

Specific Format Required for a Complete Proposal

A complete proposal should contain the following information in this order and numbered this way:

1. New Program Proposal Form

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s):	<u>Southeast Missouri State University - Department of Communication Studies</u>
Program Title:	<u>Health Communication</u>
Degree/Certificate:	<u>Bachelor of Science</u>
Options:	<u></u>
Delivery Site(s):	<u>Southeast Missouri State University – Main Campus and Online. Kennett, Malden, and Sikeston Campuses pending demand.</u>
CIP Classification (provide a CIP code):	<u>Health Communication: 09.09 05</u>
Implementation Date:	<u>Fall 2014</u>
Cooperative Partners:	<u>None</u>
Expected Date of First Graduation:	<u>Spring 2017</u>

AUTHORIZATION

<u>William Eddleman, Provost</u>	<u></u>	<u></u>
Name/Title of Institutional Officer	Signature	Date
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Person to Contact for More Information	Telephone	

2. Need:

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full-Time	4	8	12	16	20
Part-Time	0	0	2	3	5
TOTAL	4	8	14	19	25

- ii. Will enrollment be capped in the future? *Only if demand for the program exceeds instructional capability.*

B. Market Demand:

- i. National, state, regional, or local assessment of labor need for citizens with these skills

In 2008, the U.S. Bureau of Labor Statistics (BLS) reported wage and salary employment in the healthcare industry was projected to grow 22 percent between 2006 and 2016. That translates into about 3 million new jobs—nearly 20 percent of the total number of jobs expected to be added to the economy over the projection’s decade. While many of these jobs are for practitioners, nurses and allied health professionals, many others have duties that do not include hands-on patient care: communication consultant for healthcare providers, healthcare navigator/insurance exchange navigator, patient and family advocate and many more. These jobs can be filled by people with degrees in health communication.

The core communication classes will provide students with the theoretical knowledge base, as well as the practical skills, to adapt to many different career opportunities. The other courses offered within this interdisciplinary degree can appeal to students interested in a variety of careers specifically in the healthcare arena. The marketing and health psychology classes will give insight involved with promoting healthy habits and behavior change rather than selling a commercial product or service. The Bureau of Labor Statistics Employment expects job opportunities in the area of health campaigns to grow 14 percent from

2010 to 2020. Growth may be even greater as the need for health promotion programs is rising steadily in urban areas (mphonline.org). The medical terminology, nutrition and community health classes will give students the skills to meet the demand for health educators. Health educators work in a variety of settings, including hospitals, doctor's offices, and non-profit organizations. Employment of health educators is expected to grow by 37 percent from 2010 to 2020, much faster than the average for all occupations. Growth will be driven by efforts to reduce healthcare costs by teaching people about healthy habits and behaviors (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 edition). The entire degree also provides an excellent foundation for further graduate study.

C. Societal Need:

General needs which are not directly related to employment

The recent passage of the Patient Protection and Affordable Care Act, as well as the aging Baby Boomer population, will result in increased need for effective health communication specialists and ensures continued job growth in this field.

D. Methodology used to determine "B" and "C" above.

The information from B and C was primarily drawn from the United States Bureau of Labor Statistics Web page, as well as the BLS Occupational Outlook Handbook. Additional information came from the Occupational Outlook Quarterly, Masters of Public Health Online, The National Institute of Health, and The University of Illinois at Urbana-Champaign.

3. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

This program fills a void in our region. The only university in Missouri to specifically offer health communication (as a track for its Communication Studies degree) is Missouri State. No other university in the region offers the multidisciplinary options our B.S. in Health Communication will have.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL. *No.*

4. Program Structure:

Form PS

PROGRAM STRUCTURE

- A. Total credits required for graduation: 120; minor required
- B. Residency requirements, if any: None
- C. General education (total credits): 51

General education courses (specific courses OR distribution area and credits):

UI 100	3	cr.	PS103 or PS104	3	cr.	Major Civ MC101	3	cr.
EN 100	3	cr.	Living Syst	3	cr.	Physical Sys	3	cr.
EN140	3		Logical Syst	3		Econ Sys	3	
SC105 or SC 155	3	cr.	Literary Exp Artistic Exp	3	cr.	UI 352	3	cr.
HL120	3	cr.	UI 345	3	cr.	UI 412	3	cr.

