



Faculty Senate Archives

Faculty Senate

Academic year 2008-2009

Volume XXII

Agenda and Minutes of the Meeting of September 08, 2008

WICHITA STATE UNIVERSITY
FACULTY SENATE
AGENDA

| | |
|-----------------------|----------------------------------|
| MEETING NOTICE | Monday, September 8, 2008 |
| | |
| | CH 107 3:30 p.m. |

ORDER OF BUSINESS:

- I. Call of the Meeting to Order

- II. Informal Statements and Proposals

- III. Approval of the Minutes -- Monday, May 12, 2008 (2007-08 Senate)-
- <http://webs.wichita.edu/senate/M5-12-08.htm>
-- Monday, May 12, 2008 (Election meeting) --
<http://webs.wichita.edu/senate/M5-12-08-election.htm>

- IV. President's Report:
 - A. Kansas Board of Regents overview
 - B. Appointment for the Student Publications Board
 - C. Election of Planning & Budget Committee members representing College of Health Professions & College of Fine Arts

- V. Committee Reports:
 - A. Rules Committee -- Deborah Soles, chair

B. Academic Affairs Committee -- Frederick Hemans, chair -- Proposed B.S. in Health Sciences -
- <http://webs.wichita.edu/senate/BSHealth%20Sciences.htm>

VI Old Business: none

VII New Business:

A. Update with Gary L. Miller, Provost and Vice President for Academic Affairs and Research

B. Proposed revisions for the University Policy Prohibiting Sexual Harassment -- 3.06 / WSU Policies and Procedures --
<http://webs.wichita.edu/senate/Sexual%20Harassment%20proposal.htm>

As May Arise

EXECUTIVE COMMITTEE

| Office | Campus Phone | Campus Box |
|---|--------------|------------|
| President -- Larry Spurgeon larry.spurgeon@wichita.edu | 6260 | Box 77 |
| President-Elect -- Deborah Soles deborah.soles@wichita.edu | 3125 | Box 74 |
| Vice President -- Steven Skinner steven.skinner@wichita.edu | 3415 | Box 44 |
| Secretary -- | | |
| Past President -- Silvia Carruthers silvia.herzog@wichita.edu | 6268 | Box 53 |
| Elected by the Senate | | |
| Cathy Moore-Jansen cathy.moore-jansen@wichita.edu | 5080 | Box 68 |

Fritz Hemans
frederick.hemans@wichita.edu

3555

Box 67

Appointed by the Faculty Senate President

Brien Bolin
brien.bolin@wichita.edu

3087

Box 154

Office of Faculty Senate

3504

Box 111

**Bobbi Dreiling, Administrative
Assistant**
bobbi.dreiling@wichita.edu

3.06 / Prohibiting Sexual Harassment

I. INTRODUCTION

In addition to being illegal, sexual harassment runs counter to the objectives of Wichita State University. When people, whether student, faculty, unclassified professional, or classified staff, feel coerced, threatened, intimidated, or otherwise pressured by others into granting sexual favors, their academic and work performance is likely to suffer. In addition, such actions violate not only the dignity of the individual but also the integrity of the University as an institution for learning. Academic freedom flourishes when all are free to pursue ideas in a nonthreatening, noncoercive atmosphere of mutual respect. Sexual harassment is thus harmful not only to persons involved but also the entire University community.

With the adoption of this policy on sexual harassment, Wichita State University reaffirms its commitment to maintaining an environment free of intimidation, fear, reprisal, and coercion - one in which students, faculty, unclassified professionals, and classified staff can develop intellectually, personally, and socially.

II. RESPONSIBILITIES

All members of the University community are responsible for promoting a positive working and learning environment where all persons are free to discuss any problems or questions they may have concerning sexual harassment at the University, without fear of intimidation or retaliation. To that end, the University shall disseminate this policy and procedures prohibiting sexual harassment widely so that all members of the University community are informed of their rights and responsibilities.

A. University officials are committed to contributing to a positive learning and working environment by acting in a manner which is fair by attempting to resolve complaints and by educating members of the University community to eliminate prohibited activities and any acts of retaliation.

B. It is the obligation of administrators and supervisors who become aware of sexual harassment in their area of responsibility to take steps to prevent its continuation. Failure to do so is a violation of this policy.

C. Persons experiencing unwelcome, harmful, or offensive behavior are encouraged to communicate directly with the persons whose behavior is perceived or experienced as sexually harassing. Communicating directly that such behavior is unwelcome, harmful, or offensive will often result in the resolution of the complaint prior to resorting to the University's stated informal and/or normal complaint procedures.

D. This policy is not intended and will not be implemented in such a way as to censor or punish students, faculty, or staff members for exercise of their First Amendment right to express their individual ideas and viewpoints on any topic. This policy also is not intended and will not be implemented in a way that infringes on academic freedom.

E. University employees are cautioned against entering romantic and/or sexual relationships with any individual where a professional power differential exists even if that relationship is a consensual one. The potential for harassment claims arising out of such relationships makes them unwise. Examples of professional power differentials include romantic and/or sexual relationships between a faculty member and a student over whom the faculty member has a supervisory role, a classified supervisor and an employee who reports to the supervisor, or an unclassified professional supervisor and a student assistant/employee who reports to the supervisor. When a charge of sexual harassment is made, in this context, it may be difficult to show immunity on the grounds that the relationship was consensual.

F. Claims of sexual harassment that are frivolous, vindictive, and without support or merit may constitute a form of sexual harassment.

III. DEFINITION --- PROPOSED:

Sexual harassment involves behaviors which interfere with an individual's work or the learning environment through unwelcome sexual advances, requests for sexual favors, or other ~~verbal or physical~~ conduct which unreasonably interferes with an individual's work performance or educational experience or creates an intimidating, hostile, or offensive working or learning environment. Conduct which is prohibited by this policy can be manifested orally, verbally, physically, in writing, or through any other form of communication such as email and text messaging. To the extent that individuals are protected from a "hostile environment" it must be understood that the University cannot protect its constituents from ~~verbal~~ conduct which is upsetting, rude, or uncivil. A hostile environment complaint under this policy requires that a reasonable person in the complainant's circumstances experiences conduct which is severe and/or pervasive enough that the conditions of such person's work or educational environment are altered.

In determining whether alleged conduct constitutes sexual harassment, it is necessary to look at the entire context and pattern of behavior. The clearest example of sexual harassment is an attempt to coerce an unwilling person into a sexual relationship by using an employment or educational relationship. However, any behavior, ~~whether verbal or physical~~, constitutes sexual harassment if:

- **A person is intimidated by the threat, overt or implicit, that any educational or employment decision may be affected by unwillingness to tolerate or accept sexual attentions.**
- **A person is required to tolerate or accept sexual attentions as a condition of employment or learning.**
- **Any educational or employment decision has been affected by a person's refusal to comply with or tolerate inappropriate sexual behavior.**
- **The behavior creates an environment that a reasonable person of ordinary sensitivity would find intimidating, hostile, or offensive on the basis of sex and which interferes with that person's ability to work or learn.**
- **Any reprisals are taken for reporting or objecting sexual harassment.**

IV. PROCEDURES

The procedures for dealing with sexual harassment issues and complaints essentially are similar for all persons at Wichita State University. The levels or types of procedures: namely, Counsel and Advice, Informal Procedure, and Formal Procedure, are consistent across all employment categories. An intent of this policy is to have the procedures of this policy compatible with existing related policies such as grievance procedures. Therefore, some differences in procedures exist among the major employment categories of classified, faculty, and unclassified professional. For students, existing established procedures also are recognized and utilized in this policy. The Counsel and Advice procedures are the same for all categories. The informal and formal procedures for classified staff, unclassified professionals, and students are presented with a combined set of procedures. The faculty procedures, while essentially parallel, are presented separately.

A. COUNSEL AND ADVICE

1. Regardless of an individual's personal responsibility to deal with grievances directly and informally, this is not always practical in cases of perceived sexual harassment. The person may fear retaliation from the perceived harasser. Further, the perceived harassment may be of such a nature that engaging in such conduct violates not only reasonable standards of personal conduct but the standards of professional conduct that the University expects and requires its professional employees to observe.
2. Individuals, therefore, may seek counsel and advice from various campus offices, such as the Counseling Center or from trusted individuals in order to clarify in their own minds the situation they find themselves in or to explore various means available for redressing their grievance.
3. When seeking counsel and advice, persons should keep in mind that:

- Managerial employees of the University, such as, department chairpersons, office supervisors, deans, etc., may be required by law or University policy on the prudent exercise of supervisory responsibilities to report even informal complaints of sexual harassment that come to them.
- Managerial employees who are required by virtue of their position to report sexual harassment complaints to higher University authorities should so inform potential complainants and advise them where they can go for unofficial discussions if that is what the potential complainant is seeking.
- Persons who want to pursue unofficial discussions should visit the Counseling Center or speak to others in the University who do not have supervisory responsibilities.
- Potential complainants should keep in mind that neither the Director of Equal Employment Opportunity nor other University officers are permitted to be advocates for complainants in developing or pursuing a complaint. While these officers are obligated to enforce and implement University policy, they must seek to assure fairness to both parties and to protect the University's interests. The University's interest is in the fair treatment of all those involved in the process while complying with its legal obligations as an employer.

