Megan Hess

Division Chair submitting proposal

Rita Gulstad

2<sup>nd</sup> Division Chair, if necessary

**Step 1: The faculty member submits a completed proposal to the Division/Committee Chair for review at the next Divisional Meeting. The Division Chair must assure that the proposal is discussed and approved by divisional faculty. If more than one division is affected, all affected divisions must approve the proposal for submission. Once approved, the Division Chair emails the signed, dated proposal to the Chair of the Assessment Committee (AC).**

Click or tap here to enter text. Date proposal submitted to the Division/Committee Chair(s) for division review.

Click or tap here to enter text. Date proposal submitted by the Division/Committee Chair to the AC.

**Step 2: The AC will review the proposal to assure that appropriate data was identified indicating the need for the proposal. The AC will also review the proposal to assure that a plan for appropriate assessment of outcomes is included in the proposal.**

Click or tap here to enter text. Date the AC sent the proposal back to the Division/Committee for revision.

**OR**

Click or tap here to enter text. Date AC approved proposal for review by the Academic Affairs Committee (AAC).

**Step 3: The AAC reviews the proposal and either 1) approves the proposal for submission to the full Faculty for approval, 2) sends it back to the Division with recommendations for revision, or 3) denies approval of the proposal. If the proposal is approved, the AAC Chair assigns a Proposal Number, and provides the Provost's office with an official copy of the approved proposal.**

Click or tap here to enter text. Date the AAC approved the proposal for consideration by the Faculty at the next Faculty Meeting and forwarded the proposal to the Provost's office.

**OR**

Click or tap here to enter text. Date the AAC sent the proposal back to the Division/Committee for revision.

**OR**

Click or tap here to enter text. Date the AAC denied approval for the proposal.

**Step 4: The Provost's office adds the proposal to the agenda for the next Faculty Meeting. If approved, the proposal is submitted to the Registrar's office for subsequent action.**

Click or tap here to enter text. Date the Faculty voted on the proposal: (checkmark the final decision)

Approved

Not Approved

Click or tap here to enter text. Date the Registrar completed any actions necessary to add the proposal to the curriculum.

# CMU CURRICULUM CHANGE PROPOSAL: New or Revised Majors/Minors

FROM: Stephanie Brink/Megan Hess  
(Note: must come from Division Chair)

PROPOSAL # [Click or tap here to enter text.](#)  
(AYxx-## format. Completed by AAC Chair)

Rita Gulstad  
(2nd Division Chair, if necessary)

- ① Generic Health Science Baccalaureate Degree  
Major/Minor/Program Title
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- ② PROPOSAL TYPE (check all appropriate categories)

**PROPOSING NEW MAJOR/MINOR**

New Major/New Minor

**Immediately following faculty approval of a new major, the department chair and faculty must consult with the Provost on the Missouri Department of Higher Education application. If this is not completed in a timely manner, the new major cannot be added to the catalog.**

**REVISING EXISTING MAJOR/MINOR**

- Change Required Course(s) for the Major/Minor/Program  
 Establish major/minor/program ONLINE  
 Deactivate Course  
 Reactivate Course  
 Deactivate Major/Minor/Program  
 Reactivate Major/Minor/Program  
 Other (explain)

- Change Optional Course(s) for the Major/Minor/Program  
 Change Major/Minor Grading System  
 Change Major/Minor Assessment Plan  
 Make Non-substantive Changes to existing Major/Minor  
 Make Substantive Changes to existing Major/Minor  
 Change Admission to the Major/Program  
 Change Major/Minor/Program Required Credit Hours
- 

- ③ If approved, proposed change(s) would become effective beginning **Fall 2020** (semester & year).
- 

- ④ **GENERAL DESCRIPTION OF PROPOSAL** Provide appropriate electronic attachment(s) to include, but not limited to: 1) Course Sequence or Required Courses, 2) Program or Major Outcomes, 3) Outcome Assessment Strategies, and 4) copies of **ALL ADDITIONS OR CHANGES** to catalog or website language.

