



BOARD OF REGENTS

**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**

TOPIC: Coppin State University: Bachelor of Science in Health Sciences with Concentrations in Environmental Health; Nutrition; and Telehealth

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 12, 2015

SUMMARY: The proposed Bachelor of Science in Health Sciences is in keeping with the University's mission and strategic plan. It builds upon the existing faculty expertise in the College of Health Professions, School of Allied Health, Health and Health Education.

CSU has seen a steady increase in the number of Pre-Health (Pre-Nursing) students since 2001. Survey data collected Fall semester 2014 from 75 CSU students enrolled in health elective courses and representing all majors indicated that 80% had an interest in pursuing a career in a health-related field. Ninety percent of those students not selected for the CSU nursing degree program have expressed an interest in Health Sciences.

Students earning the Bachelor of Science degree in Health Sciences have a wide variety of career opportunities available to them. According to the U.S. Bureau of Labor Statistics (BLS), health careers are projected to grow 23% from 2012-2022, much faster than the average for all occupations. The BLS states that "as the large baby boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in demand." Furthermore, the BLS lists Maryland as the state with the highest concentration of health jobs in the U.S. and it lists the Mid-Atlantic region as having four of the top five states offering the best pay for this occupation. Those states include Washington, DC, as number one, New York as number three, Delaware as number four, and New Jersey as number five.

The proposed program will prepare graduates for professional health services jobs that include allied health and urban health specialist, urban mobilization coordinator, response monitoring coordinator, logistic coordinator, safety and occupational health specialist, case managers, HIV/AIDS specialists; health and wellness facility directors, spa directors; and cruise ship health and wellness directors. According to the Bureau of Labor Statistics, students with undergraduate degrees in Health Sciences can expect to earn starting salaries of \$42,690 to \$66,790 per year depending on the Health Sciences occupation.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Coppin State University to offer a Bachelor of Science in Health Sciences with Concentrations in Environmental Health; Nutrition; and Tele-health.

COMMITTEE RECOMMENDATION: Approval

DATE: May 12, 2015

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

Coppin State University

Institution Submitting Proposal

**Bachelor of Science – Health Sciences
With Concentrations in Environmental Health; Nutrition; and Telehealth**

Title of Proposed Program

Bachelor’s Degree

Award to be Offered

August 2015

Projected Implementation Date

120100

Proposed HEGIS Code

51.1199

Proposed CIP Code

**College of Health Professions/School of Allied
Health/Health and Health Education**

Department in which program will be located

**Tracey L. Murray, DNP, CRNP, FNP-BC,
RN, Dean and Professor, College of
Health Professions**

Department Contact

(410) 951-6100

Contact Phone Number

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Contact E-Mail Address

Signature of President or Designee

4/29/2015

Date

Mission

Coppin State University, an urban, comprehensive, and Historically Black Institution. Building on the legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines. Coppin as an anchor institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships. As a constituent institution of USM, Coppin will continue to adopt and support USM's strategic goals.

Health is a key 21st century global and national concern that requires well prepared and well trained professionals to manage the challenges associated with those concerns, both now and in the future. The Bachelor of Science in Health Sciences degree reflects the University's mission of providing diverse opportunities for academic, personal, and professional growth. This new major will increase diversity by enabling more college students to enroll because of the job growth potential and the tremendous salary projections both now and in the future. The USM Diversity Index provides for first generation, minority, and foreign born college opportunities.

College of Health Professions Vision

The vision of the College of Health Professions, as an integral part of Coppin State University, is through interprofessional collaboration to serve as an exemplar for healthcare excellence within local, national and global communities.

College of Health Professions Mission

The mission of the College of Health Professions, as an integral part of Coppin State University, is committed to the mission of the Parent Institution. Through interprofessional collaboration, the College of Health Professions fosters the University's unique mission of focusing on the development of healthcare leaders (students), promoting healthy communities and strengthening relationships with local, national and global partners. Faculty is committed to the success of our students. Faculty is committed to providing education that broadens the intellectual and scholarly pursuits of students. Faculty engages in scholarship, research and service.

Characteristics of the Proposed Program

This proposal directly aligns with CSU Goal 2 to ensure that Coppin's graduates are competitively prepared for entry into the workforce and first-rate graduate and professional schools. The proposal also relates to subgoal 1.1 to increase enrollment. In addition the program is consistent with the 2013 Maryland Plan for Postsecondary Education in terms of Maryland being a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will increase student engagement, and improve learning outcomes and completion rates. Furthermore it aligns with USM Goal 1 for USM academic programs to respond to meeting the changing educational and leadership needs of the State of Maryland, the nation, and a growing and increasingly diverse undergraduate and graduate student population.

The proposal is in alignment with the University's goals and outcomes of retaining students enrolled, graduating an increased number of graduates prepared for service to the community, to serve in healthcare leadership roles, and to improve healthcare outcomes. In addition, the Bachelor of Science in Health Sciences degree is aligned with the University by educating the urban population in sciences, liberal arts, and professional careers.

Consistent with the College of Health Professions (CHP) and the University, the vision of the CSU CHP School of Allied Health serve as agents of healthcare change globally, nationally, and locally.

The mission of the CSU CHP School of Allied Health is to promote the health and well-being of local, regional, national, and international communities by preparing students to become health science professionals and community health educators with expertise in theory based practice, by contributing to the body of health sciences knowledge. The Bachelor of Science in Health Sciences degree is part of a larger grouping of degree programs the institution is proposing to implement to help achieve its strategic goals and the strategic goals of the USM. The University's strategic plan is to improve its image as an educational institution invested in producing well prepared and well trained professionals for leadership roles well into the 21st century and beyond. The University sees retention and recruitment as paramount toward this effort. The Bachelor of Science in Health Sciences degree will increase diversity by enabling more students to enroll because of the job growth potential and the tremendous salary projections, for healthcare professionals both now and in the future.

Students earning the Bachelor of Science degree in Health Sciences have a wide variety of career opportunities available to them. According to the U.S. Bureau of Labor Statistics (BLS), health careers are projected to grow 23% from 2012-2022, much faster than the average for all occupations. The BLS states that "as the large baby boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in demand."

The BLS lists Maryland as the state with the highest concentration of health jobs in the U.S. and it lists the Mid-Atlantic region as having four of the top five states offering the best pay for this occupation. Those states include Washington, DC, as number one, New York as number three, Delaware as number four, and New Jersey as number five.