B. FACULTY PROCEDURES

1. PERSONAL RESPONSIBILITY

- a. In general, people should assume responsibility for dealing with conflicts, misunderstanding, and grievances that arise from their interactions with other people in everyday life. This applies to perceived instances of sexual harassment and to other matters. It always is appropriate to inform a perceived harasser that his/her conduct is objectionable and to seek a mutual accommodation.
- b. No one shall abridge a faculty member's right to be accompanied to a meeting or discussion by a colleague of his/her choice. Other than as provided below, all parties are obligated to protect the confidentiality of the proceedings.

2. FORMAL PROCEDURE FOR FACULTY

- a. When any member of the University community or applicant for employment or admission believes, in good faith, that he or she may have been sexually harassed by a faculty member, they may bring a complaint to any appropriate member of the University community, including any academic or administrative officer such as dean, supervisor, the representative of the Office of Campus Life and University Relations, or department chair. Unless the complainant chooses to withdraw the complaint at the time of initial contact, the person contacted will refer the complaint either to the department chairperson of the faculty member accused in the complaint or to the Director of Equal Employment Opportunity as the complainant prefers.
- b. Persons wishing to make complaints should take note that timely reporting of a complaint will greatly facilitate any subsequent investigation.

c. The ~~chairperson~~ or Director of Equal Employment Opportunity will interview the complainant and the accused faculty member and seek to resolve the issues between them in a manner consistent with University policies and satisfactory to both parties.

d. If a satisfactory resolution is achieved, a factual report of the complaint, the accused faculty member's response to it, and the basis of the complaint's resolution will be prepared by the ~~chairperson~~ or Director of Equal Employment Opportunity and signed by both parties. The signature of the parties will signify that they accept the resolution of the complaint as stated in the report and that they agree to abide by its terms.

e. Each party will receive a copy of the report. In addition, the report will be placed in the personnel or student files of both parties and will remain confidential under all circumstances within the University's control. In the absence of similar complaints in the five years following the date of the report, both copies of the report retained by the University will be destroyed.

f. The fact that, within the stated time periods, a faculty member agreed to adverse findings in a complaint of sexual harassment may be used as evidence of a pattern of misconduct in a subsequent inquiry. However, a faculty member shall not be held accountable twice for the same misconduct if he/she had abided by the terms to a previous complaint. Evidence of a pattern of misconduct may be used to justify more severe sanctions or penalties in a subsequent complaint. No claims of a pattern that are not substantiated by written reports signed by the faculty member or by the findings of a formal hearing or by direct testimony will be allowed.

g. In the case of a student complaint against a faculty member where the faculty member makes counter allegations against the student and where the inquiry by the department ~~chairperson~~ or Director of Equal Employment Opportunity finds merit in the faculty member's counter allegations, the allegation against the student will be referred to the Office of Student Affairs for disposition. In the case of a classified or unclassified professional employee's complaint against a faculty member where the faculty member makes counter allegations against the employee; and where the department ~~chairperson~~ or Director of Equal Employment Opportunity finds merit in the faculty member's counter allegations, the allegations against the employee will be referred to the Office of Human Resources for disposition.

3. FORMAL HEARING FOR FACULTY

a. In the event that informal procedures fail to resolve a complaint, either party may request a formal hearing.

b. When a case is appealed to a formal hearing because one or both parties is unwilling to accept the findings of the informal procedure, the case will be heard by a panel convened under the procedures of the Faculty Grievance process. At the complainant's request or if the dean of the college/**school/University Libraries** so determines, the complaint will be presented and argued at the hearing by the department chairperson, the Director of Equal Employment Opportunity, or another designated administrative officer. The complainant must appear as a part to the case and must give testimony. Failing to do this, the case will be dismissed. Both complainant and accused may be assisted during the hearing by a member of the University community of their own choosing.

c. As provided for in the Grievance Procedure, the Findings of the hearing panel will be reviewed by the Provost and Vice President for Academic Affairs and Research and the President of the University. The President's decision will be final in all matters. Although the President has final legal authority in personnel matters from the Board of Regents, the interest of the University in faculty self governance and the principle of peer evaluation suggest that the recommendations of internal hearing panels will be accepted generally. In cases where the recommendations of an internal panel are not accepted, the President will discuss said recommendations with the internal hearing panel as well as the direct participants in the grievance process. If additional or new information or evidence is brought to the attention of the Provost and Vice President for Academic Affairs and Research or the President of the University during their respective reviews, the internal hearing panel should be reconvened to hear said additional or new information or evidence to consider whether revisions of its original findings and recommendations are justified.

d. Neither findings of fact, assessments of responsibility, nor sanctions or penalties recommended or imposed after a formal hearing require the approval or agreement of either party involved in the complaint.

e. The final report of the hearing panel and a record of the final decision by the President regarding the complaint will be provided to each party and placed in the personnel or student files of both parties.

f. The University will protect the confidentiality of the report under all circumstances within its control except that it may report the filing and resolution of a complaint and imposition of sanctions or penalties without identifying the parties or their departmental or college/**school/University Libraries** affiliations. In the absence of similar complaints in the next five years, both copies of the report retained by the university will be destroyed. While the full report may be destroyed, a record of the fact that sanctions or penalties were imposed and agreed to will be retained permanently in the personnel record and may be reported to potential employers.

g. All complaints of sexual harassment will be reviewed initially according to the procedures in this policy. In some cases, however, a formal hearing panel may recommend or the administration may determine that a faculty member found guilty of sexual harassment should be dismissed for cause due to the nature of his/her offense. In that case, the Provost and Vice President for Academic Affairs and Research will refer the case to the Dismissal for Cause procedure. The issue in those proceedings shall be whether the offense of which the faculty member has been found guilty warrants dismissal or whether a lesser sanction is appropriate. The dismissal proceedings may consider alleged mitigating circumstances but shall not retry the question of guilt. If the dismissal case is rejected, the original hearing panel in the harassment case, if necessary, will recommend a lesser sanction; and the disposition of the case will proceed as provided for in this policy.

C. PROCEDURES FOR CLASSIFIED AND UNCLASSIFIED PROFESSIONALS AND STUDENTS

1. INFORMAL PROCEDURES

a. Any member of the University community or applicant for employment or admission who, in good faith, believes that he or she may be experiencing sexual harassment may bring such a complaint to any appropriate member of the University community, including any academic or administrative office of the University. For example, any dean, director, supervisor, department chair, or advisor may serve as the initial contact for an informal complaint. Successful resolution efforts will be facilitated greatly by the timely reporting of complaints. The more time that elapses, the more difficult it will be to ascertain the truth of the matter and pick appropriate remedial action.

b. Upon receipt of possible sexual harassment complaint, the University officer, administrator, or other person shall notify promptly the Director of Equal Employment Opportunity of the existence of the complaint. The Director of Equal Employment Opportunity shall maintain a record of the informal complaint as well as the result of the informal procedures.

c. The responsible University official to whom the complaint was brought or the Director of Equal Employment Opportunity shall function as a mediator to attempt to resolve informally the complaint of sexual harassment. To this end, the mediator's responsibilities are:

- Listen to the complaint and assist the complainant in clarifying his/her experiences and feelings.
- Advise complainant on his/her options, both informal and formal.

- At the request of complainant, talk to the person against whom the complaint is brought in an attempt to work out a satisfactory solution and convey to the complainant the results of that discussion. If the complainant is pleased with the outcome of the mediation process, the matter ends there.

2. FORMAL PROCEDURE FOR CLASSIFIED AND UNCLASSIFIED PROFESSIONALS AND STUDENTS

Procedures for resolution of formal complaints should be thorough yet expeditious. Should a formal review be deemed necessary, both the complainant and the person against whom the complaint is brought (the respondent) will be informed of the content of the complaint and will have a full opportunity to be heard. All parties will be able to obtain information about the progress of the review. The time period required for the review may vary from case to case, but all parties will be informed if an extended delay is anticipated. Normally, the review period will be completed within 60 days. The Director of Equal Employment Opportunity and the responsible administrator must remain impartial during the administrative process and work in concert to ensure that all involved be treated fairly.

