

Form NP

1. New Program Proposal:

Sponsoring Institution(s): University of Central Missouri

Program Title: Health Studies

Degree/Certificate: Bachelor of Science

Options:

Area 1 – Social Science

Area 2 – Pre-Physical Therapy/Pre-Occupational Therapy

Area 3 – Community Health

Delivery Site(s): University of Central Missouri Main Campus, Warrensburg, Missouri

CIP Classification: 51.0000

Implementation Date: Fall 2010

Cooperative Partners: Not Applicable

Expected Date of First Graduation: May, 2014

AUTHORIZATION

<u>Michael J. Grelle</u>	_____	_____
Name/Title of Institutional Officer	Signature	Date
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Person to Contact for More Information	Telephone	

Form SE

2. Need:

A. Student Demand:

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

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	40	60	80	100	100
Part Time					
Total	40	60	80	100	100

- ii. Will enrollment be capped in the future? At this point it is not likely that enrollment in the proposed Health Studies program of study will be capped.

B. Market Demand:

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

The proposed Health Studies baccalaureate allows students to select from one of three Tracks:

1. Social Science
2. Pre-Physical Therapy/Pre-Occupational Therapy
3. Community Health

Students in the Social Science Track may pursue careers in community, human service, and religious organizations; health care and long-term care institutions; federal, state, and local government agencies, including the aging network (the system of service delivery to older persons established by a federal law entitled the Older American Act); retirement communities; academic and other educational and research settings; professional organizations; as well as business and industry. These professionals perform services including but not limited to:

- Conducting research on processes and diseases such as Alzheimer's disease, dementia, or osteoporosis
- Analyzing issues related to older persons such as retirement opportunities, income maintenance, the health care system, and housing alternatives
- Planning, administering, and evaluating community-based health services and service delivery systems
- Teaching courses on aging, or death and dying to college and university students, health care professionals, and older adults

- Advocating with or on behalf of citizens' health before legislative bodies or in institutional settings
- Designing products to meet the special interests and needs of older persons
- Advising business, industry, and labor regarding older workers and consumers

Employment of physical therapists is expected to grow some 25 percent from 2009 to 2016, much faster than the average for all occupations. Recent data published by the US Department of Labor's Bureau of Labor Statistics suggests that the job outlook for occupational therapists will improve substantially in the next several years and will continue to do so for the foreseeable future; more specifically, employment for occupational therapists is expected to increase by 21 to 35%. The long-term demand for physical therapists should continue to rise as new treatments and techniques expand the scope of physical therapy practices. Moreover, demand will be spurred by the increasing numbers of individuals with disabilities or limited function.

- The increasing elderly population will drive growth in the demand for physical and occupational therapy services. The elderly population is particularly vulnerable to chronic and debilitating conditions that require therapeutic services. Also, the baby-boom generation is entering the age of highest risk for heart attacks and strokes (among other chronic conditions), increasing the demand for cardiac and physical rehabilitation. Moreover, increasing numbers of children will need physical therapy as technological advances save the lives of a larger proportion of newborns with severe birth defects.
- Future medical developments also should permit a higher percentage of trauma victims to survive, creating additional demand for rehabilitative care. In addition, growth may result from advances in medical technology that could permit the treatment of an increasing number of disabling conditions that were untreatable in the past.
- Widespread interest in health promotion also should increase demand for physical therapy services. A growing number of employers are using physical therapists to evaluate worksites, develop exercise programs, and teach safe work habits to employees.
- Job opportunities will be good for licensed physical therapists in all settings. Job opportunities should be particularly good in acute hospital, rehabilitation, and orthopedic settings, where the elderly are most often treated. Physical therapists with specialized knowledge of particular types of treatment also will have excellent job prospects.

The Community Health Track will prepare professionals who specialize in the prevention of disease and promote appropriate wellness lifestyles. These professionals may have a number of responsibilities to foster community health including but not limited to:

- Ensuring clean water and air for the public
- Vaccinating children as well as adults
- Ensuring safety of and appropriate use of prescription drugs
- Protecting the health and safety of all workers
- Conducting campaigns and education programs to reduce morbidity and mortality from chronic diseases

- Developing school nutrition programs
- Ensure food safety education for the public

C. Societal Need:

- i. General needs which are not directly related to employment:

Chronic conditions (cardiovascular disease, obesity, cancer, diabetes), bioterrorism, drug-resistant disease, transmission of disease by global travel; there is no shortage of challenges facing America's health professionals. Students preparing to enter the health care field require state-of-the-art training to meet these increasing threats to public health.