On the national and international level, the U.S. Department of Health and Human Services (HHS) which includes the Centers for Disease Control, the Centers for Medicare and Medicaid, the National Institutes of Health, the Substance Abuse and Mental Health Services Administration (SAMSHA), the Administration for Children and Families, and the Administration for Community Living that includes the Administration on Aging, the Office on Disability, and the Administration on Intellectual and Developmental Disabilities, is the largest employer of health professionals in the world. Also on the national and international level, the U.S. Armed Forces which includes the Army, Navy, Air Force, Marines, Coast Guard, and Merchant Marines and the U.S. Veteran's Administration employs thousands of health professionals worldwide.

According to U.S. Department of Health and Human Services (2014), the Patient Protection and Affordable Care Act, "invests in prevention and wellness and gives individuals and families more control over their care." Because of the act, 6.8 million uninsured African Americans have new opportunities for affordable health insurance coverage and 4.5 million older African Americans who receive health coverage from Medicare will have access to many preventive services. What this means in terms of the employment outlook for health professionals on a more localized level, i.e. Baltimore, the State of Maryland, and the region is an enormous increase in employment opportunities for health professionals

specializing as allied health professionals. The projection for the period 2012-2022 is an increase in healthcare service employment by 712,000 jobs, a 54% increase constituting a critical need for health professionals in these areas.

Drilling down even further, the Maryland Healthcare Commission lists 318 home healthcare agencies, 118 senior centers, 347 assisted living facilities, 230 nursing homes, 106 Adult Daycare facilities, and 100 substance abuse treatment facilities, all within the Baltimore area needing healthcare professionals on a regular and continuing basis. Additionally, public school systems across the State of Maryland and the region have a critical need for school health professionals, particularly in urban inner city school districts, all in addition to State and local health departments and other governmental facilities including penal institutions.

Professional health services jobs include allied health and urban health specialist, urban mobilization coordinator, response monitoring coordinator, logistic coordinator, safety and occupational health specialist, case managers, HIV/AIDS specialists; health and wellness facility directors, spa directors; and cruise ship health and wellness directors. According to the Bureau of Labor Statistics, students with undergraduate degrees in Health Sciences can expect to earn starting salaries of \$42,690 to \$66,790 per year depending on the Health Sciences occupation.

Adequacy of curriculum design and delivery to related learning outcomes:

HSC 101 Orientation to Health Sciences (3 credits). A review of the history of health care, an introduction to the organizational structure of healthcare institutions, orientation to hospital departments, brief introduction to other healthcare employers; organization of healthcare systems; inter and intra-relationships of hospital and community agencies, regulatory and licensure requirements. In addition, students engage in teaching/learning processes such as goal setting, time management, test-taking, note-taking, which will enhance achievement and retention in subsequent courses.

HSC 190 Medical Terminology (3 credits). Basic study of the professional language of medicine including word construction, pronunciation, spelling, definition, and the use of terms from all areas of medical science and hospital service including diagnostic procedures and pharmacology.

HSC 210 Healthcare Informatics (3 credits). This course provides students with knowledge in the use and management of health information technologies and information systems in health and healthcare practice. Course content will provide students with the knowledge to understand the use of health technologies to assess, plan, implement, and evaluate health and healthcare; to promote effective communication between the client and the interdisciplinary healthcare team; and to assist in the health and healthcare decision making process. Selected competencies in information technology and computer literacy are developed. Course includes higher skills based writing/APA. *(Meets the requirement for MISY 150 Technology Fluency).*

HSC 213 Principles and Practices of Nutrition (3 credits). This introductory course focuses on basic nutrition involving clients with ability/inability to conserve energy and maintain structural, personal and social integrity. Current nutritional health issues and controversies are highlighted. Emphasis is placed on nutritional health promotion, health maintenance and adaptation. Students will analyze their own dietary intakes and develop plans for future actions. Students

are provided opportunities to develop prioritized nutritional health teaching plans. Course is intended for nursing and other allied health professional students.

HSC 303 Health and Urban Studies (3 credits). A study of conditions relevant to the health and well-being of individuals residing in urban areas including the nature and extent of programs dealing with air quality, water supply, housing, and sanitation. Students will analyze the social and economic determinants of health in urban settings. Emphasis will be on theories, definitions, and methodological challenges and approaches to interdisciplinary; environmental justice and urban health; relationships between built environments and urban planning; evidence-based research applications using computer technology including Community-Based Participatory Research, Multilevel Models of Causation and the role of Geographic Information Systems.

HSC 310 Human Disease Prevention and Control (3 credits). Using evidence based course content and current prevention practices, students will be introduced to the history, principles and practices of disease prevention and control. Emphasis will be placed on personal decision making skills and long-term responsible behaviors.

HSC 312 Pathophysiology (3 credits). Introduces basic principles and concepts related to pathophysiologic processes including biochemical concepts. This course analyzes structure and function of the human body related to disease and injury.

HSC 313 Pharmacology (3 credits). A basic understanding of pharmacology with an emphasis on drug therapy and drug interaction. A review of pertinent physiology and related diseases precedes the discussion of the pharmacology of the drugs.

HSC 320 Healthcare Delivery Systems (3 credits). This course introduces students to some of the vast healthcare technological systems utilized by clinical and administrative healthcare professionals and varied approaches to the management of electronic recordkeeping such as databases, registries, and project management systems; as well as systems such as the system of life cycles development, information design systems, and other systems' designs as they relate to essential duties and roles of the health professionals in the U.S. Students will learn concepts, tools and practices regarding the vast healthcare technological systems utilized by both clinical and administrative within the U.S. healthcare industry. Students will also learn how to navigate and manage electronic health records, databases, and registries as well as project management, system development in life cycles, and information systems and designs as they relate to the duties and roles of the health professional.

HSC 404 Ethics for Health Professionals (3 credits). A study of ethical dimensions of health professions and the methodology with which to critically examine these dimensions. Ethical theory and principles to ethical decision making including standards for human behavior will be explored. The course will focus on current ethical issues and problems.

HSC 406 Healthcare Leadership and Policy (3 credits). A study of the factors that influence the leadership and management roles and responsibilities of the healthcare professional. Emphasis is placed on inherent and acquired characteristics which enhance the performance of the healthcare professional and the responsibility and accountability inherent in professional practice. Students are assisted in the development of skills to affect critical thinking and reasoning strategies in healthcare settings.