A. PROCEDURES

1. Reporting complaints of sexual harassment:

a. *Complaints Against Classified and Unclassified Professionals.* Report the complaint to the University administrator responsible for the department or other unit in which the harassment is believed to have occurred (henceforth referred to as the responsible administrator), unless that person already is involved personally or already is aware of the behavior that is the subject of the complaint. In some cases, there may be more than one responsible administrator.

b. *Complaints Against Students.* Complaints by students, faculty members, classified, and unclassified professionals against students may be made to either ~~For students with complaints of harassment by other students, the designated administrators in the~~ Division of Campus Life and University Relations or are identified as the responsible administrator. ~~The complaint also may be initiated directly with~~ the Director of Equal Employment Opportunity. For further information about the procedures for sexual harassment complaints against students see Section 8.11, "Sexual Harassment of Students," and Section 8.05, "Student Code of Conduct," in the Wichita State University Policies and Procedures.

2. Complaints filed later than 180 days from the most recent occurrence normally will not be considered due to the fact that, with the passage of time, it becomes more difficult

to investigate a complaint. However, a complainant who files after 180 days will have the opportunity to argue that special circumstances exist and request that the complaint be submitted for investigation or mediation or administrative action in light of special circumstances.

3. If a complaint is made to the responsible administrator, that individual will confer with the Director of Equal Employment Opportunity concerning the resolution of the complaint. Likewise, should the complaint be made to the Director of Equal Employment Opportunity, the Director will confer with the responsible administrator. If the substance of the complaint warrants further review, both administrators, acting together, will review the complaint. If a complaint is made to the Division of Campus Life and University Relations, a staff member will contact the Director of Equal Employment Opportunity.

4. The Director of Equal Employment Opportunity and the responsible administrator will conduct an interview with the complainant to acquire a thorough understanding of the complaint. A written statement of the complaint will be developed by the complainant. The responsible administrator and the Director of Equal Employment Opportunity will offer assistance to the complainant in the development of this written statement.

5. The Director of Equal Employment Opportunity and the responsible administrator, after consultation as necessary, will determine whether the complaint, as reported, alleges sexual harassment in violation of Wichita State University Policy Prohibiting Sexual Harassment. The conclusion(s) reached will be communicated to the complainant. The responsible administrator will communicate the conclusion(s) to the respondent of the complaint.

6. If it is concluded that further inquiry is warranted, a meeting will be scheduled with the Director of Equal Employment Opportunity, the responsible administrator, the respondent, and a fourth person, if the respondent chooses to bring one for personal support. At that meeting, the respondent will receive both a verbal explanation and the written statement of the complaint. The respondent will have access to relevant information pertaining to the complaint and will be given the opportunity to respond but is under no obligation to respond immediately. The respondent also will be cautioned against retaliation and to maintain confidentiality. Future meetings may be scheduled to allow the respondent the opportunity to reflect and respond to the complaint. If the respondent chooses to make a written response to the complaint, the responsible administrator and the Director of Equal Employment Opportunity will offer assistance to the respondent, if needed, in the development of the written response.

7. With or without a response from the respondent, the Director of Equal Employment Opportunity and the responsible administrator may interview other persons who have specific knowledge about the alleged incident(s). Persons interviewed will be informed 1) that the fact that an investigation is underway should not lead to any assumed conclusion and 2) to maintain confidentiality.

8. A determination will be made, after completion of all interviews, as to whether a violation of the Policy Prohibiting Sexual Harassment has occurred.

9. If it is determined that sexual harassment has not occurred, both the complainant and the respondent will receive letters stating the steps that have been taken in the review process and the determination from the administrators involved in the review.

10. If it is determined that sexual harassment has occurred, the following measures will be taken:

- a. Both the complainant and the respondent will receive letters from the administrators involved in the review outlining the steps taken in the review process, the determination made and the sanctions to be imposed.
- b. Sanctions will be devised in accord with the seriousness of the behavior. Sanctions may range from admonishment to, in extreme cases, a recommendation for dismissal.
- c. Steps will be taken to prevent further acts of sexual harassment.
- d. Steps will be taken to prevent acts of retaliation for bringing the complaint. If a remedy exists and is within the ability of the University community to provide, then a recommendation to that effect may be made.

V. CONFIDENTIALITY

It is the obligation of administrators and supervisors to whom a complaint of sexual harassment is brought to maintain confidentiality. This will not preclude investigation, allowing respondents to reply to a complaint, or provision of a remedy to persons injured by acts of harassment where that is practical.

VI. APPEAL BEYOND THE ADMINISTRATIVE PROCEDURES

A. Complainants who believe that a satisfactory resolution of their complaint of sexual harassment has not been reached by the administrative process described above may take their complaint to the appropriate Grievance Review Committee within 90 days. Unresolved complaints of sexual harassment by students against other students also may be heard by the appropriate student judicial council.

B. Any employee of Wichita State University aggrieved by sanctions imposed in relation to an alleged act of sexual harassment may appeal through the appropriate grievance procedure.

VII. TRAINING

The Director of Equal Employment Opportunity of Wichita State University is responsible for providing training to all University employees concerning sexual harassment issues and procedures. The training program should be designed to: 1) sensitize employees to the rights and responsibilities of all concerned parties; 2) provide supervisors and administrators with current information on applicable laws, rules, regulations and procedures; and 3) demonstrate appropriate techniques for the careful investigation and mediation of sexual harassment allegations.

VIII. DISSEMINATION

The University administration shall make every reasonable effort to inform all members of the University community regarding the proper procedures and persons available for the handling of sexual harassment complaints. In particular, this information should be communicated to all new students and employees as an integral part of their orientation experience.

Students should first refer to Section 2.02 of this manual, [Sexual Harassment of Students](#).

Revision
August 4, 2000

Date:

Attached to the 8-28-08 Faculty Senate agenda

New Degree Request – Wichita State University

Criteria Program Summary

1. Program Identification CIP B.S. in Health Science 51.0000

2. Academic Unit Department of Public Health Sciences

3. Program Description The B.S. in Health Science Degree at Wichita State University will attract students:

- Pursuing positions in the health care sector as pharmaceutical and hospital sales representatives, specialists in insurance companies,

research assistants, etc.

- Needing an undergraduate degree for entry into a graduate professional degree program offered in the College of Health Professions or other college/university requiring such a degree.

- ~~Desiring a general degree in the health field, and/or preprofessional health interest~~

~~Not accepted into one of the competitive degree programs offered in the College of Health Professions, but still desiring a degree in the health field.~~

4. Demand/Need for the Program Fueling the need for health science majors has its roots in the fact that health care positions will grow significantly over the next 10 years, which is driven by the aging population, longer longevity, and technological advancements. According to the *2008 U.S. Bureau of Labor Statistic's Occupational Outlook Handbook (2006-2016)*, health science profession positions will grow anywhere from 7% to more than 20% over the next 10 years (Pages 4-5).

5. Comparative/Locational Advantage Among the six major KBOR universities, none offered an undergraduate major in the health sciences. Among local four-year institutions surveyed (Baker University, Bethany College, Bethel College, Friends University, Newman University, McPherson College, Southwestern College, and the University of Phoenix), only Friends University and Bethany College offer a major in the health sciences.

6. Curriculum 124-hour degree, with a 49 hour health science major (Pages 7-13). See appendix B for curriculum outline and appendix D for practica experiences.

7. Faculty Profile Five full-time core faculty, each with a related graduate degree and several adjunct faculty available to offer new program (Pages 14-15). See appendix A for letters of support and appendix C for faculty CVs.

8. Student Profile Freshman status (or transfer admission) meeting university admission guidelines (Pages 6-7).

9. Academic Support Existing academic support in the College and University is adequate in terms of supporting the new program (Page 16).

10. Facilities and Equipment No new space or equipment (other than routine enhancement and replacement) will be required (Page 16).

11. Program Review, Assessment, Accreditation A clear process will be in place and will remain in place that evaluates student learning and program outcomes on several levels. Accreditation is

not available for the general health science discipline (Pages 17-18).

12. Costs, Financing Funding for the core faculty and operation of the program are adequately covered through existing GU allocations in Public Health Sciences. Additional funds in the amount of \$9,000 will be needed to cover instruction each semester, necessary to teach and supervise students enrolled in the practica. Funding for this need will be generated from a \$250 student fee assessed on each student enrolled in practica experiences. (Page 16). See appendix E for fiscal summary.