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

The "methodology" for "B" and "C" came from internet research yielding data from multiple professional organizations associated with the three areas/tracks of the major. Some of the methodology can also be found within the text for "B" and "C."

3. Duplication and Collaboration:

- A. 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?

A number of factors make the University of Central Missouri proposed baccalaureate in Health Studies unique from other (health studies) programs throughout the state. The University of Central Missouri prepares a diverse body of students to be lifelong learners who are proficient in their fields of study, able to adapt to a changing world and contribute to the betterment of society. Health is an area of study that is constantly changing, and the premise of the Health Studies curriculum is to prepare students to question information and look for ways to share health related knowledge and skills with others. The Health Studies program will meet the mission of the College of Health and Human Services by preparing "graduates for service" of a constantly changing, diverse population in the community setting. The proposed new program will seek to improve "society and the human condition" from all perspectives as knowledge is gained about current health issues. Finally, the mission of the Department of Nutrition is to educate students, conduct research, and engage in public service activities. The proposed Health Studies baccalaureate allows students to select from one of three Tracks:

1. Social Science
2. Pre-Physical Therapy/Pre-Occupational Therapy
3. Community Health

The multiple areas of specialization within Health Studies will serve a breadth of students with a wide variety of professional and service goals within multiple fields of health. Moreover the proposed baccalaureate will be a viable and attractive option for students at UCM majoring in Nursing, as well as Athletic Training who otherwise are not

admitted to their respective programs due a limited number of seats. The proximity of UCM to the Kansas City metropolitan area may foster enrollment as well. The Health Studies program will foster opportunities for faculty and students to participate in each of the aforementioned activities.

- B. Does delivery of the program involve a collaborative effort with any external institution or organization? The delivery of the program does not involve a collaborative effort with external institutions or organizations.

Form PS

4. Program Structure:

- A. Total credits required for graduation: 120 credits
- B. Residency requirements, if any:
- Minimum 30 credits from UCM
 - Minimum 20 upper division (3000,4000 number) credits from UCM
 - Minimum 15 credits in the major from UCM
 - Minimum 9 upper division credits in the major from UCM
 - Final 12 credits must be from UCM
- C. General education: Total credits: 48 credits; 22 hours of which are requirements for the major but count toward the General Education Requirements

Courses (specific courses OR distribution area and credits):

<u>Division I. Intellectual Skills</u>	<u>12</u>
<i>Area A. Written Communication</i>	<i>6</i>
<i>Area B. Oral Communication</i>	<i>3</i>
<i>Area C. Mathematical Reasoning</i>	<i>3</i>
<u>Division II. Core</u>	<u>30</u>
<i>Area A: Part I - Life and Physical Sciences</i>	<i>7</i>
<i>Area A: Part II - Technology</i>	<i>2-3</i>
<i>Area B. Social and Behavioral Sciences</i>	<i>9</i>
<i>Area C. Humanities and Fine Arts</i>	<i>9</i>
<i>Area D. Cultural Interaction</i>	<i>3</i>
<u>Division III. Personal Interaction</u>	<u>3</u>
<u>Division IV. Integrative Studies</u>	<u>3</u>
<u>Total after 22 hours in degree are subtracted: 26 Hours</u>	

- D. Major requirements: Total credits:
4. Social Science (Area 1) – 56 to 59 Hours
 5. Pre-Physical Therapy/Pre-Occupational Therapy (Area 2) – 57 to 59 hours
 6. Community Health (Area 3) – 59 to 61 hours
- Specific Courses: See Next Page

Health Studies

Major, Bachelor of Science

MAJOR REQUIREMENTS 43-45

MATH 1111 College Algebra or Higher Math 3
 BIOL 2401 Anatomy and Physiology I 4
 BIOL 2402 Anatomy and Physiology II 4
 BIOL 3215 Medical Terminology 3
 PSY 1100 General Psychology 3
 PSY 4440 Abnormal Psychology 3
 PSY 4520 Statistics for Behavioral Sciences 3
 SOC 1800 General Sociology 3
 HED 1100 Personal Health, 3, or
 PHIL 2300 Ethics, 3 3
 HED 4370 Human Diseases 3
 ICAP 4111 Socio-Economic Factors Impacting
 Health 3
 One of the following Chemistry sequences:
 CHEM 1104 Introduction to the Sciences:
 Chemistry, 4, and
 CHEM 1604 Elementary Organic and
 Biochemistry, 4 8
OR
 CHEM 1131 General Chemistry, 5, and
 CHEM 1132 General Chemistry II, 5 10