HSC 410 Global Health (3 credits). This course provides students with an overview of critical global health issues and the opportunity to deconstruct pervasive misconceptions of disease and mortality and their impact on the global community. Emphasis will be placed on the need for an interdisciplinary approach to understanding determinants of health, health care, and health care delivery in the context of healthcare economics, political processes influencing the health of individuals, societies, and populations.

HSC 421 Tests and Measurements (3 credits). This course is a study of measurement techniques used in community health education which includes selection, administration, and interpretation of tests. Emphasis will be on test and measurement theory and application. Students will utilize standard test and measurement protocols and statistical tools to evaluate and assess health and fitness levels of individuals at all educational levels as well as adults and aging individuals in community based, corporate, and government health and fitness programs. Students will construct, apply, and connect test and measurement theory to professional practice.

HSC 425 Field Practice (3 credits.) A directed learning experience in a community based setting under the supervision of a preceptor and CSU HSC faculty. Practicum is designed to allow students to synthesize theory and practice in healthcare settings. The student will spend up to 60 hours on professional practical activities.

HEED 105 Emerging Issues in Mental Health and Well-Being (3 credits). This course consists of a series of interdisciplinary seminars, discussions, and contemporary readings that focus on emerging issues, professional values and ethics, and relevant approaches to mental health and well-being. Discussions are led by practitioners in the various fields of mental health. This interdisciplinary course will (1) introduce and integrate major concepts from the various disciplines which impact mental health and well-being in today's society as a population at risk and (2) serve as an introduction to studies and careers in mental health and well-being. The course also serves as a vehicle through which potential Maxie Collier Scholars may be introduced to the mental health field.

HEED 300 Health Education and Health Promotion (3 credits). This course of study is designed to introduce students to the discipline of health education and the practice of health promotion. The roles of community health educators in various settings will be explored with an emphasis on how the profession has evolved over the last decade. Assignments and course guidance activities will ensure that students are aware of the positive impacts that community health educators have on improving health literacy rates and eliminating health disparities will be explored.

HEED 305 Introduction to Health Sciences Research (3 credits). This course of study is designed to introduce students to the measures and techniques used to support the discipline of health education. Students will become acquainted with underlying theories and research concepts that should guide their critical review of literature to support their work and help them appreciate the need for quality research in the health sciences.

HEED 306 Health and Older Adults (3 credits). This course will explore the aging process and its impact on health as well as approaches that may slow the aging process and lessen relevant adverse health effects. This course is designed to introduce the student to the assessment,

diagnosis, and management of healthy older adults as well as those with the chronic health challenges of aging.

HEED 405 Epidemiology (3 credits). In this course, student will be introduced to the principles and methods of epidemiology and demonstrate their applicability to health sciences and research. Students will be provided with the skills needed to interpret and critically evaluate literature relevant to health sciences.

HEED 420 Community Health (3 credits). This course of study is designed to introduce the students to the dynamics of using the community as a tool for health advocacy and policy change. Students will learn how to engage stakeholders, assess community health needs, and work cooperatively to design, implement, and evaluate need-based community health programs.

HIM 415 Health Statistics and Research (3 credits). Examination of the types of health statistics as well as techniques and computerized software for data collection, presentation, and retrieval. Methodology necessary to identify, prepare, and disseminate research projects and findings in the healthcare field. Study of the research process including development of a hypothesis, review of the literature, developing data collection instruments, and design of a research study. The course is designed to assist students in developing an understanding of the research process. Students learn to selectively apply the steps of the research process and to critically analyze research studies. The course will include a discussion on epidemiological research and ethical issues in healthcare research.

The Health Sciences program outcomes shall be evaluated by using program benchmarks with an emphasis on program, course, faculty, student, alumni and employer measures. Both quantitative and qualitative methods shall be used to assess achievement of the program outcomes. The benchmarks are documented and tracked through the Program Evaluation Plan (PEP) and shall be disseminated through the Program Improvement Plan (PIP).

Program Outcomes

Upon completion of the Bachelor of Science in Health Sciences degree program, student will:

1. Synthesize knowledge from the humanities and natural and behavioral sciences as a foundation within community based settings.
2. Apply leadership concepts, skills, and decision making in a variety of settings.
3. Demonstrate sound, professional judgment based on evidence based practice for individuals, families, and groups.
4. Demonstrate proficiency in health sciences, health promotion, and community health literacy.
5. Demonstrate knowledge of health services policy and regulations to assist individuals, families, and groups to identify and mobilize resources to meet health needs.
6. Collaborate with consumers, members of the health community, and others to improve the delivery of health services.
7. Integrate health sciences, health promotion, and community health education strategies for individuals, families, and groups to improve health outcomes for individuals, families, and groups.
8. Demonstrate professional, ethical, and legal responsibility within a variety of settings.
9. Apply health principles with culturally diverse consumers.

Bachelor of Science in Health Sciences Plan of Study
Refer to Appendix A for the Plan of Study

HEGIS	Course #	Course Name. Do not abbreviate	Credit Hours
General Education Requirements: 47 credits			
CATEGORY I (6 CREDITS)			
ENGL	101	*English Composition I	3
ENGL	102	*English Composition II	3
CATEGORY II – ARTS AND HUMANITIES (15 CREDITS)			
WLIT	207	*World Literature Ancient to Post Modern	3
PHIL	102	*Introduction to Logic	3
HIST	201, 202 or 203 or 204 or 205 or 206	*US/World/AA History I and II	6
IDIS		*ART 105/MUSC 201/THEA 211/DANC226/IDIS 102 or 103 or a Foreign Language (Choose one course)	3
CATEGORY III – SOCIAL SCIENCES (6 CREDITS)			
ECON	103	Introduction to Business and Entrepreneurial Economics	3
SOCI	201	Introduction to Social Sciences or Sociology	3
CATEGORY IV – MATHEMATICS (3 CREDITS)			
MATH	110	College Math	3
CATEGORY V – NATURAL SCIENCES (8 CREDITS)			
BIOL	201	Human Anatomy and Physiology I (Prerequisite BIOL 107)	4
CHEM	103	Chemistry/PHSC 103	4
CATEGORY VI – EMERGING ISSUES (6 CREDITS)			
HEED	105	Emerging Issues in Mental Health and Well-Being	3
SPCH	204	Critical Listening	3
CATEGORY VII – TECHNOLOGY FLUENCY (3 CREDITS)			
HSC	210	Healthcare Informatics (including higher skills-based writing. Meets the requirement for MISY 150 Technology Fluency	3