I. Basic Program Information

A. Proposing institution

Wichita State University

B. Title of proposed program

Bachelor of Science – Health Science

C. Degree to be offered

B.S. – Health Science

D. Anticipated date of implementation

Fall 2009

E. Responsible department

Public Health Sciences

F. Center for education statistics (CIP) code

51.0000

II. Program Proposal Narrative

A. Background

The health sciences field is enjoying an explosion of career opportunities, with job growth of 27% predicted in the next decade for all health services professions (*U.S. Bureau of Labor Statistics, 2007*). In concert with this growth, the Department of Public Health Sciences proposes a Bachelor of Science in Health Science. Typically, health science graduates go on to work in the health care sector as pharmaceutical and hospital sales representatives, specialists in insurance companies, science technicians (or research assistants), and the like. The degree may also be used for those who wish to progress to supervisory or instructional positions requiring a baccalaureate degree (e.g., radiologic technologists, respiratory therapists). Others opt to extend their employability even further by pursuing a graduate or professional education. Graduate-level education can lead to careers in health administration, medicine, physical therapy, physician assistant, or public health. Salaries vary widely among occupations, but generally reflect the unprecedented demand for qualified health sciences professionals. Health science majors are introduced to the full array of health career opportunities and can begin to focus their interests during the last two years of the four year program. A bachelor's degree program in health science provides a foundation in liberal arts and sciences, along with a core health sciences curriculum.

The B.S. in Health Science Degree at Wichita State University will attract students:

- Pursuing positions in the health care sector as pharmaceutical and hospital sales representatives, specialists in insurance companies, research assistants, etc.
- Needing an undergraduate degree for entry into a graduate professional degree program offered in the College of Health Professions or other college/university requiring such a degree.
- **Desiring a general degree in the health field, and/or preprofessional health interest**

~~Not accepted into one of the competitive degree programs offered in the College of Health Professions, but still desiring a degree in the health field.~~

External and Internal Influences

Rationale and need for the new program has its foundation in the *Healthy People 2010, (2000) report* of the U.S. Department of Health and Human Services, wherein a need for national interventions in the health sciences is highlighted. In particular, leading causes of morbidity and mortality in the United States, including Kansas, are largely preventable; health science is a topical area of focus for academic enquiry; and, importantly, inter-disciplinary education of health scientist will meet future societal needs for practitioners. While this report highlights the broader need for the degree, internal CHP influences are in play as well. During the 1990s a Bachelor of Health Science degree was in existence which was primarily a degree made up of electives drawn from the required prerequisites of a chosen health care discipline (Physician Assistant, Physical Therapy, Public Health, and so forth). Between 1990 and 1997, 222 degrees were awarded (approximately 28 awarded each academic year). Although eliminated to accommodate specialized degrees in health administration, this degree program was helpful for those working toward a health care discipline; however, if they were not accepted into the discipline, the degree provided little in terms of skills needed to find a job in the health care sector. The proposed degree program will continue to fill the needs of those needing a degree to apply to a specific health discipline (thereby facilitating entry into numerous graduate study programs such as public health, human resource development, ergonomics, industrial health and safety, medicine, dentistry, chiropractic, physical therapy, and physician assistant), it will also provide a set of skills that may be used to find other health care jobs such as pharmaceutical and hospital sales representatives, health care industry research (e.g., clinical study coordinators or other types of research positions), specialists in insurance companies, and the like.

B. Program's centrality to the mission of the institution

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

High quality teaching and learning are fundamental goals in all WSU undergraduate, graduate, and continuing education programs. The University faculty and professional staff are committed to the highest ideals of teaching, scholarship, and public service as the University strives to be a comprehensive, metropolitan university of national

stature. A Bachelor of Science degree in the Health Sciences supports the University mission by:

- Providing students an opportunity to engage in high quality undergraduate study, which is expected of applicants to health care professional programs as well as graduates on a local, regional, and national level.
- Furthering the maturation of the Health Science course of study and its associated research/scholarly areas.

C. Student demand for the program

Projected student interest was found to be high among high school, admitted and current University students, with sufficient interest to justify the commencement of the proposed degree. Academic counselors in the CHP report a high number of students annually (n=57 as of December of 2007, see table page 6) desiring such a degree program either for facilitating entry into programs such as physical therapy and physician assistant, or simply for a generic degree in the health sciences. Previous experience with the health science degree in the CHP (between 1990 and 1997) also demonstrates demand, with 222 degrees awarded (approximately 28 per academic year) during this time frame (*WSU, Institutional Research, 2008*).

In a study completed by the *WSU Office of Institutional Research* in the fall of 2007 and spring of 2008, 2,835 unique undergraduate pre-health majors enrolled in the University from fall 2003 through fall 2007 were analyzed in regard to their transition among University major codes. Nursing pre-majors represented 50% of students in the sample (n=1,471). Using the nursing group as an example, 303 (20%) transitioned into the nursing major, 231 (16%) transitioned into other WSU majors, and 937 (64%) were no longer categorized in a major code. In the total sample (n=2,835), 485 (17%) were accepted into a health care major, 576 (20%) transitioned into other WSU majors, 102 (4%) transitioned into the LAS undecided major, and 1,672 (59%) were no longer categorized in a major code.

To further ascertain the status of the 1,672 students who were no longer categorized in a major code, 1,229 of these students (who were not awarded a bachelor's degree and were not currently enrolled as of spring 2008) were sent to the National Student Clearinghouse to determine their current status. 683 direct student matches were identified and had transferred to a different institution. Three institutions accounted for most of these transfers; Butler Community College, Cowley Community College, and Newman University (all with several health profession programs). These data support a theory among CHP faculty that there are large numbers of qualified students interested in the health field being turned away because of capped and competitive programs and

the lack of a useful alternative, such as the health science degree being proposed. It seems obvious that a large number of students in the future, who may transfer to other institutions, would be natural recruits for the B.S. in Health Science. As of fall 2007 there were 631 pre-health majors, the majority of which will not be offered positions in the CHP professional programs because of their competitive nature (see table, page 6). These students will be prime targets for recruitment into the B.S. in Health Science degree program.

D. Demand for graduates

According to the *U.S. Bureau of Labor Statistics* (2007), the health care and education industry sector is projected to grow by 18.8 percent, and add more jobs, nearly 5.5 million, than any other industry sector. More than 3 out of every 10 new jobs created in the U.S. economy will be in either the healthcare and social assistance or public and private educational services sectors. Healthcare and social assistance—including public and private hospitals, nursing and residential care facilities, and individual and family services—will grow by 25.4 percent and add 4 million new jobs. Employment growth will be driven by increasing demand for healthcare and social assistance because of an aging population and longer life expectancies. Likewise, improvements in technology will require specialized training and an understanding of the advancements in health science. Most positions (particularly the graduate-level health professions of physical therapy, physician assistant, and others) will require a basic understanding of the health sciences, necessitating a need for an undergraduate degree in this field. Still others seeking occupations in undergraduate fields, will also need preparation in the health sciences. For example, science technicians (or research assistants) in medical settings will work with biologists conducting medical research—helping to find a cure for diseases. Those who work in pharmaceutical companies will help develop, manufacture, and market medicine. Those working in the field of microbiology, who generally work as laboratory assistants, will need health science education to assist in the study of living organisms and infectious agents. Fueling the need for health science majors has its roots in the fact that health care positions will grow significantly over the next 10 years, which is driven by the aging population, longer longevity, and technological advancements. According to the *2008 U.S. Bureau of Labor Statistic's Occupational Outlook Handbook (2006-2016)*, health science profession positions will grow anywhere from 7% to more than 27% over the next 10 years.

E. Locational and comparative advantages of the program

After a survey of local and state institutions it was determined that few programs were offered in the undergraduate health science discipline, thus limiting the concern that a proposed program in this area would be duplicative. Additionally, this finding limits the possibility of establishing any type of collaborative program among

institutions. Furthermore, there were no other WSU programs identified that offered the basic and health science core necessary for those needing to advance into graduate professional health science programs or needing a general undergraduate degree in the health sciences. Those needing a degree of this type were often referred to LAS to complete degrees in chemistry or biology. While these degree programs provided good preparation in the basic sciences, they lacked anything related to the health sciences. Among the six major KBOR universities, none offered an undergraduate major in the health sciences. Among local four-year institutions surveyed (Baker University, Bethany College, Bethel College, Friends University, Newman University, McPherson College, Southwestern College, and the University of Phoenix), only Friends University and Bethany College offer a major in the health sciences. In terms of the importance of this degree program proposal, the CHP ranks this proposal high on its list of priorities. Likewise, this is also a priority for WSU (see letters of support in appendix A).