Students select from one of the following areas
(see departmental adviser).....13-16

-Area 1-

Social Science 13 – 14
 SOC 4894 Sociology of Aging, 3, or
 NUR 4405 Aging of Self and Others, 2, or
 PSY 4240 Psychology of Aging, 3 2-3
 NUR 4020 Grief and Loss 2
 PSY 3340 Social Psychology, 3, or
 SOC 3870 Personality and Society, 3, 3
 SOC 4875 Medical Sociology 3
 SOCWK 2600 Introduction to Social Welfare and
 Social Work 3

-Area 2-

**Pre-Physical Therapy/
 Pre-Occupational Therapy 14**
 PHYS 1101 College Physics I 4
 PHYS 1102 College Physics II 4
 PE 2850 Foundations of Exercise Physiology 3
 PE 3800 Kinesiology 3

-Area 3-

Community Health 16
 D&N 3340 Nutrition 3
 D&N 3350 Community Nutrition 3
 HED 4310 Drugs and Youth 3
 HED 4390 Community Health Education 2
 NUR 2020 Health: The Woman’s Perspective, 2,
 or NUR 4030 Human Sexuality, 2, or
 NUR 4405 Aging of Self and Others, 2, 2
 SOC 4875 Medical Sociology 3

General Education Requirements (page 41) In
the major: BIOL 2401 & 2402 fulfill 3 s.h. of Div.
II A; MATH 1111 or Higher fulfills 3 s.h. of Div. I
C; CHEM 1104 or CHEM 1131 fulfills 4 s.h. of Div.
II A; PSY 1100 fulfills 3 s.h. of Div. II B; SOC 1800
fulfills 3 s.h. of Div. II B; HED 1100 or PHIL 2300
fulfills 3 s.h. of Div. III; ICAP 4111 fulfills 3 s.h. of
Div. IV 22

Upper-Level Electives 0-12

Free Electives 30-42

MINIMUM TOTAL 120

- E. Free elective credits: 30 to 42 (Sum of C, D, and E should equal A.)
- F. Requirements for thesis, internship or other capstone experience:

One of the General Education requirements for Health Studies major is ICAP 4111 Socio-Economic Factors Impacting health. The purpose of this course is to examine how one's socio-economic status influences health from the standpoints of primary, secondary, and tertiary prevention, as well as availability to medical treatments. As part of elective hours, students may select PE 4765 Internship. The Internship is an important transition from the classroom to the practical application of theory and organization. Through this experience the student should be able to assess her/his professional assets and gain the confidence necessary to make the transition from a student to a professional in the field. Throughout this experience the student should be accepted not only as a learner, but as a contributor-learner. This, coupled with the fact that she/he is an integral part of a functioning agency brings the student to the realization that she/he can make a contribution to the supervising agency.

- G. Any unique features such as interdepartmental cooperation:

Representatives from Departments and Colleges throughout campus were involved with the development of the Health Studies curriculum. Courses specific to the major come from biology, chemistry, mathematics, health education, sociology and social work, psychology, physics, nutrition, philosophy, and nursing. This indicates a significant amount of interdepartmental cooperation in the bringing to fruition of this program.

5. Form FP Financial Projections: (Deleted)

Form PG

6. Program Characteristics and Performance Goals:

Institution Name: University of Central Missouri

Program Name: Bachelor of Science in Health Studies

Date: October, 2009

Student Preparation

Any student who is admitted to the University of Central Missouri will be eligible to declare Health Studies as his/her intended program of study. Note that regardless of the program Area selected by the student (Social Science; Pre-Physical/Pre-Occupational Therapy; Community Health) all students in the major will complete a core set of Major Requirements (43-45 credits), as well as the University's General Education curriculum.

Faculty Characteristics

There will not be special or unique degree requirements for faculty teaching courses in the Health Studies program. This curriculum has inherent strength from the faculty that it is interdisciplinary in scope (see above). This intellectual diversity takes advantage of faculty strengths and experiences, thus enriching students' learning. Currently, there are two full-time faculty members in Health Education. These faculty each have a load of 12 credits per semester, and approximately 25% of their load will be devoted specifically to the Health Studies curriculum.