New Courses to be implemented in the program

HEGIS	Course #	New Course Name. Do not abbreviate	Credit Hours
HSC	210	Healthcare Informatics (including higher skills based writing)	3
HSC	303	Health and Urban Studies	3
HSC	320	Healthcare Delivery Systems	3
HSC	404	Ethics for Health Professionals	3
HSC	406	Healthcare Leadership and Policy	3
HSC	410	Global Health	3
HSC	421	Tests and Measurements	3
HSC	425	Field Practice	3

Additional requirements for the major: 10 credits			
MATH	203	Basic Statistics	3
BIOL	107	Comprehensive Review in Life Sciences	3
BIOL	203	Anatomy and Physiology II	4
Health Courses			
HSC	101	Orientation to Health Sciences	3
HSC	190	Medical Terminology	3
HSC	213	Principles and Practices of Nutrition	3
HSC	312	Pathophysiology	3
HSC	313	Pharmacology	3
HEED	105	Emerging Issues in Mental Health and Well-Being	3
HEED	300	Health Education and Health Promotion	3
HEED	305	Introduction to Health Science Research	3
HEED	306	Health and Older Adults	3
HSC	310	Human Disease Prevention and Control	3
HSC	405	Epidemiology	3
HIM	415	Health Statistics and Research	3
HEED	420	Community Health	3

- Identify any specialized accreditation or graduate certification requirements for this program and its students.
 This program will be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) which is recognized by the Council for Higher Education Accreditation. CAAHEP is also a member of the Association of Specialized and Professional Accreditors. Once accredited, they charge an annual institutional fee of \$450.
- If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
 Not contracting with any other institution or non-collegiate organization.

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

The College of Health Professions' Health Sciences Program Evaluation Plan contains the established benchmarks as relates to courses, faculty and student learning outcomes. Benchmarks are organized by: mission and governance, institutional commitment and resources, curriculum, faculty, students, graduates, program effectiveness and community engagement. Data received shall be shared as appropriate by the departmental Chairperson and Health Sciences Committees for further review and analysis. The Health Sciences Evaluation Committee shall be tasked with reviewing the program evaluation plan. The Evaluation Committee shall provide feedback to the faculty quarterly based on program assessment using the systematic program evaluation plan for evaluation of the program. The results of the aggregate courses, faculty and student performance shall be used to determine program effectiveness.

Faculty also use data from evaluations, student classroom evaluations, and external standardized exams to facilitate the achievement of individual student learning outcomes, and to evaluate, revise and develop the curriculum. Identified internal and external communities of interest that have direct and indirect influence on the curriculum have been identified. Curriculum and program evaluation data shall be reviewed on an ongoing basis. The findings associated with the data shall be documented in the Program Improvement Plan and brought forward to the School of Allied Health Faculty Organization for approval before being sent to the applicable academic/governance area of the University for approval.

At the end of each semester, the end of course reports including the final grades; satisfaction of graduates with their respective programs; scholarly activity by faculty and students; and the number of graduates employed within one year post-graduation shall be tracked. Aggregate data shall be compared to prior year trended data, established benchmarks, and, when available, state and national standards and norms. Before the end of each semester, students shall receive an email notification from the Office of Assessment to complete a course evaluation questionnaire (CEQ) which includes an overall faculty evaluation of teaching effectiveness. Upon program completion, graduating students are asked to complete a Health Sciences End of Program survey which addresses program satisfaction. Alumni shall be surveyed annually through telephone and social media.

Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

The CSU institutional commitment to diversity is evidenced in the 2013-2020 Strategic Plan Goal 1.1.4, to identify and implement "best practices" for recruiting students to HBCUs. The proposal addresses minority student access and success through the CHP STAR office which is strategically located within the College of Health Professions (CHP) again utilizing "best practices" to recruit and retain regional, national, and international candidates for all educational programs that are offered through the College of Health Professions, particularly those candidates from groups underrepresented in the health professions and candidates from disadvantaged backgrounds. This office serves students in the health professions, the Helene Fuld School of Nursing, and the School of Allied Health. The main objective of this organizational structure is to systematically assess and evaluate admission and retention efforts. STAR is committed to The STAR office recruits students who have the potential to become

experts and professionals in their chosen fields of study; increases student/customer service satisfaction; and assists with student persistence to graduation.

The office is responsible for the academic advisement of students in the health professions, including nursing and allied health; assisting current students with registration issues; facilitation of the entrance examination for the undergraduate nursing program; hosting regional and national employers to the annual CSU Spring Career Fair to meet and hire CSU students into various careers; and assisting with the marketing and advertising of CHP programs. Working directly with the STAR office, the Bachelor of Science in Health Sciences degree program expects to attract the majority of students who are interested in the non-clinical aspects of the healthcare profession. Each fall semester, the STAR office receives approximately 570 nursing school applications. Of that number, on average only about 80 applicants can actually be accepted into the nursing program. The College of Health Professions has developed an alternative enrollment plan for those remaining approximately 500 students. In this plan, students not eligible to be accepted into the nursing school would be automatically accepted into the School of Allied Health and can elect to major in one of the Health Sciences. If a student chooses not to remain in Allied Health, once they have officially declared that intent, they are free to enroll in any other campus major. Very conservatively, if only 5% of that total is "captured," yearly enrollment would be about 25-35 new students. Additionally by year three, the program's marketing and advertising efforts will be firmly established and will effectively increase recruitment efforts exponentially.

Operation Success Initiative Program (OSIP)

The Operation Success Initiative Program (OSIP) involves development of new, targeted programming and a concerted effort to integrate and leverage current retention programming. This holistic approach to student retention starts upon entry to the program. During their first year, the OSIP offers students significant support, socialization and guidance. The initial year represents a critical gap for vulnerable students, so in this year students are offered an orientation into OSIP, receive more focused support and will interface with the Undergraduate Coordinators and faculty involved in OSIP. During this time, the students will be oriented to the Operation Success Initiative including Mentorship and Leadership Development. During the junior and senior years, students who struggle academically will be referred to the Undergraduate Coordinator who specializes in Assessment and Remediation who shall engage the students in targeted Coaching and Remediation as well as the Student Enrichment Program (SEP). The mentoring program will match students with peers, faculty, students or alumni who are best suited to nurture the students' specific professional aspirations and areas of interest. The Leadership program will foster the skills of communication, delegation, leadership and management.

