

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **Degree Plan(s): New Program for B.S. in Health Sciences**

	Campus-Level Academic Review¹	1	II	3	E	4	5
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		-	/	-	al	-	a	E	/	U	U	U	R	O	S
	Full Review														
	Change to Catalog Information (for Campus)														
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	-	-	A	A	A	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	-	-	A	A	A	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	-	-	A	A	A	A	A	A	A	I
	Change to a Degree Plan														
21.	Educational Program — Add or Discontinue^{2,3}	A	A	A	A	A	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	A	A	A	-	A	A	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	A	-	A	A	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	-	H	U	U	U	U	U	U	U	U	U	U	U	S
27.	Change course outcomes of an included course	A	A	A	A	A	A	A	A	-	A	A	A	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	A	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	A	A	-	A	A	A	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	A	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)


Melissa Long (Apr 16, 2024 17:08 CDT)

Apr 16, 2024

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)



Apr 16, 2024

Chair Signature

Date

Chair Signature

Date

Dean(s)



Apr 16, 2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Program Application

Step 1: Campus Coordination Information

1. Program Identification

- A. Program title: Health Sciences
- B. Degree type: Bachelor of Science
- C. Home department or school: Department of Kinesiology & Nutrition, College of Health and Behavioral Sciences
- D. Program developer(s) and credentials: Sheila Jones, Associate Dean, College of Health and Behavioral Sciences
- E. Where program will be offered and delivery method: Abilene campus, face-to-face
- F. Proposed date of implementation: Fall 2024

2. Program Overview

A. Outlook

1. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

The Health Sciences degree is for students who are passionate about healthcare and helping others. The broad focus of the health sciences degree with 20 hours of core, 24 hours in an extensive menu related to health sciences, and 30 hours of electives enables many options of study. Most of the allied healthcare programs in the College of Health and Behavioral Sciences can be satisfied with these 54 hours. Although these programs are not official tracks, they are great options. Students can be prepared for careers or graduate schools for athletic training, dietetics, occupational therapy, and physical therapy. Graduates of this degree (with prerequisites met and application process complete) may enter these graduate programs. Tracks for the Health Sciences degree are being planned for the future, such as Healthcare Administration, Public Health, and Behavioral Health. Graduates of this degree (with prerequisites met) may enter graduate programs at ACU, such as Master of Athletic Training, MS in Nutrition/Dietetic Internship, MS in Healthcare Administration, and MS or Doctorate in Occupational Therapy. With the BS in Health Sciences and programs corresponding to graduate programs, students may practice as athletic trainers, registered dietitians, healthcare administrators, health education specialists, community/public health workers, occupational therapists, and physical therapists.

Students who are interested in health sciences will likely be drawn to this degree. The 20-hour core of the degree will provide a basis for health science tracks with courses such as health-focused communications, ethics, interprofessional education, psychology, and medical terminology. The degree will include a 24-hour menu in addition to the 20-hour core that can be used in one of the health science programs listed above, which include athletic training, dietetics, occupational therapy, physical therapy, and for tracks that are planned to be created such as Healthcare Administration, Public Health, and Behavioral Health.

According to the Occupational Outlook Handbook, <https://www.bls.gov/ooh/healthcare/home.htm>, healthcare occupations are projected to grow much faster than the average for all occupations from 2022 to 2032.

The projected growth of jobs for medical and health services managers, or healthcare administrators, is 28 percent from 2022 to 2032, which is much faster than the average for all occupations. <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

The job outlook for community health workers is projected to grow 14 percent from 2022 to 2032, much faster than the average for all occupations.

<https://www.bls.gov/ooh/community-and-social-service/community-health-workers.htm>

Employment of health education specialists is projected to grow 7 percent from 2022 to 2032, faster than the average for all occupations. <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

2. Estimate total enrollment for each of the first five years.

Year 1: 3 - currently, there are 145 active confirmed students who are interested in an allied health track and might be the type to want the Health Sciences degree. Of note, FAFSA is later this year and normally, there would be more confirmed students on this date. For the first year, prospective students will not have known about the Health Sciences degree before being admitted, so this could be a conservative estimate. This is a degree in which students who wish to or need to switch from majors such as Nursing or a science track with a pre-medicine focus can complete a degree and still have a rewarding career in healthcare. This could count significantly in the enrollment of the degree. For this first year, it is expected that some NURS students will switch into the B.S. in Health Sciences.