Faculty in the Department of Nutrition at the University of Central Missouri strive for excellence in all academic matters. The Faculty Development Plan (FDP), which is completed annually by all faculty members in the Department of Nutrition is an integral part of the performance assessment system in the College of Health and Human Services (CHHS). The FDP serves as a mechanism for the faculty member to articulate and document their goals and performance objectives on an annual basis. The FDP is reviewed by the department chairperson to ensure congruity between the goals of an individual faculty member, those of the department, and performance expectations as noted by the chair or others. The FDP is a primary vehicle to ensure the continued success of the faculty member, whether through promotion and tenure, or continuous career development processes. The FDP is intended to be a succinct document that minimizes the effort and time required of the faculty member for its preparation. Yet for it to be an effective planning document, the FDP must contain specific goals in the areas of teaching, scholarship, and service.

Enrollment Projections

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	40	60	80	100	100
Part Time					
Total	40	60	80	100	100

Student and Program Outcomes

Based on the 2008 University of Central Missouri Fact Book, four-, five-, and six-year graduation rates (2004 freshman cohort) are 26.2%, 41.0%, and 50.6% respectively. Assuming 40 full-time students enter the program, five years hence, we can expect 16 to 18 graduates in Health Studies. Although difficult to predict, it is anticipated that students in other curricula on campus will change to the Health Studies program and thus we may experience some graduates two and three years subsequent to the program's implementation.

There are no special skills specific to the program of study, nor is it anticipated that students will need to achieve licensing, certification, or registration immediately following completion of the baccalaureate. However, students completing the pre-physical/pre-occupational track, who eventually attend professional schools in these areas, will need to pass state licensing examinations to practice their respective professions.

All curricula at the University of Central Missouri are required to identify both formative as well as summative assessments for the purposes of Higher Learning Commission (HLC) accreditation. Accordingly, students majoring in Health Studies will take the aforementioned assessment. Results from which will be used to identify student progress, review curriculum efficacy, and make recommendations for facilities and equipment.

Placement rates for UCM graduates in all programs of study are maintained by and reported from the Office of Career Services (Union 302). These placement data will be invaluable in regard to student recruitment on behalf of the Health Studies curriculum.

Program Accreditation

At this point, there are no plans to seek accreditation specifically for the Health Studies baccalaureate. Obviously, the University is and will continue to maintain accreditation from the Higher Learning Commission (see above).

Alumni and Employer Survey

Selected seniors in Health Studies (as well as all curricula throughout the University) will be asked to complete The Student Satisfaction Inventory (SSI) from Noel-Levitz. The SSI represents a tool to improve the quality of student life and learning. The SSI measures student satisfaction and priorities, indicating how satisfied students are as well as the issues important to them. These data may be used to:

- Guide strategic action planning
- Strengthen student retention initiatives
- Meet accreditation requirements
- Identify areas of strength for institutional marketing
- Chart progress toward campus goals

Following is a survey developed by Noel-Levitz to be sent to employers of UCM Health Studies graduates.

Noel-Levitz put together a project to develop and pilot test a survey instrument to be administered to employers to collect data on their levels of satisfaction with the preparation of graduates at specified colleges or universities. The data collected with this instrument are incorporated into a national database so that employer satisfaction norms may be established and reported to participating institutions.

EMPLOYER SATISFACTION SURVEY™

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How FAMILIAR are you with the University of Central Missouri?

- Extremely Very Somewhat Not very Not at all

What is the title of the position for which this employee was hired?

How long has this employee worked in this position? (Choose one)

- Less than 6 months More than 6 months but less than one year Between one and two years
 More than two years

Which of the following best describes your relationship to this employee? (Choose one)

- Supervisor Co-worker Human resources/personnel director
 Other _____

How often do you have the opportunity to observe the work of this employee? (Choose one)

- Daily Weekly Monthly Annually

How IMPORTANT were each of the following qualifications when you were hiring to fill this employee's position? (CHECK ONE BOX FOR EACH OF THE QUALIFICATIONS LISTED BELOW)	Extremely	Very	Somewhat	Not Very	Not at all
Previous work experience					
Specialized training or skills					
Specialized certification					
Degree in a specific major field					
Associate's degree					
Bachelor's degree					
Graduate degree					

This section concerns an employee's **knowledge and understanding**. For each item, first indicate how important this type of knowledge is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well this employee had learned this type of knowledge at the time they were initially hired.