Relationship to low productivity programs identified by the Commission:

This new program is not directly related to any identified low productivity programs.

Critical and compelling regional or Statewide need as identified in the State Plan:

On the national and international level, the U.S. Department of Health and Human Services (HHS) which includes the Centers for Disease Control, the Centers for Medicare and Medicaid, the National Institutes of Health, the Substance Abuse and Mental Health Services Administration (SAMSHA), the Administration for Children and Families, and the Administration for Community Living that includes the Administration on Aging, the Office on Disability, and the

Administration on Intellectual and Developmental Disabilities, is the largest employer of health professionals in the world. Also on the national and international level, the U.S. Armed Forces which includes the Army, Navy, Air Force, Marines, Coast Guard, and Merchant Marines and the U.S. Veteran's Administration employs thousands of health professionals worldwide. Each of the agencies provide for expanded educational opportunities in addition to professional employment opportunities.

According to the Department of Health and Human Services (2014), the Patient Protection and Affordable Care Act, "invests in prevention and wellness and gives individuals and families more control over their care." Because of the act, 6.8 million uninsured African Americans have new opportunities for affordable health insurance coverage and 4.5 million older African Americans who receive health coverage from Medicare will have access to many preventive services. What this means in terms of expanded educational opportunities for minority and educationally disadvantaged students and in terms of the employment outlook for aspiring health sciences professionals on a more localized level, i.e. Baltimore, the State of Maryland, and the region is an enormous increase in employment opportunities for health sciences professionals specializing in preventive services, individual and family health services, community based and allied health services, senior center programs, assisted living programs, and nursing and residential care programs. It is projected that for the period 2012-2022, individual and family service jobs will increase by 712,000 jobs, a 54% increase; home health service jobs will increase by 716,000 jobs, a 60% increase; and nursing and residential care facility jobs will increase by 761,000 jobs, a 24% increase constituting a critical need for health professionals in these areas.

The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

This proposal directly aligns with CSU Goal 2 to ensure that Coppin's graduates are competitively prepared for entry into the workforce and first-rate graduate and professional schools. The proposal also relates to sub goal 1.1 to increase enrollment. In addition, the program is consistent with the 2013 Maryland Plan for Postsecondary Education.

Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education \(pdf\)](#).

Maryland is a national leader in the exploration, development, and implementation of creative and diverse educational and training opportunities that will increase student engagement and improve learning outcomes and completion rates. Furthermore, the CSU Bachelor of Science in Health Sciences degree aligns with USM Goal 1 for USM academic programs to respond to meeting the changing educational and leadership needs of the State of Maryland, the nation, and a growing and increasingly diverse undergraduate and graduate student population.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

Students earning the CSU Bachelor of Science degree in Health Sciences have a wide variety of career opportunities available to them. According to the U.S. Bureau of Labor Statistics (BLS), health careers are projected to grow 23% from 2012-2022, much faster than the average for all occupations. The BLS states that "as the large baby boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in demand."

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Professional health services jobs include allied health and urban health specialist, urban mobilization coordinator, response monitoring coordinator, logistic coordinator, safety and occupational health specialist, case managers, HIV/AIDS specialists; health and wellness facility directors, spa directors; and cruise ship health and wellness directors. According to the Bureau of Labor Statistics, students with undergraduate degrees in Health Sciences can expect to earn starting salaries of \$42,690 to \$66,790 per year depending on the Health Sciences occupation.

Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Again, it is projected that for the period 2012-2022, individual and family health service jobs will increase by 712,000 jobs, a 54% increase; allied health service jobs will increase by 716,000 jobs, a 60% increase; and nursing and residential care facility jobs will increase by 761,000 jobs, a 24% increase. Data from Georgetown University Center for Education and the Workforce (2011) ranked health care as the fastest growing occupational category in the nation. Preparation of a more qualified healthcare workforce necessitates a growth in undergraduate programs which will prepare graduates. This need must be met by new and expanded undergraduate health programs, such as CSU's proposed Bachelor of Science in Health Sciences.

Maryland Occupational Projections 2014-2016							
	Occupational title	Employment	Projected	Change	Replacements	Total Needed in 2016	Educational needs
		2014	2016				
29-9011	Safety and occupational therapy	974	985	43	54	65	Bachelor
13-1081	Logistics	4568	4761	193	82	275	Bachelor
29-9099	Healthcare technical worker	2045	2099	54	91	145	Bachelor
19-2041	Specialist, environmental including health	2323	2650	327	685	1012	Bachelor
						1497	
Bureau of Labor Statistics							
		2012		Increase by 2022	2022		Bachelor
	Safety and Occupational	62, 900		7%	67, 303		Bachelor
	Case managers	650, 000		34%	871, 670		Bachelor

Data showing the current and projected supply of prospective graduates.

CSU has seen a steady increase in the number of Pre-Health (Pre-Nursing) students since 2001. Survey data collected Fall semester 2014 from 75 CSU students enrolled in health elective courses and representing all majors indicated that 80% had an interest in pursuing a career in a health-related field. Ninety percent of those students not selected for the CSU nursing degree program have expressed an interest in Health Sciences.

Reasonableness of program duplication:

Locally Towson offers a major in Health Science. However, the major focus/concentration is on community health, school and community health, or school health. Towson also offers majors in Healthcare Management. The major focus/concentration is on long-term care. The University of Maryland at College Park offers an undergraduate degree in Public Health Science with a focus on the natural sciences. The University of Maryland University College offers a major in Health Services Management. The University of Maryland Baltimore County (UMBC) offers a degree in health administration and policy which is designed for “career-oriented students who recognize that health and health care in America are major public concerns. Health administration and policy students typically seek employment in one of a variety of administrative, supportive, planning and policy positions. Students may choose an undergraduate emphasis in health services administration or public and community health”. Morgan State University offers a major in public health.