F. Students characteristics and student selection

Student characteristics

As of fall 2007 there were 631 pre-health majors, the majority of which were working on prerequisites for entry into one of several health professions programs. Some will be offered positions; however, a majority will not be offered positions in the CHP professional programs because of caps associated with these programs. These students will be prime targets for recruitment into the B.S. in Health Science degree program and data regarding these students is outlined below. Enrollment Head Count in Health Professions, WSU, Fall 2007 (12/7/2007)

| PROGRAM | CHP Pre-Prof | 1st. year | 2nd year | 3rd year | 4th year | RN/BSN | Prof Totals | CHP Totals |
|----------------------------|--------------|-----------|----------|----------|----------|--------|-------------|------------|
| Comm. Sciences & Disorders | 8 | 18 | 22 | 20 | 12 | | 72 | 80 |
| Dental Hygiene AS | 85 | 36 | 36 | | | | 88 | 173 |
| Dental Hygiene - BS | 0 | | | 16 | 10 | | 26 | 26 |
| HSOP | 0 | | | | 2 | | 2 | 2 |
| HSMCD | 24 | | | 10 | 13 | | 23 | 47 |
| Medical Technology | 42 | | | 12 | 12 | | 24 | 66 |
| Nursing | 370 | | | 120 | 120 | 16 | 256 | 626 |
| Physician Assistant | 25 | | | | | | 0 | 25 |
| Physical Therapy | 32 | | | | | | 0 | 32 |

| | | | | | | | | |
|----------------------------|------------|---|--|--|--|--|------------|-------------|
| Undecided | 45 | | | | | | 0 | 45 |
| SEE Certificate | | 1 | | | | | 1 | 1 |
| CHP TOTALS- UG | 631 | | | | | | 476 | 1107 |
| Master Science Nursing | | | | | | | 130 | 130 |
| Master Physical Therapy | | | | | | | 0 | 0 |
| Doctor Physical Therapy | | | | | | | 93 | 93 |
| Master Physician Assistant | | | | | | | 84 | 84 |
| Master Public Health * | | | | | | | 1 | 1 |
| Master Speech/Lang/Path | | | | | | | 56 | 56 |
| Doctor Speech/Lang/Path | | | | | | | 9 | 9 |
| Doctor of Audiology | | | | | | | 21 | 21 |
| Non-Degree Students | | | | | | | 23 | 23 |
| CHP Totals (GR) | | | | | | | 417 | 417 |
| CHP Totals (Cum) | 631 | | | | | | 893 | 1524 |

*Suspended program. Graduate numbers are estimated

The procedures and criteria for admission are outlined below:

All students with a declared interest in a B.S. in Health Science will be encouraged to seek preprofessional advising through the WSU College of Health Profession's Advising and Student Services office as freshmen. Students will be able to declare the health science major as a freshman. The degree is heavily focused in the basic sciences during the first two years of the program offered in LAS, followed by more focused study in the health sciences during the last two years in the CHP. However, depending on individual student progress, a student may be able to begin taking the health science curriculum sooner. To receive the degree, 124 credit hours will be required.

Admission as a Freshman

The student must:

- Gain admittance to the University through WSU's undergraduate admission policy, which takes into consideration graduation from an accredited high school and/or GED, ACT score, high school class rank, and completion of a pre-college curriculum). *2007-2008 WSU Undergraduate Catalog*, page 8.

- Once admitted, maintain a minimum cumulative GPA of 2.25.

Admission as a Transfer Student

The student must:

- Gain admittance to the University through WSU's undergraduate admission policy. *2007-2008 WSU Undergraduate Catalog*, page 8.
- Have a minimum cumulative GPA of 2.25 on all previous college work.

- Once admitted, maintain a minimum cumulative GPA of 2.25.

G. Curriculum of the proposed program (see Appendix B for curriculum outline)

The B.S. in Health Science is a four-year course of study designed to provide a foundation in liberal arts and sciences, along with a core health sciences curriculum. In achieving this goal, the responsibility of the program is to provide a learning environment in which students:

- Develop a broad understanding of social and scientific principles necessary for a career in the health sciences.

- Obtain the clinical foundation required to work in entry-level health science positions and/or to advance into graduate health profession education.

- Explore the political, legal, social, multicultural, and ethical issues that impact on the practice of healthcare.

- Expand interdisciplinary understanding and collaboration among the health professions.

- Apply scientific knowledge, humanistic values, critical analysis, and a systematic approach to solving problems.

- Develop skills that prepare them to interact as professionals within a diverse, interdisciplinary health care environment.

- Develop skills for continuing professional growth and lifelong learning.

Proposed Curriculum Outline

The B.S. in Health Science is a four year course of study designed to provide a foundation in liberal arts and sciences, along with a core health sciences curriculum. Typically a student will complete the 42-hour general education program, plus mathematics and natural science selectives as outlined below, before completing the health science major courses.

| <u>WSU</u> | <u>General</u> | <u>Education</u> | <u>Program</u> |
|------------|----------------|------------------|----------------|
|------------|----------------|------------------|----------------|

Basic Skills (12 hrs - required "C" or better):

| | | | |
|------------------------------------|--|-----------------------------------|--|
| Engl 101 English Composition I (3) | | Engl 102 English CompositionII(3) | |
| Comm 111 Public Speaking (3) | | Math 111 College Algebra (3) | |

- **Humanities & Fine Arts (12 hours)**
- **Social & Behavioral Sciences (9 hours)**
- **Mathematics & Natural Sciences (9 hours)**

Mathematics and Natural Science Selectives

Program Mathematics and Natural Science Selectives (select a minimum of 14 hours).

General Education courses from this area may also be used to meet GEP requirements.

Biol 106 The Human Organism (3) Biol 107 Human Organism Lab (1) Biol 210 General Biology I (4) Biol 211 General Biology II (4) Biol 220 Introduction to Microbiology (4)**Biol 223 Human Anatomy & Physiology (5) Biol 330 General Microbiology (5) **Chem 103 Introductory Chemistry (5) **Chem 211 General Chemistry I (5) Chem 212 General Chemistry II (5) Chem 531 Organic Chemistry I (5) Geol 102 Earth Science & Environment

Geol 111 General Geology (4) Geol 300 Energy Resources & Environment (3) Phys 111 Intro to Physics (4)

Mathematics and Natural Science Selectives (Continued):

Phys 131 Physics for Health Sciences (3) Phys 213 General College Physics I (5) Phys 214 General College Physics II (5) +Stat 370 Elementary Statistics (3)

****Human Anatomy & Physiology** plus one semester of college chemistry are prerequisite to HS 301 and HS 400.

+ State 370 and HS 400 are prerequisites for HS 353 (Evidence-Based Methods and Practices)

Health Science Major

Health Science Core Courses (18 credit hours required)

HP 303 Medical Terminology (3)

Provides the foundation of medical terminology and its application to the health care environment. Ideal for preprofessional students preparing for one of the health professions or a student currently in a health professions program. Emphasizes accurate interpretations and analysis of patient, hospital, and other medical records.

~~HP 325 Health Care Ethics (3)~~

~~*The primary purpose of this course is to provide an intellectual grounding, through critical readings and discussion, for various approaches to identifying and analyzing contemporary ethical issues in health care. Secondly, this course is designed to help students develop systematic strategies and analytic frameworks for identifying and examining ethical issues with the goal of resolving bioethical dilemmas and problems. These goals will be met through an exploration of such bioethical topics as 1) beginning of life issues, 2) end of life issues, 3) doctor patient relation and professionalism, 4) ethics of experimentation, and 5) health care as a societal issue. These, and other current health care ethics issues, will be considered against a background of classical and contemporary readings in applied ethical theory.*~~

PHIL 327 Bioethics (3)

Examines ethical issues related to health care such as truth-telling to patients, confidentiality, euthanasia, abortion, prenatal obligations, and distribution of health care.

HMCD 310 Introduction to the U.S. Health Services System (3)

Designed to provide all students a common background in how the U.S. health services system is organized, how health services are delivered and the mechanisms by which

health services are financed in the United States. Provides an overview of the U.S. health services system and its key components, including the organization and management of the system, resource development (health care work force, health facilities and biomedical technology), the economic support system and the delivery system.

HMCD 325 Introduction to Epidemiology (3)

Introduces students to the science and methodology of disease and risk surveillance in public health. It presents the foundations and structure used to solve medical and environmental health problems in the community with a primary focus on the health status of individual populations and special populations as they relate to health promotion and disease prevention.

HMCD 344 Role of Culture in Health Care (3)

Examines the importance of culture in the way people define, react to, and treat illness and other health risks. Culture influences health seeking behavior by age, ethnicity, education, religion, income, and tradition. When major differences exist between a patient's and provider's cultural understanding of illness, a host of adverse outcomes may result. Therefore, this course is additionally designed to improve student's knowledge of the role of culture in health services by increasing awareness, understanding, tolerance, and appreciation of ethnocultural differences. Students are introduced to concepts of cultural diversity to enhance their development as culturally competent leaders in the health care sector through lecture discussion, guest presentation, and video.