For a **NEW** or **REVISED MAJOR/MINOR** (each of the following must be completed)

- A. General description of proposal: **Currently CMU offers a Health Science degree, but this degree requires an AAS with a certification. Several community college partners, as well as our 4-year competitors, offer generic health science programs for students who wish to go on for accelerated and graduate health professions programs. By offering a 4-year Health Science program, CMU will be able to better articulate not certifying 2-year programs from community colleges and compete with other institutions offering a similar degree.**
- B. Describe how the proposed major/minor implementation or revision supports the mission, vision, and/or strategic plan of the University. **CMU values the partnerships we have with the community colleges in the state, as well as those outside the state of Missouri. As part of the strategic plan for CGES, we seek to create new articulation agreements with community college partners and create programs that serve students wanting to continue their education.**
- C. What is the assessment or other data that leads to the creation of this proposal?
1. Source: **Community college partner websites and competitor websites**
  2. Analysis of data: **There are a significant number of health related programs that do not lead to certification, but would be appropriate for a 2+2 health science program. By limiting the current health science program to only students earning a certification, we are missing a recruiting opportunity.**
- D. Describe the employment outlook for graduates of this major at the state and national level. (Include information source) **These students generally continue on to accelerated nursing programs or graduate programs in health related fields (physical therapy, medical/lab sciences, health education, etc)**

## CMU CURRICULUM CHANGE PROPOSAL: New or Revised Majors/Minors

- E. How will the proposed changes affect teaching load (preparation loads, credit hour loads, and contact hour loads)? **Considering enrollments in the HS courses continue to remain low, this would actually increase enrollments and revenue from the HS courses.**
- F. Are additional full time or part time faculty required to implement this proposal? **Initially no, but as the program grows additional adjunct faculty may be necessary.**
- G. Are the current physical plant and equipment adequate to support the proposed changes? If not, what would be needed to provide adequate support for the proposal (include projected costs)? **Yes**
- H. Are there support service costs (accreditation, assessment, or the need for additional staff) associated with this proposal? **No**
- I. Will this proposal shift costs to or impact financially another department or division? If so, which one(s)? (If any, that Division Chair also needs to sign this form.) **No**
- J. How will the proposed change affect enrollment? (new students, improve retention?) **Enrollments will increase**
- K. How will the proposed change affect library acquisitions (print and electronic)? **No affect**
- L. What are the program outcomes for this proposal? **Program outcomes will be the same as the current HS program.**
- M. Describe the measures for assessing the achievement of the program outcomes. **Assessments will be the same as the current HS program**
- N. Will this program/major be offered in CGES?  Yes  No If yes, how will it affect CGES? **Increase enrollments and opportunities for current and prospective students.**

### 5 UNIVERSITY OUTCOMES

Principles	Outcomes	Higher Order Outcomes
<b>Communication</b>	<b>Articulate - Students are articulate, able to speak and write clearly.</b>	<b>Professional - Students are professional, able to adapt and interact with others in a responsible and engaged manner.</b>
	<b>Multimodal - Students are able to interpret and express ideas through multiple modes of communication.</b>	
<b>Curiosity</b>	<b>Discover - Students can discover, explore, and seek solutions based on prior knowledge and current research.</b>	<b>Create - Students can create and innovate using critical thinking and collaboration skills.</b>
	<b>Analyze - Students can analyze, evaluate, interpret, and summarize data.</b>	
<b>Community</b>	<b>Serve - Students will serve others and be ethical and informed citizens.</b>	<b>Lead - Students will lead creatively and collaboratively to produce positive change in the world.</b>
	<b>Respect - Students will understand and respect diversity, including other's viewpoints, positions, and beliefs.</b>	

- A. Which University outcomes are addressed/demonstrated by successful completion of this major/program? (Refer to the chart above as reference. May also refer to the Assessment Handbook on the website.) **See attached**
- B. Please provide a curricular map as an attachment to this proposal that aligns University outcomes and programmatic outcomes with specific courses and course objectives. **See attached**
- C. Describe the measures for assessing the achievement of the program outcomes. **See attached.**