Health, Health Services Management, Healthcare Administration, Healthcare Management, and Health Sciences are altogether different things. Whereas Towson’s health sciences degree comes closer to the Coppin State University (CSU) health sciences degree than the others, health sciences at Towson is specialized and focused on school and community health. The CSU health sciences degree is much broader giving CSU health sciences graduates much more latitude in career choices.

The CSU Bachelor of Science in Health Sciences degree program includes three phases. In phase one, the degree focuses on Health Sciences majors who specialize in allied health and emerging health care occupations. The CSU Bachelor of Science in Health Sciences shall prepare the graduate to be an allied health specialist working with members of the interprofessional team. The careers include: Urban mobilization coordinator, Urban health specialist, Response monitoring coordinator, Logistics Coordinator, Safety and Occupational health specialist, case managers, HIV/AIDS specialist, health and wellness facility director, community health and health and wellness directors and environmental health specialist. The program graduate may decide to choose relevant minors in Political Science and Nonprofit Management.

Phase two entails articulation and collaboration with the Community College of Baltimore County (CCBC) and other community colleges for community college graduates with Associate Degrees in such professions as Dental Hygiene, Respiratory Therapy, and Emergency Medical Technology (EMT). For example, a community college graduate with an Associate Degree in Respiratory Therapy would already be credentialed by NBRC as a Registered Respiratory Therapist. In phase two, that individual would be earning a Bachelor of Science in Health Sciences degree, Respiratory Therapy, very similar to the RN –to- BSN program.

Phase three integration would include concentrations titled Environmental Health; Nutrition; and Telehealth. Telehealth is comprehensive and covers not only telemedicine, but also all other health care activities that can be replicated online or through the use of technology.

Provide justification for the proposed program.

The CSU Bachelor of Science in Health Sciences degree program, as well as the concentrations, represents the professions with the greatest growth potential for the 21st century. CNNMoney ranks Environmental Health jobs as number 22 of the top 100 jobs in America. According to the Bureau of Labor Statistics (BLS), Environmental Health jobs are projected to grow by 15% between 2012 and 2022, faster than the average for all occupations. The BLS projects that Community and Global Health jobs will grow by 21% between 2012 and 2022, faster than the average for all occupations and the BLS projects that Dietitian and Nutritionist jobs will grow by 21% between 2012 and 2022, faster than the average for all occupations.

Telehealth is an emerging occupation that is already proving to be the wave of the future. As a result of Telehealth, patients can now consult with healthcare providers via the Internet, receive an instant diagnosis in many cases, and even have medications prescribed, all online. This service has already proven to be critically important to Older Americans who represent the fastest growing population in America. It is also being extensively utilized by the U.S. Veterans Administration. Telehealth is already endorsed by many insurers and employers for its cost saving and time saving service delivery benefits.

The additional employment opportunities for CSU health sciences graduates with a minor in Political Science include the World Health Organization (WHO), the U.S. Foreign Service (USAID programs providing overseas healthcare), and the Non-Governmental Organizations (NGO) providing healthcare, family planning, and community health. The specific positions within these organizations are: Response Monitoring coordinator, Mobilization coordinator, Logistician and Field Coordinator.

To prepare CSU graduates to be competitive and marketable for these relatively high paying jobs, a minor in Political Science (18 credits) is necessary to enable them to understand and appreciate where the healthcare profession fits at the international, national, state, and community level.

Relevance to Historically Black Institutions (HBIs)

Based on a review of the documentation, none of the Historically Black Institutions in Maryland offer programs in the health sciences field. There are no programs among the HBIs comparable to CSU's proposed B.S. Degree in Health Sciences.

According to the Department of Health and Human Services (2014), the Patient Protection and Affordable Care Act "invests in prevention and wellness and gives individuals and families more control over their care." Because of the act, 6.8 million uninsured African Americans have new opportunities for affordable health insurance coverage and 4.5 million older African Americans who receive health coverage from Medicare will have access to many preventive services.

What this means in terms of the employment outlook for aspiring health professionals at HBIs and on a more localized level, i.e. Baltimore, the State of Maryland, and the region is an enormous increase in educational and employment opportunities for aspiring health sciences

professionals specializing in preventive services, individual and family health services, community based and home health services, senior center program, assisted living facility, and nursing and residential care program. It is projected that for the period 2012-2022, individual and family service jobs will increase by 712,000 jobs, a 54% increase; home health service jobs will increase by 716,000 jobs, a 60% increase; and nursing home and residential care facility jobs will increase by 761,000 jobs, a 24% increase constituting a critical need for supervisory health professionals in these areas.

Drilling down even further, the Maryland Healthcare Commission lists 318 home healthcare agencies, 118 senior centers, 347 assisted living facilities, 230 nursing homes, 106 Adult Daycare facilities, and 100 substance abuse treatment facilities, all within the Baltimore area needing supervisory health sciences professionals on a regular and continuous basis. Additionally, public school systems across the State of Maryland and the region have a critical need for health sciences professionals, particularly in urban/inner city schools such as those that would benefit most from the services of health sciences graduates professionally prepared at a HBI such as Coppin State University.

If proposing a distance education program, please provide evidence of the [Principles of Good Practice](#) (as outlined in COMAR 13B.02.03.22C).

The Coppin State University Bachelor of Science in Health Sciences degree program is proposing a distance education program and online courses similar to the Coppin State University Health Information Management degree program that was approved in 2006. According to a 2013 Babson Survey report, the advantages of distance learning and online classes include cost effectiveness (no more expensive textbooks), student control of study time, convenience and flexibility, and a wide range of options.

Resources and Finance Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The faculty identified in this section have expertise in their specialty area and in the courses they teach. The faculty are expected to have teaching excellence, engage in scholarship and service. The faculty members are involved in significant local, regional, national, and international scholarship and service. The number of full time faculty shall support consistency and continuity in all aspects of the curriculum. Full-time faculty shall coordinate and teach in the identified courses in the program. Adjunct faculty will be utilized based on their expertise.

Dr. Irving H. Smith was hired in October 2013. Because there are no majors as yet to constitute a recognized "department," he has been serving in the role of Coordinator of the program. Area of expertise is Health Sciences and Community Health Education.