Year 2: 6 - with the creation of a Healthcare Administration, Public Health, and Behavioral Health tracks, in particular, we believe this will attract new students to the degree. These students would be considered

new students to the university and not students who have changed their major or track. According to the market analysis for medical and health services managers, there are 1,914 annual openings in Texas. This track will be proposed next year.

Year 3: 9

Year 4: 12

Year 5: 12

3. Name at least three other institutions whose similar programs you have reviewed.

1. West Texas A&M Health Sciences Degree - Our program is very similar to the Health Sciences degree at West Texas A&M in that it has a broad focus from which students can enter several careers within the field of Health Sciences.

2. Sam Houston State Health Sciences Degree - Likewise, this degree has a broad base with a significant amount of hours dedicated to career-specific tracks. According to the website, it is a "multidisciplinary degree that aims to provide students with a sound and comprehensive foundation in the key principles of modern health care."

3. University of Incarnate Word - This degree covers much of the same content as our proposed curriculum and does not lead to a more specific healthcare track.

4. Ohio State University - "A bachelor's degree in health sciences from Ohio State prepares students for entry-level roles in healthcare administration, medical or pharmaceutical sales, and other health-related services. The health sciences degree – which is sometimes referred to as a "pre-med major" – can also prepare students to apply for and enter graduate and professional programs in medicine, dentistry, physical therapy, occupational therapy, and others."

5. Texas A&M University - A Bachelor of Science in Health-Allied Health Track is offered, which helps to prepare students for continuing graduate education in allied health fields.

6. Texas Tech University - Through the College of Human Sciences, different allied health degrees and health tracks are offered.

7. Baylor University - A Health Sciences major is offered and is designated as a "pre-major" with several pre-health tracks.

B. Curriculum description

1. Describe the focus of this program and why it will be valuable to students.

The focus of the Health Sciences degree core is concentrated on healthcare aspects of ethics, communication, interprofessional education, health professions, and psychology. This sets the basis for any healthcare program or track that the student wishes to pursue. It is valuable and will draw students who are interested in numerous avenues of healthcare. As many as 54 hours can be dedicated to the following pre-healthcare or healthcare programs:

- Pre-Athletic Training

- Didactic Program in Dietetics
- Pre-Occupational Therapy
- Pre-Physical Therapy

Future tracks that are planned include Healthcare Administration, Public Health, and Behavioral Health.

Numerous universities in Texas have Health Science programs/degrees. ACU may be at a disadvantage in attracting students by not having such a program. The name of Health Sciences is a desirable term and may attract those looking for any of the programs listed above. For instance, students may not know to look for a pre-occupational therapy or pre-physical therapy track in the Department of Kinesiology & Nutrition, so we may be losing students simply because they do not know we have some of the allied health programs. Students may also want a degree that is titled Health Sciences versus a degree named something else, such as Kinesiology.

The degree can provide hours for programs and tracks that students can funnel into if they decide to or need to change from majors such as a pre-medicine track or nursing. This degree will likely enable these students to graduate with another career focused on healthcare. If a student is in any of the healthcare programs, and they decide to change to another program, it is more likely that the courses they have taken will count toward the degree (of course, it depends on how early they change programs).

2. Name the existing ACU programs to which it will be most similar.

The most similar degree on campus to this proposed degree is the B.S. in Kinesiology, which has four of the allied health programs in the College of Health and Behavioral Sciences. The Health Sciences degree will have hours that can be dedicated to these same programs, but a B.S. in Health Sciences is planned to have more tracks as listed above, Healthcare Administration, Public Health, and Behavioral Health. A B.S. in Health Sciences may also be more desirable on a transcript than a B.S. in Kinesiology for some students.

3. Estimate how many new courses will be needed to deliver the program.

No new courses are currently needed for this degree.

C. Resource estimates

1. Number of new faculty required to deliver program.

The Health Sciences degree was designed to use currently taught courses at ACU Abilene. Unless the program mushrooms to a hundred students, it is not expected that more faculty will be required.

2. Describe and estimate cost of equipment needs or facility renovation.

Because the courses in the degree plan are already being taught, more equipment or facility renovation should not be needed simply because of this new degree.