Central Methodist University Goals	Outcomes for the Health Science Graduate
<p><b>Communication (articulate, multimodal, professional)</b></p> <ul style="list-style-type: none"> <li>• Students are articulate, able to speak and write clearly and effectively.</li> <li>• Students are multimodal, able to interpret and express ideas through multiple modes of communication.</li> <li>• Students are professional, able to adapt to and interact with others in a confident, responsible, and engaged manner.</li> </ul> <p><b>Curiosity (discover, analyze, create)</b></p> <ul style="list-style-type: none"> <li>• Students can discover, explore, and seek solutions based on accumulated knowledge and current research.</li> <li>• Students can analyze, evaluate, interpret, and summarize data.</li> <li>• Students can create and innovate using critical thinking and collaborative skills.</li> </ul>	<p>Demonstrate leadership with technical proficiency and graduates demonstrate use of principles of management and leadership evidence in: management of fiscal, physical and human resources.</p>
<p><b>Curiosity (discover, analyze, create)</b></p> <ul style="list-style-type: none"> <li>• Students can discover, explore, and seek solutions based on accumulated knowledge and current research.</li> <li>• Students can analyze, evaluate, interpret, and summarize data.</li> <li>• Students can create and innovate using critical thinking and collaborative skills.</li> </ul>	<p>Apply critical thinking and problem solving to the provision of health care services evidenced by successful completion of internships or clinical practicums.</p>
<p><b>Communication (articulate, multimodal, professional)</b></p> <ul style="list-style-type: none"> <li>• Students are articulate, able to speak and write clearly and effectively.</li> <li>• Students are multimodal, able to interpret and express ideas through multiple modes of communication.</li> <li>• Students are professional, able to adapt to and interact with others in a confident, responsible, and engaged manner.</li> </ul> <p><b>Community (serve, respect, lead)</b></p> <ul style="list-style-type: none"> <li>• Students will serve others and be ethical, informed citizens.</li> <li>• Students will understand and respect diversity, including others' viewpoints, positions, and beliefs.</li> <li>• Students will lead creatively and collaboratively to produce positive changes in the broader world.</li> </ul>	<p>Incorporate the principles of communication, advocacy, and health care education into practice.</p>
<p><b>Communication (articulate, multimodal, professional)</b></p> <ul style="list-style-type: none"> <li>• Students are articulate, able to speak and write clearly and effectively.</li> <li>• Students are multimodal, able to interpret</li> </ul>	<p>Exhibit commitment to individual growth as a lifelong learner evidenced by:</p> <ol style="list-style-type: none"> <li>a. continuing formal education, informal education:</li> <li>b. reading professional refereed journals,</li> </ol>



<p>and express ideas through multiple modes of communication.</p> <ul style="list-style-type: none"><li>• Students are professional, able to adapt to and interact with others in a confident, responsible, and engaged manner.</li></ul> <p><b>Curiosity (discover, analyze, create)</b></p> <ul style="list-style-type: none"><li>• Students can discover, explore, and seek solutions based on accumulated knowledge and current research.</li><li>• Students can analyze, evaluate, interpret, and summarize data.</li><li>• Students can create and innovate using critical thinking and collaborative skills.</li></ul> <p><b>Community (serve, respect, lead)</b></p> <ul style="list-style-type: none"><li>• Students will serve others and be ethical, informed citizens.</li><li>• Students will understand and respect diversity, including others' viewpoints, positions, and beliefs.</li><li>• Students will lead creatively and collaboratively to produce positive changes in the broader world.</li></ul>	<ul style="list-style-type: none"><li>c. participating in shaping the healthcare delivery system.</li><li>d. Demonstrate collaboration with other healthcare providers to promote the full human potential.</li></ul>
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### Outcome I

**Demonstrate leadership with technical proficiency and graduates demonstrate use of principles of management and leadership evidence in: management of fiscal, physical and human resources.**

#### HS400

- Final paper
- Weekly quizzes

#### HS420

- Case studies
- Final exam

#### HS430

- Development plan
- Reflective exemplar
- Literature Review

#### HS440

- Practicum log
- Presentation

### Outcome II

**Apply critical thinking and problem solving to the provision of health care services evidenced by successful completion of internships or clinical practicums.**