HMCD 354 Health Politics (3)

Examines how public policies affecting health care and public health are created within legislatures, regulatory agencies, and courts through the political actions of individuals and groups with vested interests. Using selected video, critical analysis and political profiling as tools, it focuses on the development of skills needed to influence policy developments. Health Science Issue Courses (select 9 credit hours)

HP 330 Cancer: Perspectives and Controversies (3)

Historical and contemporary information regarding trends, distribution and causes of cancer. Discusses pertinent issues and controversies about cancer from the perspectives of cancer prevention and treatment, economics, sociology, psychology and politics.

Prerequisites: BIOL 104, 106 or 223.

HMCD 326 Emerging Health Care Issues of the 21st Century (3)

An in-depth study of emerging health care issues in a rapidly changing health care environment. Addresses current and critical health care issues facing the community locally, nationally, and abroad. Presents historical coverage of medical issues of the 20th century as a means of understanding contemporary issues.

HMCD 327 Global Health Issues (3)

This course is an overview of the complex health problems and challenges facing low and middle-income countries which experience the highest rates of global morbidity and mortality. The course addresses strategies to improve the health status of these vulnerable populations; to appreciate how social, behavioral, economic and environmental factors influence the health of the population; and to implement techniques to prevent premature death and disability. The course content will assist the learner by developing a broad view of global health problems and solutions.

PA 328 Introduction to Complementary and Alternative Medicine (3)

A fundamental and basic knowledge of medical therapies that are alternatives to or complementary of traditional Western medicine. Covers naturopathy, traditional Chinese medicine, homeopathy, botanical medicine, massage therapy, chiropractic, etc. Examines research evidence for effectiveness and how these therapeutic approaches may blend with and complement the more traditional clinical approach. Combines didactic presentations with a mix of demonstrations by alternative health care providers, visits by patients, case studies, and small group presentations.

Health Science Management and Research (select 9 credit hours)

HMCD 428 Health Care Organization (3)

Covers concepts and issues of management, organization, and operation of health care organizations, stressing the unique character of health care delivery organizations. Emphasizes types of health organizations, leadership and managerial roles, organizational structure and dynamics, the external environment, quality assessment and improvement, planning and marketing with a focus on synthesizing resources and capabilities to meet organizational goals.

HMCD 478 Health Economics (3)

Approaches health economics by following the “flow of funds” to describe the incentives and organizational structure of the health care system in the United States. Examines transactions between patients and providers, the role and results of insurance and government involvement and some of the history of our health care system. Also considers national health spending and public health from a macroeconomics perspective.

HMCD 642 Financing Health Care Services (3)

Examines the principles of financial analysis and management used in health care institutions, which are most useful to non-financial personnel. Emphasizes understanding and application of general financial concepts crucial to the health setting; considers financial organization, sources of operating revenues, budgeting and cost allocation methods. Uses examples for various types of health service organizations.

HMCD 6XX Evidence-Based Methods and Practices (3)

After completion of this course, the student will have an understanding of evidence-based methods and practices. Students will be able to formulate a question, perform a literature search to answer the question; develop a 2x2 table; understand the basic statistics involved; understand and be able to describe study designs, their relative merits and difficulties; and to be able to do this on a daily basis during their education and later, practice. Prerequisites: Statistics (Stat 370), Pathophysiology (HS 400).

Health Science Clinical Sciences: (All 10 credit hours required)

HS 301 Clinical Pharmacology (3)

Surveys therapeutic terms, drug actions, dosage, toxicology, and application of drugs in the clinical setting. Prerequisites: BIOL 223 or equivalent and CHEM 103 or 211 or equivalent or instructor's consent.

HS 331 Principles of Diet and Nutrition (3)

A study of human dietetic and nutritional needs in the clinical setting. Covers composition and classification of foods, vitamins, and their function; food and public health laws; and nutrition under special conditions. Gives a detailed application of dietetic and nutritional knowledge applied to various clinical conditions.

HS 400 Introduction to Pathophysiology (4)

Focuses on the essential mechanisms of disordered function which produce common diseases. Discusses some common diseases, but as examples of the basic processes covered, not as a part of an exhaustive inventory. Presents health professionals with accessible, useable, and practical information they can broadly and quickly apply in their clinical or laboratory experience, or use as a basic pathophysiology course before taking the more specific professionally related pathophysiology courses.

Practicum: (required) – 3 Credit Hours

HMCD 460 Practicum (3)

Enables students to apply skills and knowledge in an applied setting through a supervised field training experience in a health care setting that complements the student's interests and career goals. The purpose of the practicum is to enable students to gain practical experience as professionals under conditions conducive to educational development. Students may select, with the consent of the practicum coordinator, an internship in an appropriate health service organization. The practicum requires participation in a broad field work component and completion of a focused project component and a written report of the experience. Students can repeat for additional experience per instructor approval. Prerequisite: senior standing in the program.

Elective Courses: (complete additional electives to meet the 124-credit hour requirement for a B.S. degree)

Elective coursework may be taken both inside and outside the College, taking into account the student's educational objectives. Students who are seeking the B.S. HS degree are encouraged to obtain a minor (or equivalent) in another area, which is typically 15-21 hours.

H. Program faculty

Program faculty will consist of the existing 5 full-time core faculty in the Department of Public Health Sciences (who will continue to offer the undergraduate program in Health Services Management and Community Development). This mix of faculty will be adequate in terms of fulfilling teaching, research, and practicum requirements for this additional undergraduate degree program (as some of the coursework will be shared between the two programs). Additional faculty within the CHP, who currently teach the basic and clinical science required courses, will also offer these courses to students in the health science degree. Core faculty will have a graduate degree in a related area, which satisfies the terminal degree criteria for the Department of Public Health Sciences. Currently, among the core faculty, three have PhDs and two are master prepared. Adjunct faculty (mostly practitioners in their field) will provide expertise in

the didactic and practicum phases of the program as needed. No new core faculty positions are being proposed. Funding for adjunct faculty will come from existing CHP resources and a student fee assessed during the practicum. It is anticipated the faculty will be similar to the current faculty as listed below. See faculty CVs in appendix C.

| Name | Highest Degree | FTE | Core or CHP Faculty | Rank | Academic Specialty | Research Expense | Effort to Dept. |
|----------------|----------------|-----|---------------------|-----------------|--------------------------------------|--|-----------------|
| R. Muma, Chair | PhD, MPH | 1.0 | Core | Asse Prof | Public Health, Health Science | Workforce issues, HIV | 100 |
| N. Bukonda | PhD, MPH | 1.0 | Core | Asse Prof | Public Health, Health Administration | International Health, access to Health Care, HIV | 100 |
| T. Pickard | PhD | 1.0 | Core | Assoc. Prof | Public Health | Community Development | 100 |
| J. Barndis | MPH | 1.0 | Core | Ed. Coordinator | Public Health | n/a | 100 |
| A. Drassen-Ham | MA, MPH | 1.0 | Core | Instructor | Public Health, Health Science | Ethnomedicine risk assessment | 100 |
| L. Hale * | PharmD | 1.0 | CHP | Assoc. Prof | Pharmacology | Pharmacology outcomes | n/a |
| C. Fox * | PhD | 1.0 | CHP | Assoc. Prof | Ethics | Academic Issues | n/a |
| J. Carter * | PhD | 1.0 | CHP | Assoc. Prof | Anatomy | Cancer | n/a |
| A. Hunter * | PhD | .8 | CHP | Asst. Prof | Nutrition/Dietetics | n/a | n/a |
| K. Pitetti * | PhD | 1.0 | CHP | Professor | Pathophysiology | Exercise among disabled | n/a |
| T. Quigley * | MPH | 1.0 | CHP | Assoc. Prof | Public Health, Health Science | Clinical Practice | n/a |

* Currently teach basic and clinical sciences offered in the CHP.