- D. Major requirements (total credits): 39

SC 301	3	cr.	SC 335	3	cr.	SC 001	0	cr.
SC 215	3	cr.	SC 483	3	cr.	CF 124 or FN 235	3	cr.
SC320 or SC510	3	cr.	UI 425 or SC 560	3	cr.	HA585	3	cr.
HL113	3	cr.	HL320	3	cr.	PY 555	3	cr.
HL 4xx	3	cr.	HA300	3	cr.			

- E. Free elective credits (sum of C, D, & E should equal A): 30 (part of which would be devoted to the required minor—or to a second major for students who wished to double major in lieu of a minor)

- F. Requirements for thesis, internship or other capstone experience: 3 credit hour internship

- G. Any unique features such as interdepartmental cooperation: Cooperation among the departments/programs of Communication Studies; Psychology; Management and Marketing; Nursing; Health, Human Performance, and Recreation; Political Science, Philosophy, and Religion.

NEW COURSES TO BE DEVELOPED FOR MULTIPLE PROGRAMS

SC 301 – Foundations of Health Communication

Faculty should pursue regular, ongoing professional development activities. Since these areas of health communication are quite dynamic and continuously evolving, faculty will need to stay current in the field. Faculty should also be mindful of grant opportunities and pursue those when warranted.

Enrollment Projections

- Student FTE majoring in program by the end of five years
90
- Percent of full-time and part-time enrollment by the end of five years
84% full-time; 16% part-time

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation
At the end of the three years, the number of graduates would be small, perhaps no more than 5. However, at the end of five years, we expect a healthy number of graduates, in the 15-20 range. We expect to have good retention for this program.
- Special skills specific to the program
None
- Proportion of students who will achieve licensing, certification, or registration
Not applicable
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
No national assessments will be used. We expect 80% of our students to show proficiency on the University Writing Proficiency Assessment and to have averages on the MAPP II test that exceed the University average.
- Placement rates in related fields, in other fields, unemployed
We expect to have 80% of our students placed in jobs or graduate programs relating to this field.
- Transfer rates, continuous study

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
Currently, there is no accrediting body.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
In addition to informal data gathering at exit interviews, alumni surveys will be conducted using the Alumni Association database. Online surveys will be conducted at the end of five years to determine satisfaction with the undergraduate degree program. For those students who matriculated to graduate and professional programs, the expected satisfaction rate is >90%. For those who did not matriculate to graduate and professional programs, the expected satisfaction rate is >75%.
- Expected satisfaction rates for employers, including timing and method of surveys

Because we will have consulted with the major medical centers in our area upon beginning this program, we will consult with them again at the end of five years to see if they now employ any of our graduates and if they feel the graduate was well served by the program. Both qualitative and quantitative research will be done through personal interviews with direct supervisors, as well as online surveys for administrators. The expected satisfaction rate is >90%.

7. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

Currently, there is no accrediting body for a program of this type.

8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.
The university is situated in a medical hub for the region. However, not everyone employed by the area's medical centers and private offices are doctors, nurses and therapists. There are many people working to improve the health of our citizens who may never touch a patient. This program would provide the skills needed to perform in these very important positions which directly impact the quality of care as well as the cost of care, ideally enhancing quality and patient satisfaction while reducing costs via greater efficiency.

Many students come into the university only having an idea of a "meta-major": they want to do something in healthcare. This program could provide an area of study for those students who wish to pursue a career in the health field and utilize a different skill set than traditional medical roles (doctors and nurses) to help people.

We also have many hospital employees who are looking to advance in their careers but cannot do so until they obtain a bachelor's degree. This program could provide an excellent option for the part-time student.

9. Any Other Relevant Information: *The University's Academic Visionary Committee has found evidence consistent with the Bureau of Labor Statistics Occupational Outlook Handbook (and other sources cited above) that numerous job openings will exist for individuals trained in health communication.*