Rate IMPORTANCE for successful performance of the job						Rate SATISFACTION with this employee's knowledge				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Knowledge in employee's field of study					
					Understanding of job-related information					
					Specific technical knowledge required for the job (other than computer applications)					
					Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)					
					Understanding of organizational context (industry regulations, competition, etc.)					
					Understanding of international business environment					
					Understanding of systems and organizations (e.g., political systems, markets, cultures)					
					Knowledge of peoples and cultures from other countries					

Overall, how SATISFIED are you with . . .	Extremely	Very	Somewhat	Not Very	Not at all
Employee's <u>knowledge and understanding of their major field of study</u>					
Employee's <u>general knowledge and understanding (outside of the major field)</u>					

This section concerns the **qualities generally expected of employees**. For each item, first indicate how important this quality is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well this employee demonstrated this quality at the time they were initially hired.

Rate IMPORTANCE for successful performance of the job						Rate SATISFACTION with this employee's qualities				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Flexibility (responds well to change)					
					Creativity (identifies new approaches to problems)					
					Empathy (understands the situations, feelings, or motives of others)					
					Reliability (can be depended on to complete work assignments)					
					Integrity (understands and applies ethical principles to decisions)					
					Self-discipline (exhibits control of personal behavior)					
					Positive attitude toward work					
					Willingness to learn					
					Understands and takes directions for work assignments					
					Accepts responsibility for consequences of actions					

Overall, how **SATISFIED** are you that this employee demonstrates the qualities you would expect from a college graduate?

Extremely Very Somewhat Not very Not at all

This section concerns the **general skills** that are typically expected of most employees with education beyond high school. For each skill, first indicate how important this skill is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well-prepared this employee was in each of these skills at the time they were initially hired.

Rate IMPORTANCE for successful performance of the job						Rate SATISFACTION with this employee's general skills				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Written communication					
					Verbal communication					
					Listening to others					
					Organizing information for presentation					
					Critical thinking (e.g., evaluating information, making decisions)					
					Computation (math)					
					Reading					
					Basic computer (e.g., word-processing)					
					Advanced computer (e.g., spreadsheets, databases)					
					Use of equipment or technology specific to the job (other than computers)					
					Leadership					
					Teamwork (interpersonal relationships)					
					Customer service					

Overall, how **SATISFIED** are you with this employee's general skills as they relate to the requirements of the job?

- Extremely Very Somewhat Not very Not at all

This final section concerns the specialized skills that are not typically expected of all employees, but may be required for some. For each skill, first indicate how important this skill is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well-prepared this employee was in each of these skills at the time they were initially hired.

Rate IMPORTANT for successful performance of the job						Rate SATISFACTION with this employee's specialized skills				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Management of organizational resources (budgets, subordinates, etc.)					
					Fluency in a language other than English					
					Project management					
					Negotiation (contracts, sales, alliances)					
					Mentoring or coaching colleagues					
					Ability to set goals and allocate time to achieve them					
					Ability to translate theory into practice					

Overall, how **SATISFIED** are you with this employee's specialized skills as they relate to the requirements of the job?

Extremely Very Somewhat Not very Not at all

Based on your experience with this employee, how **LIKELY** are you to hire other graduates of University of Central Missouri?

Extremely Very Somewhat Not very Not at all

Use the space below to provide the University of Central Missouri with any comments or suggestions for improving the quality of the school's graduates.

7. Accreditation

See above.

8. Institutional Characteristics

Founded as a teacher's college in 1871, the University of Central Missouri has maintained its commitment to excellent teaching. Our average class size is 23. UCM's nationally recognized Department of Academic Enrichment exists to help students improve their academic success through a variety of classes and services. UCM's six-month job-placement rate for undergraduates is 94 percent, and, reflecting our excellent financial support packages, our students benefit from one of the lowest student-debt ratios in the state. Publicly supported, richly diverse in our people and programs, UCM offers a remarkable educational experience. Of recent University of Central Missouri graduates:

- 90% were satisfied with the quality of education they received.
- 84% were satisfied with the quality of education in their major.
- 91% rated the practical experience in their courses as excellent or good.
- 89% indicated the quality of education they received at UCM increased their confidence in their knowledge and abilities.
- 85% rated the quality of academic advice they received from faculty as excellent or good.
- 86% felt faculty care about their academic success and welfare.
- 93% would recommend UCM to a family member or friend considering college.

9. Any other relevant information: Not applicable