Adjunct faculty:

| Name | Title/Rank | Expertise | Contribution to Department |
|----------------------------------|------------------------------|---------------|--------------------------------|
| Claudia Blackburn, MPH, RNC, CPM | Adjunct Assistant Instructor | Public Health | Practicum Site, Guest Lecturer |

| | | | |
|--|--------------------|-----------|---|
| Sedgwick County Health Dept | | | |
| Janice McCoy, Coordinator/BHS, MPH Public Health Emergency Management, Wichita | Adjunct Instructor | Assistant | Public Health, Bioterrorism, Emergency Preparedness Guest Lecturer, HSMCD External Advisory Committee Member |
| Marlon Dauner, CEO/CA, BA, MPA Preferred Health Systems | Adjunct Instructor | Assistant | Health Administration Practicum Site, Guest Lecturer |
| David Busatti, CFO Wesley Medical Center | Adjunct Instructor | Assistant | Health Administration Practicum Site, Guest Lecturer |
| J'Vonnah Maryman, MPH Sedgwick County Health Department | Adjunct Instructor | Assistant | Public Health, Immunizations Practicum Site, Guest Lecturer, HSMCD External Advisory Committee Member |
| Mike Kollmeyer, BS City of Wichita | Adjunct Instructor | Assistant | Geographic Information Systems Teaches HMCD643-Intro to GIS |
| Ray Vernon, CEO Wesley Towers Hutchinson, KS | Adjunct Instructor | Assistant | Long Term Care Administration Practicum Site, Guest Lecturer |
| David Brazil Cowley County Health Department Winfield, KS | Adjunct Instructor | Assistant | Public Health Guest Lecturer |
| Steven Kelly, CEO/Ph.D. Newton Medical Center Newton, KS | Adjunct Instructor | Assistant | Hospital Administration, Quality Improvement Guest Lecturer, Teaches HMCD648-Concepts of Quality, HSMCD External Advisory Committee Member |

| | | | |
|---|------------------------------|---|--|
| Beverly White Center for Health & Wellness Wichita, KS | Adjunct Assistant Instructor | Not-for-profit Management, Underserved Populations | Practicum Site, HSMCD External Advisory Committee Member |
| Aiko Allen Hunter Health Clinic Wichita, KS | Adjunct Assistant Instructor | Public Health, Community Development, Diverse Populations | Practicum Site, Guest Lecturer, HSMCD External Advisory Committee Member |
| Deb Parsons American Cancer Society Wichita, KS | Adjunct Assistant Instructor | Health Promotion, Cancer Prevention | Practicum Site, Guest Lecturer, HSMCD External Advisory Committee Member |
| Valerie McGhee Wichita, KS | Adjunct Assistant Instructor | Long-term Administration | Care Practicum Site, Guest Lecturer, Teaches HMCD458-Long-term Care Systems |
| Edward J. O'Malley, Jr., President & CEO, BA Kansas Leadership Center Wichita, KS | Adjunct Assistant Instructor | Leadership | Co -teaches HMCD308-Leadership in Self and Society |

I. Current state funding for program New Costs

(Based on FY 2008 budget information, plus 3% increase):

| <u>GU Funding</u> | <u>New Cost</u> |
|---|-----------------|
| 476,457 --Unclassified/classified/student salaries & benefits | 0 |
| 0 -- Adjunct Faculty salaries | 18,000 |
| 14,720 -- OOE | |
| <hr/> 491,1777 | 18,000 |

Funding for the core faculty and operation of the program are adequately covered through existing GU allocations in PHS. Additional funds in the amount of \$9,000 will be needed to cover instruction each semester, necessary to teach and supervise students enrolled in the practica. Funding for this need will be generated from a \$250 student fee assessed on each student enrolled in practica experiences. This fee is expected to generate \$18,750 per year (minimum of 25 students/semester X \$250 = \$6,250 per semester).

J. Academic Support

Existing academic support in the College and University is adequate in terms of supporting the program. The College presently provides program-specific advising, and support for audio-visual capabilities, computers, and multimedia technology. The University Library has adequate volumes of health science literature and additional online resources. Health science library resources are included in the Ablah Library collection. Ablah library has approximately 1.7 million total volumes, which includes more than 100 databases, 2,000 electronic journals (approximately 300 in the health professions), 7,000 electronic books, and over 100 resources specifically for health science students. Nothing additional, outside of the normal support for the program, is required.

Current program staff is adequate to support the program.

Program Staff:

Name FTE Position Effort to Program

J. Kuhn 1.0 Senior Administrative Assistant 100%

K. Facilities and Equipment

No new space or equipment will be required. Adequate and excellent classroom, laboratory, office (including space for student assistants), and work room space is currently allocated by WSU’s College of Health Professions. No changes are anticipated to occur in the near future.

L. Program review, assessment, and accreditation

A clear process will be in place and will remain in place that evaluates student learning and program outcomes on several levels. The table below outlines the assessment plan of the program. The program faculty, the CHP Dean, and the CHP Academic Affairs Committee will assess the educational soundness of the program. Accreditation is not available for this discipline. As required for continued program self-study, all of the data collected below will be reviewed during the program's annual curriculum review and collectively used to make decisions on whether curricular and programmatic items should remain the same, improve, or change. Overall program image will also be assessed.

Minimum Frequencies Responsibility

Each Every Every Every Ongoing

Course Year 1-3 3-5+

Years Years

Evaluation Areas/Measures

| Evaluation Areas/Measures | Each Course | Every Year | Every 1-3 years | Every 3-5 years | On-going | |
|--------------------------------------|--------------------|-------------------|------------------------|------------------------|-----------------|----------------------|
| | | | | | | Chair/Faculty |
| Peer review of courses | | x | | | | x |
| IDEA Evaluations | x | | x | | | x |
| Curriculum/Graduate Surveys | | | x | | | x |
| Literature/Occupational Trend Review | | | | | | x |
| Mission Statement Review | | | x | | | x |
| Employer Survey | | | x | | | x |
| External Advisory Input | | | | | x | x |
| Admittance Numbers | | x | | | | x |

| | | | | | | |
|--|---|---|---|---|--|---|
| Marketing/Recruitment Review | | X | | | | X |
| Admission Policies Review | | | X | | | X |
| Application Materials Review | | | X | | | X |
| Practica Evaluations | | X | | | | X |
| Capstone Evaluation | | X | | | | X |
| Applied Learning Review | | X | | | | X |
| Attrition Number & Rate | | X | | | | X |
| Graduation Number & Rate | | X | | | | X |
| Student Course Failure Rate | | X | | | | X |
| Faculty Attrition | | X | | | | X |
| Disciplinary Actions | | X | | | | X |
| Number of Research Grants Submitted | | X | | | | X |
| Number of Research Grants Funded | | X | | | | X |
| Number of Faculty Publications | | X | | | | X |
| Adjunct Faculty Review | | X | | | | X |
| Student participation in HEALTH | | X | | | | X |
| Number of HEALTH Activities | | X | | | | X |
| HEALTH Funding Obtained | | X | | | | X |
| Faculty Service Participation | | X | | | | X |
| Diversity Plan Develop. & Implementation | | X | | | | X |
| Curricular review of diversity | | | X | | | X |
| Student participation in UG Research | | X | | | | X |
| Forum | | | X | | | X |
| Student publications/presentations | X | | X | | | X |
| BOR Self-Study | | | | X | | X |
| Internal Program Review | | | X | | | X |
| Resource Review | | | X | | | X |

APPENDIX B

B.S. in HEALTH SCIENCE (PROPOSED)±

CURRICULUM OUTLINE AND ACADEMIC CHECKSHEET

Student Name _____ WSU ID _____ Date _____

Basic Skills (12 hours - required "C" or better) Grade/Hrs

Engl 101 English Composition I (3) _____

Engl 102 English Composition II (3) _____

Comm 111 Public Speaking (3) _____

Math 111 College Algebra (3) _____

Humanities & Fine Arts (12 hours)

(Fine Arts) _____

(Intro. course) _____

(Intro. course) _____

*(Further Study/Issues) _____

Social & Behavioral Sciences (9 hours)

(Intro. course) _____

(Intro. course) _____

*(Further Study/Issues) _____

Mathematics & Natural Sciences (9 hours)

(Intro. course) _____

(Intro. course) _____

*(Further Study/Issues) _____

(42 hrs.)

*One of these courses must be selected from the Issues and Perspectives category.

Program Mathematics & Natural Science Electives (select a minimum of 14 hours)

General Education courses from this area may also be used to meet GEP requirements.

Biol 106 The Human Organism (3) _____

Biol 107 Human Organism Lab (1) _____

Biol 210 General Biology I (4) _____

Biol 211 General Biology II (4) _____

Biol 220 Introduction to Microbiology (4) _____

**Biol 223 Human Anatomy & Physiology (5) _____

Biol 330 General Microbiology (5) _____

**Chem 103 Introductory Chemistry (5) _____

**Chem 211 General Chemistry I (5) _____

Chem 212 General Chemistry II (5) _____

Chem 531 Organic Chemistry I (5) _____

Geol 102 Earth Science & Environment (4) _____

Geol 111 General Geology (4) _____

Geol 300 Energy Resources & Environment (3) _____

Phys 111 Intro to Physics (4) _____

Phys 131 Physics for Health Sciences (3) _____

Phys 213 General College Physics I (5) _____

Phys 214 General College Physics II (5) _____

+Stat 370 Elementary Statistics (3) _____

(__ hrs.)