Faculty

Faculty Name	Rank	Tenure	Teaching Expertise
Irving Smith, Ph.D.	Associate Professor/Coordinator or (Initially Hired as Chair)	Tenure Track	Health Science & Community Health Education HSC 305 HSC 310 HSC 320 HEED 105 HEED 425
C. Wood, Ph.D., MBA, RN	Associate Professor	Tenured	Leadership HSC 406
Z. Green, Ph.D.	Assistant Professor	Tenured	Healthcare Delivery Systems HSC 101 HSC 190 HIM 415
B. Watties-Daniels, MSN, RN	Assistant Professor	Tenured	Healthcare Informatics HSC 312 HSC 313
I Ezebuihe, Ph.D., RN	Assistant Professor	Tenure Track	Global Health HSC 213 HSC 410
V. Robinson, Ph.D., RN	Assistant Professor	Tenure Track	Community Health HEED 405 HEED 420
Michele Parker, Ph.D.	Adjunct, Part Time		Health Sciences and Community Health Education HSC 305 HSC 310
Antoinette Coward, MS	Adjunct, Part Time		Health Sciences and Community Health Education HSC 404
Gwendolyn Patterson-Askew, MS	Adjunct, Part Time		Health Sciences and Community Health Education HEED 306
Jarvis Patterson –Askew, MS	Adjunct, Part Time		Health Sciences and Community Health Education HSC 421
Troy McCoy, MS	Adjunct, Part Time		Health Science and Community Health Education HSC 303 HEED 300
Rhonda Jenkins, MS	Adjunct, Part Time		Health Science and Community Health Education HEED 306
Daphne Hicks, MS	Adjunct, Part Time		Health Science and Community Health Education HEED 420

Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Academic support services are outstanding and include the University of Maryland Health Sciences Library located in Baltimore. This library has one of the most extensive holdings of current and archived resources in the U.S. As part of the University System of Maryland, CSU students have full use of this facility. Since the University is a member of the System, students

have access to the libraries of the USM as well as access to public and academic libraries with the State of Maryland. In 1990, libraries in the USM established a Library Information Management System (LIMS), a collaborative effort that permits state higher education institutions to share resources. LIMS is supported by the CARL network which provides for online public access, global circulation functions, information retrieval databases, and technical processing. Examples of the databases available are: OVID Medline, CINAHL, Health Source Consumer Edition, MEDLINE and Gale Science in context.

Resource sharing does not negate the need for providing a strong core collection. The Parlett L. Moore Library on the CSU campus is a five-story 85,521-square foot structure designed to house the library's collections and services. The library has a seating capacity for 750 students.

The majority of the seats are individual study carrels. The library is open 80.5 hours per week during the regular academic sessions. The operating schedule of the library is Monday - Thursday: 8:00 a.m. - 11:00 p.m., Friday: 8:00 a.m. - 5:00 p.m., Saturday: 10:00 a.m. - 4:30 p.m., and Sunday: 2:00 p.m. - 7:00 p.m. The library provides space for classrooms, meetings, offices, and specialized laboratories. A group study room is also available for students. Classrooms are available for bibliographic instruction and viewing of visual media. The seminar room may be booked for meetings and conferences.

Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

CHP classrooms, located in the Health and Human Services building, are "smart" classrooms with the state-of-the-art technology making the use of Blackboard and Tegrity possible. Tegrity allows students to have access to course lectures at any time. Although not all students own computers, all students have access to computing facilities in the Grace Hill Jacobs Classroom Building on the Mezzanine and Lower levels as well as an auxiliary laboratory in the Parlett Moore Library. There are a total of 336 computers campus-wide. Refer to Table 2-B-1 for Computer Technology resources.

Students and faculty have easy access on campus and via the CSU website to major resources such as Registration, Admission, Counseling, Financial Aid, and Human Resources. In addition, the CHP has a separate Office of Student Affairs and Retention ("STAR") to recruit and retain students who have the potential and motivation to be successful in nursing. The Office of STAR and the Office of Development coordinate the HFSON website development. The CHP utilizes new modalities of communication to become more accessible and efficient, such as FACEBOOK, with a focus on best practices and customer satisfaction.

Tutorial centers, whose services are free to Coppin students, are open daily. The Center for Advisement and Academic Engagement is located in the Grace Jacobs Classroom Building. The Center offers services to students who need individualized testing or study skills advice or who have disabilities or handicaps requiring specialized materials, equipment, or instructional style accommodation.

The Office of Instructional Technology and Training (OITT) offers training sessions and/or workshops are available on campus, free of charge and are open to faculty, staff, and department upon request. Some of the hands-on workshops on popular computer applications include: Windows, Outlook, Access, Excel, PowerPoint, Word, and Web-Page Design. The OITT

Development Center is located in the basement of the Tawes Center. The primary goal of the OITT Development Center is to provide university-wide training and support services to faculty and staff through workshops, demonstrations, individual assistance, and self-instructional media-based materials. There are also customized training and demonstration seminars available for faculty, staff, and departments upon request. The university has integrated the use of Lync. Microsoft® Lync® is a communications platform in which users can keep track of contacts' availability; send an IM; start or join an audio, video, or web conference; make phone calls through an interface. Student OITT Help Desk information is found at <http://www.coppin.edu/itssc>.

Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Tables 1 and 2 represent the Bachelor of Science in Health Sciences proposed resources and expenditures.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	\$321,255	\$627,788	\$1,157,792	\$1,777,180	\$1,777,180
a. #F.T Students	35 (20+15)	70 (42+28)	130 (78+52)	200 (120+80)	200 (120+80)
b. Annual Tuition/Fee Rate	\$6,624 (In-State) \$11,885 (Out-of-State)	\$6,624 (In-State) \$11,885 (Out-of-State)	\$6,624 (In-State) \$11,885 (Out-of-State)	\$6,624 (In-State) \$11,885 (Out-of-State)	\$6,624 (In-State) \$11,885 (Out-of-State)
c. Annual Full Time Revenue (a x b)	\$132,480 (in) \$178,275 (out)	\$278,208 (in) \$332,780 (out)	\$516,672 (in) \$618,020 (out)	\$794,880 (in) \$950,800 (out)	\$794,880 (in) \$950,800 (out)
d. # Part Time Students	5	8	11	15	15
e. Credit Hour Rate	\$175	175	175	175	175
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$10,500	\$16,800	\$23,100	\$31,500	\$31,500
3. Grants, Contracts & Other External Sources ³					
4. Other Sources					
TOTAL (Add 1 - 4)	\$321,255	\$627,788	\$1,157,792	\$1,777,180	\$1,777,180

¹ Reallocated funds, None.