#### HS314

- Final Exam

#### HS400

- Final paper
- Weekly quizzes

#### HS420

- Case studies
- Final exam

#### HS430

- Development plan
- Reflective exemplar
- Literature Review

#### HS440

- Practicum log
- Presentation

### Outcome III

<p><b>Incorporate the principles of communication, advocacy, and health care education into practice.</b></p>	<p><b>AH317</b></p> <ul style="list-style-type: none"> <li>• Systematic literature review</li> </ul> <p><b>HS300</b></p> <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Final paper</li> <li>• Reading Journals</li> </ul> <p><b>HS304</b></p> <ul style="list-style-type: none"> <li>• Position paper</li> <li>• Final Exam</li> </ul> <p><b>HS410</b></p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Activities</li> </ul> <p><b>HS440</b></p> <ul style="list-style-type: none"> <li>• Practicum log</li> <li>• Presentation</li> </ul>
<p><b>Outcome IV</b></p>	
<p><b>Exhibit commitment to individual growth as a lifelong learner evidenced by:</b></p> <ol style="list-style-type: none"> <li>a. continuing formal education, informal education:</li> <li>b. reading professional refereed journals,</li> <li>c. participating in shaping the healthcare delivery system.</li> <li>d. Demonstrate collaboration with other healthcare providers to promote the full human potential.</li> </ol>	<p><b>AH317</b></p> <ul style="list-style-type: none"> <li>• Systematic literature review</li> <li>• Research worksheets</li> </ul> <p><b>HS300</b></p> <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Final paper</li> </ul> <p><b>HS400</b></p> <ul style="list-style-type: none"> <li>• Final paper</li> <li>• Weekly quizzes</li> </ul> <p><b>HS430</b></p> <ul style="list-style-type: none"> <li>• Development plan</li> <li>• Reflective exemplar</li> <li>• Literature Review</li> </ul> <p><b>HS440</b></p> <ul style="list-style-type: none"> <li>• Practicum log</li> <li>• Presentation</li> </ul>

# Health Sciences (4-year Generic program)

The Bachelors of Health Sciences degree provides an educational opportunity for students interested in a health professions career. This program does not lead to any certification, but prepares students to move on to graduate programs in health-related fields or work in healthcare support positions. The general education courses are accepted in transfer from accredited schools. The student then completes any additional general education courses required to fulfill CMU's Common Core and completes upper level coursework in the Health Science major.

## Health Sciences Courses

**HS110 Concepts in Health Care Management.** 3 hours. In this introductory course, students will learn the key elements of health care management. Topics covered will include career opportunities, leadership, management and motivation, organizational behavior, strategic planning, healthcare marketing, quality of care, basic financial challenges, ethics and legal issues.

**HS300 Professional Practice in Healthcare.** 3 hours. This course will introduce students to the role of the baccalaureate prepared health professional. Students will transition from clinicians to professionals, and acquire a deeper understanding of their professional role. Prerequisite/Co-requisite: Admission to the program.

**HS304 Health Care Law.** 3 hours. This course provides a summary of the current legislation governing the provision of health care services, the accountability and responsibilities of health care providers, and the rights of individuals receiving services. Includes, but is not limited to: HIPAA, standards of care, professional Codes of Ethics, Practice Acts, Informed Consent, and the concepts of beneficence, social justice, non-maleficence, altruism, autonomy, human dignity, and integrity in the provision of health care services. Prerequisite/Co-requisite: HS300 or permission of the Program Coordinator

**HS314 Insurance, Coding, and Billing in Health Care.** 3 hours. The course introduces the student to the current foundations of reimbursement for health care services by third party payers. Typical requirements for documentation and reporting for insurance purposes are explored, including the usual insurance requirement for pre-certification or prior authorization for services. Standards for accuracy in coding, and how these interface with the billing function are surveyed. (Prerequisite/Co-requisite: HS300 and HS304)

**HS400 Health Care Informatics.** 3 hours. The student is introduced to the current basic requirements for the recording and appropriate sharing of health information through mostly electronic systems. Included are aspects of the evolving Electronic Medical Record. Prerequisites: HS300, HS304 and HS314 or permission of the Program Coordinator

**HS410 Client Education and Health Care.** 3 hours. The provision of hands-on care is only one aspect of appropriate health care services. Professional providers of health care services are also responsible for providing clients and families accurate and adequate education about their health

issues. This course explores the various individual assessments necessary to determine a client's learning readiness and how to develop and adapt appropriate information to a format that meets the needs of the individual client. Prerequisites: HS300, HS304 and HS314, and Prerequisites/Co-requisites: HS400 or permission of the Program Coordinator