±Pending approval by WSU and Kansas Board of Regents

**Human Anatomy & Physiology plus one semester of college chemistry are prerequisite to HS 301 and HS 400.

+ State 370 and HS 400 are prerequisites for HS 353 (Evidence-Based Methods and Practices)

Over

Health Science Core (All 18 credit hours required)

HP 303 Medical Terminology (3) _____

HP 325 Health Care Ethics (3) _____

OR PHIL 327 Bioethics _____

HMCD 310 Intro to U.S. Health Service System (3) _____

HMCD 325 Introduction to Epidemiology (3) _____

HMCD 344 Role of Culture in Health Care (3) _____

HMCD 354 Health Politics (3) _____

Health Science Issues (select 9 credit hours)

HP 330 Cancer: Perspectives and Controversies (3) _____

HMCD 326 Emerging Health Care Issues (3) _____

HMCD 327 Global Health Issues (3) _____

PA 328 Introduction to Complementary and
Alternative Medicine (3) _____

Management and Research (select 9 credit hours)

HMCD 428 Health Care Organization (3) _____

HMCD 478 Health Economics (3) _____

HMCD 642 Financing Health Care Services (3) _____

HMCD 6xx Evidence-Based Methods & Practices (3) _____

Clinical Sciences: (All 10 credit hours)

HS 301 Clinical Pharmacology (3) _____

HS 331 Principles of Diet & Nutrition (3) _____

HS 400 Introduction to Pathophysiology (4) _____

Practicum: (required)

HMCD 460 Practicum (3) _____

(49 hrs.)

Elective Courses: (complete additional electives to meet the 124-credit hour requirement for a B.S. degree)

Elective coursework may be taken both inside and outside the College, taking into account the student's educational objectives.

Students who are seeking the B.S. HS degree are encouraged to obtain a minor (or equivalent) in another area, which is typically 15-21 hours.

(__ hrs.)

WSU Catalog - Requirements for Graduation:

To be eligible for graduation from Wichita State University, students must have credit for 124 acceptable semester hours toward their degree and a GPA in the major of 2.25 and at least a “C” in all required major courses. Students transferring from a twoyear college must complete at least 60 hours of four-year college work and 45 hours of upper division coursework in order to qualify for graduation.

For program and application information contact CHP Advising and Student services Office, 978-3304, Room 402 Ahlberg Hall.

APPENDIX E

FISCAL SUMMARY FOR PROPOSED PROGRAM

IMPLEMENTATION YEAR FY 2009

Fiscal Summary for Proposed Academic Programs

Institution: Wichita State University Proposed Program: B.S. in Health Science

| Part I Anticipated Enrollment | Implementation Year | Year 2 | Year 3 |
|---|---|--|--|
| A. Full-time, Part-time Headcount | 25 (15 cr hr/sem) Full time 10 (6 cr hr/sem) Part time | 30 (15 crhr/sem) Full time 15 (6 cr hr/sem) Part time | 35 ((15 cr hr/sem) Full time 20 (6 cr hr/sem) Part time |
| B. Total SCH taken by all students in program | 435 / semester | 540 / semester | 645 / semester |
| | | | |

Part II Program Cost Projection:

A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

| | Fall - Year Implementation | Year 2 | Year 3 |
|--------------------------|-------------------------------|-----------|----------|
| Costs: Salaries/Benefits | 476,457* (+18,000) ** | 18,000 ** | 18,000** |
| OOE | 14,720 | | |
| Total | 491,177 | | |

Indicate source and amount of funds if other than internal reallocation:

*** Funding from PHS program budget (FY 2008 amount).**

**** Adjunct faculty budget (funding generated from course fees) for fall and spring each year.**

Revised: September 2003

Approved by: Peter Cohen, Dean, College of Health Professions

Wichita State University Faculty Senate meeting Monday, September 8, 2008

MEMBERS PRESENT: Baldrige, Bennett, Bolin, Brooks, Carruthers, Craft, Decker, deSilva, Gordon, Hager, Hemans, Henry, Hershfield, Horn, Jarnagin, Klunder, Koehn, Lezotte, K. Miller, Monroe, C. Moore-Jansen, P. Moore-Jansen, Myers, Myose, Rillema, Rokosz, Ross, Scherz, Schneegurt, Skinner, Smith-Campbell, Soles, Spurgeon, Wolf, Yeager

MEMBERS ABSENT: Bergman, Bubp, Dale, Duncan, Pickard, Ravi, Taher, Yildirim

MEMBERS EXCUSED: Celestin, L. Miller,

EX-OFFICIO MEMBERS: Provost Miller

Summary of Action:

1. Elected Senator LeZotte (Fine Arts) and Senator Scherz (Health Professions) to the Planning and Budget Committee--3yr appts.

2. Accepted the nominations of the following for Standing Committees:

Academic Affairs -- Robert Feleppa (2011) -- LAS Humanities

Undergraduate Research -- Ginger Williams (2009) -- University Libraries

3. Accepted the nominations of Walter Horn, Senator at Large (2009) and Rhonda Lewis-Moss, LAS Social Sciences Senator (2010)

I. Call of the Meeting to Order: President Spurgeon called the meeting to order at 3:30pm. He then asks the Senators to introduce themselves.

II. Informal Statements and Proposals:

A. President Spurgeon introduced Zach Gearhart, President of the SGA. Gearhart made comments reflecting the SGA's desire for a co-operative relationship between the SGA and the Faculty Senate. Questions were about when the student government meets executive board, about their agenda: Funding of student organization explore credit not credit, raise the visibility of SGA on Campus and on getting information out to students how gage student pulse.

B. Senator Decker, as Chair of the Faculty Affairs Committee, commented that the Committee is working to develop definitions of research positions

III. Approval of the Minutes: The approval of the minutes of the meeting of the 2007-08 Senate, May 12, 2008, were accepted as presented. The minutes of the Election Meeting of the 2008-09 Senate were accepted as presented.

IV. President's Report:

- A. Kansas Board of Regents overview Larry's Overview of the acronyms of state organizations
- o KBOR Next week will meet, each month.
 - o Council of Presidents (COPS) 6 presidents
 - o System Council of Pres (SCOPS) includes CC Pres.
 - o Council of Chief Academic Officers (COCAO)
 - o Council of University Budget Officers (COBO)

- o Council of Faculty Senate Presidents (COFSP)
- o Student Advisory Committee

Larry discussion of the roles of these boards and their roles and how agendas are formed.

B President Spurgeon indicated the need for appointments to the Student Publications Board.

C President Spurgeon indicated that nominations are being sought for Senate Secretary.

D. Two appointments to the Planning and Budget Committee were moved and approved by the Senate. These appointments are Julie Scherz from the College of Health Professions, and Annette Lezotte from the College of Fine Arts.

V. Committee Reports:

A. Rules-- Deborah Soles, chair presented the following for acceptance:

Standing Committees: Academic Affairs -- Robert Feleppa, LAS Humanities (2011), Undergraduate Research -- Ginger Williams, University Libraries, 92009)

Senator at Large --- Walter Horn (2009)

LAS Social Sciences Senator -- Rhonda Lewis-Moss (2010)

All were accepted by the Senate.

B. Academic Affairs Committee -- Frederick Hemans, chair -- Proposed B.S. in Health Sciences – (Power Point on proposal) <http://webs.wichita.edu/senate/BSHealth%20Sciences.htm>

1. Among the points made in the proposal are that:
 - a. The only incremental funding will involve the practicum fee. The approximately \$18,000 which represents the cost of the practicum will be covered by student fees.
 - b. There will be no need for extra faculty, as existing courses will be used, with the exception of the practicum.
 - c. The proposed degree is offered by several similar institutions, and offers and educational opportunity not otherwise provided by WSU. The Senate suggested the removal of the statement or revise “*Not accepted into one of the competitive degree programs offered in the College of Health Professions, but still desiring a degree in the health field.*” 2x in the document. Dr. Muma will change it and it will be presented to the senate at the next meeting.

VI. Old Business: --- none

VII. New Business:

A. Update from the Provost's office: Provost Miller provided an update regarding the University's planning for potential reductions in state funding. The entire presentation can be found on the Academic Affairs & Research office website. Among the key points: a. The initial reduction of 2% in WSU's 2009 budget has been approved. b. In FY 2010, WSU must plan for a 7% reduction. A plan has been developed which would allow for that budget situation to be funded by the various budget units, with no layoffs for existing personnel. c. To accomplish this,

within Academic Affairs, most of the Provost's budget flexibility will be gone. d. In Academic Affairs, each Dean has been asked to develop a plan to address priorities for filling empty positions within their Unit.

B. Proposed revision to the University Policy Prohibiting Sexual Harassment -

- President Spurgeon indicated that the other item of New Business, the University Policy Prohibiting Sexual Harassment, is on the website -

- <http://webs.wichita.edu/senate/Sexual%20Harassment%20proposal.htm>

He asked Senators to review the Policy for discussion at a future meeting.

VIII: As May Arise: none

The meeting was adjourned at 5:02 pm

Respectfully Submitted,

Robert Ross, Acting Secretary