² Tuition and fee Revenue. For year 1, it is anticipated that the majority of the students who enroll will be Pre-Nursing who desire to meet the 4-6 year graduation time frame. It is anticipated that there will be 20 in state and 15 out of state students who are FT. For year 2, the program will have an increase of 42 in state and 28 out of state students who are also FT. This trend is expected to continue in consecutive years.

³ Grants and Contracts. None.

⁴ Other sources. Not Applicable

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$104,000	\$214,240	\$331, 001	\$454,253	\$585,000
a. # FTE	1	2	3	4	5
b. Total Salary	\$80,000	\$164, 800	\$254, 616	\$349, 425	\$450,000
c. Total Benefits	\$24,000	\$49,440	\$76, 385	\$104, 828	\$135,000
2. Total Administrative Staff Expenses (b + c below)	\$58,500	\$58,500	\$65,000	\$71,500	\$78,000
a. # FTE	1	1	1	1	1
b. Total Salary	\$45,000	\$45,000	\$50,000	\$55,000	\$60,000
c. Total Benefits	\$13,500	\$13,500	\$15,000	\$16,500	\$18,000
3. Total Support Staff/Adjunct Expenses (b + c below)	\$14,688	\$14,688	\$29,376	\$29,376	\$29,376
a. # Adjunct contracts	8	8	16	16	16
b. Total Salary	\$13,600	\$13,600	\$27,200	\$27,200	\$27,200
c. Total Benefits	\$1,088	\$1,088	\$2,176	\$2,176	\$2,176
4. Equipment	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
5. Library	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
6. New or Renovated Space	\$20,000				
7. Other Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
TOTAL (Add 1 - 7)	\$287,188	\$377,428	\$515, 377	\$645, 129	\$809,576

Bachelor of Science in Health Sciences Plan of Study

FALL SEMESTER					SPRING SEMESTER				
GER Category	Code	Course Title	Credits	hrs	GER Category	Code	Course Title	Credits	hrs
English Comp	ENGL 101	English Composition I (APA focus)	3	hrs	English Comp	ENGL 102	English Composition II (APA focus)	3	hrs
Arts & Hum.	HIST	201, 203 or 205	3	hrs	Arts & Hum.	HIST	202, 204, or 206	3	hrs
	HSC 101	Orientation to Health Sciences	3	hrs	Natural Sciences	BIOL 107	Comp Preview Life Sci	4	hrs
	PHIL 102	Introduction to Logic	3	hrs	Natural Sciences	CHEM 103	General Chemistry	3	hrs
MATH	MATH 110	College Math	3	hrs	Major Course	HSC 190	Medical Terminology	3	hrs
SEMESTER TOTAL			15		SEMESTER TOTAL			16	
SEMESTER GEN ED TOTAL			13		SEMESTER GEN ED TOTAL			13	

LEVEL II (SOPHOMORE)

FALL SEMESTER					SPRING SEMESTER				
GER Category	Code	Course Title	Credits	hrs	Major or Electives	Code	Course Title	Credits	hrs
Arts & Hum.	WLIT 207/ENGL 210	World Literature/Literary Genres	3	hrs	Natural Sciences	BIOL 203	Human A & P II	4	hrs
IDIS & Emerg Issues	SPCH 204	Critical Listening	3	hrs	Mathematics	MATH 203	Basic Statistics	3	hrs
Natural Sciences	BIOL 201	Human A & P I	4	hrs	Arts & Hum.	PHIL102, 103 or 201	Logic, Intro to Phil, Ancient Philosophy	3	hrs
IDIS & Emerging Issues	HEED 105	Emerging Issues in Mental Health and Well-Being	3	hrs	Social Sciences	ECON 103	Intro to Bus & Entrepreneurial Econ	3	hrs
Soc & Behav. Sci.	SOCI 201	Intro to Sociology	3	hrs	Arts & Hum.	IDIS	IDIS 103 or IDIS 102 or any Foreign Language or ART 105 or MUSC 201 or THEA 211 or DANC 226	3	hrs
SEMESTER TOTAL			16		SEMESTER TOTAL			16	
SEMESTER GEN ED TOTAL			16		SEMESTER GEN ED TOTAL			14	

LEVEL III (JUNIOR)

FALL SEMESTER					SPRING SEMESTER				
Major or Electives	Code	Course Title			Major or Electives	Code	Course Title		
Major Course	HEED 303	Health and Urban Studies	3	hrs	Major Course	HSC 313	Pharmacology	3	hrs
Major Course	HSC 312	Pathophysiology	3	hrs	Major Course	HEED 305	Intro to Health Science Research	3	hrs
Major Course	HSC 213	Principles and Practices of Nutrition	3	hrs	Major Course	HEED 306	Health and the Older Adult	3	hrs
Major Course	HEED 300	Health Education and Health Promotion	3	hrs	Major Course	HSC 310	Human Disease, Prevention and Control	3	hrs
Major Course (will meet technology fluency (MISY 150))	HSC 210	Health Informatics (includes higher level writing/APA)	3	hrs	Major Course	HSC 320	Healthcare Delivery System	3	hrs
	SEMESTER TOTAL		15			SEMESTER TOTAL		15	
	SEMESTER GEN ED TOTAL		0			SEMESTER GEN ED TOTAL		0	

LEVEL IV (SENIOR)

FALL SEMESTER					SPRING SEMESTER					
Major or Electives	Code	Course Title			Major or Electives	Code	Course Title			
Major Course	HIM 415	Health Statistics and Research	3	hrs	Major Course	HSC 405	Epidemiology	3	hrs	
Major Course	HSC 404	Ethics for Health Professionals	3	hrs	Major Course	HEED 406	Healthcare Leadership and Policy	3	hrs	
Major Course	HEED 420	Community Health	3	hrs	Major Course	HEED 410	Global Health	3	hrs	
			3	hrs	Major Course	HEED 425	Field Experience	3	hrs	
Major Course	HSC 421	Tests and Measurements	3	hrs						
	SEMESTER TOTAL		15			SEMESTER TOTAL		12		
	SEMESTER GEN ED TOTAL		0			SEMESTER GEN ED TOTAL		0		
					GRAND GEN ED TOTAL					52
					TOTAL SEMESTER CREDITS					120

Additional Notes: _____ Graduation Requirements: Exit Assessment
Proposed for Fall 2015 Implementation