**HS420 Case Studies in Managerial Integrity.** 3 hours. This course emphasizes managerial integrity and responsibility, creative and critical problem-solving skills with consideration to a global perspective, all of which are essential for personal and professional success in today's rapidly changing business and healthcare environment. Course work will include case analysis and presentation. Prerequisites: HS300, HS304, HS314, HS400 and HS410

**HS430 Current Issues in Professional Practice.** 3 hours. The student researches current professional literature on each of the core topic areas of the Health Sciences degree. Weekly, each student provides a formal discussion of the assigned core topic area as it pertains to their practicum experience that is supported by current professional literature. Students respond to peers weekly in constructive dialogue, and utilize current professional literature to support their peer responses. APA format is required for discussions and responses. The final project at the end of the course provides the student with the opportunity to summarize what has been learned in the course. (Prerequisites: HS300, HS304, HS314, HS400, and HS410, Co-requisites: HS440)

**HS440 Business Management Practicum.** 6 hours. The student spends a minimum of 6 weeks full time (240 contact hours), longer than 6 weeks if part time, shadowing a mentor in a health care provider/business setting. Each week requires the student to observe and assess a different aspect of the work environment, based on the core topics of the Health Sciences degree. Students provide weekly summaries of these assessments and identification of observed opportunities for improvement. Special attention is paid to the observed leadership, conflict management, communication, employee management, and customer service/satisfaction styles exhibited in the practice setting. Each student develops a final Power Point presentation of their practicum experience. Included in the final PowerPoint presentation is a detailed recommendation developed to address a specific opportunity for improvement identified within the practicum setting. (Prerequisites: HS300, HS304, HS314, HS400, and HS410, Co-requisites: HS420 and HS430)

# Bachelor of Health Sciences (Generic)

Common Core: [See Common Core requirements](#)

Required courses from General Education:

CMU190 Orientation to Online Learning (1)

AH390 Orientation to APA Format (1)

MA103 College Algebra or higher (3)

PY101 Intro to Psychology (3)

## **Tier Two: Additional General Education Requirements (21-22 Hours)**

Humanities or Fine Arts: 6 hours

When choosing a Humanities course, [see guidelines](#).

When choosing a Fine Arts course, [see guidelines](#).

Social Sciences (CJ, CT, EC, HI, PS, PY, or SO): [See guidelines](#). 6 hours

Analytic Skills: 6 hours

BU225 Computer Application in Business

AH316 Data Analysis for Allied Health

Science 3-4 hours

## **Health Sciences Courses (33 hours)**

AH212 Medical Terminology 3

AH317 Health Professions Research 3

HS300 Professional Practice in Healthcare 3

HS304 Health Care Law 3

AH/HS400 Health Care Informatics 3

HS410 Client Education and Health Care 3

HS314 Insurance, Coding and Billing in Health Care 3

HS420 Case Studies in Managerial Integrity 3

HS430 Issues in Current Professional Practice 3

HS440 Capstone: Business Management Practicum 6

## **Electives To Complete Min. 120 Hours**

### **Competencies, Tier II**

- Broaden students understanding of human nature for the purpose of developing therapeutic relationships and communication skills necessary in the healthcare environment.
- Understand the basic structure and function of the human body.
- Improve critical thinking skills.
- Develop ethical leadership and decision making skills.
- Evaluate career choices within healthcare services based on emerging skills and personal strengths and abilities.

### **Health Science Competencies**

- Demonstrate leadership with technical proficiency and graduates demonstrate use of principles of management and leadership evidence in: management of fiscal, physical and human resources.
- Apply critical thinking and problem solving to the provision of health care services evidenced by successful completion of internships or clinical practicums.
- Incorporate the principles of communication, advocacy, and health care education into practice.
- Exhibit commitment to individual growth as a lifelong learner evidenced by: continuing formal education, informal education: reading professional refereed journals, participating in shaping the healthcare delivery system.  
Demonstrate collaboration with other healthcare providers to promote the full human potential.
- Exhibit commitment to individual growth as a lifelong learner evidenced by:
  - a. continuing formal education, informal education:
  - b. reading professional refereed journals,
  - c. participating in shaping the healthcare delivery system.
  - d. Demonstrate collaboration with other healthcare providers to promote the full human potential.