3. Will the program require disciplinary accreditation? Which organization?

The Health Sciences degree will not be accredited. However, several of the undergraduate programs that students can use the 54 hours for while in this degree or graduate programs they may enter after graduation are accredited through bodies such as CAATE for Athletic Training, ACEND for Dietetics, and ACOTE for Occupational Therapy.

Stop here and submit to the dean for discussion. The dean may ask for some clarification or revision. If the dean agrees, the dean should send the proposal to the vice provost. Continue with Step 2 after the vice provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the vice provost.

This proposal

☐ should

☐ should not

advance for further consideration.



2.14.24

Dean

Date

Comments:

This proposal

☒ should

☐ should not

advance for further consideration.



March 8, 2024

Vice Provost

Date

Comments:

Step 2: Full Proposal Information

3. Program Information

- A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.

The Bachelor of Science in Health Sciences degree is for students who are ready to study for a career in community health or an allied healthcare field and meet the entrance criteria for the associated professional programs. It is a multidisciplinary degree that provides students with key foundational courses beneficial to any health-related profession. The focus of the Health Sciences degree core is concentrated on healthcare aspects of ethics, communication, interprofessional education, health professions, and psychology. Hours in this degree can be used for programs that include Pre-Athletic Training, Didactic Program in Dietetics, Pre-Occupational Therapy, and Pre-Physical Therapy. Other careers include health education specialist or community health worker. The degree is designed to provide a service-focused education in a Christian context with a strong undergraduate preparation regardless of the healthcare career the student is pursuing.

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

The mission of the Bachelor of Science in Health Sciences is to prepare students for Christian service and leadership in a community health or allied healthcare field.

- C. Student learning outcomes. Define the competencies for graduates of your program. They should be specific and measurable. You should have a minimum of three and no more than seven.

Student Learning Outcome #1

Students will be competent to understand differences in healthcare professions and how they can collaborate.

Student Learning Outcome #2

Students will be competent to communicate effectively in the healthcare setting.

Student Learning Outcome #3

Students will be competent to explain ethical behavior while considering psychological issues in the healthcare setting.

Student Learning Outcome #4

Students will be competent to articulate social responsibilities of healthcare professionals.

- D. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

Other than the requirements for admission to the university, there are no additional requirements for the B.S. in Health Sciences in itself.

- E. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs.

51.0000

4. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

The mission of ACU is "to educate students for Christian service and leadership throughout the world." This is right in line with the mission of the B.S. in Health Sciences, "to prepare students for Christian service and leadership in community health or an allied healthcare field." Graduates with a community health focus or in an allied healthcare field are prepared to serve others in their professions by providing excellent care. As in faith reflection papers and other assignments that all ACU degrees have, we expect that our graduates will provide service with a purposeful Christian attitude. Students that are interested in health or healthcare careers often have leadership characteristics, and with the rigorous curriculum of the degree and programs that can be completed with the 54 hours, graduates are likely to become leaders in their fields.

The B.S. in Health Sciences relates to several pillars of the ACU Strategic Plan 2022-2027:

1. The first pillar is to elevate ACU's brand to that of a world-class, faith-based national university. Part of how to achieve this is through service learning. Throughout an emphasis in community health or the allied health programs, there are ample opportunities for service learning through community outreach assignments and volunteer activities. In the section of this pillar on expanding ACU's academic programs, a feasibility study for a Health Sciences Center is mentioned. If a Health Sciences Center comes to fruition, a degree in Health Sciences makes sense. Another initiative is to invest in market-facing centers of academic excellence to serve as academic anchors (i.e. health sciences, allied health...). Because health sciences and allied health programs are already listed as areas to invest in, the proposed program fits perfectly with this pillar.

2. The second pillar is to provide a vibrant student experience that strengthens ACU's commitment to spiritual formation and leverages ACU's national leadership in student success. One component of this is to ensure that 75% of graduating seniors have participated in missions or Christian service-related experience. Students focused on Community Health, healthcare, and pre-health careers are often drawn to medical mission trips and other humanitarian efforts to help others in underserved areas. Another metric of this pillar is what percentage of graduates are employed or in graduate school within 6 months. Pre-health (most allied health) professions require further training as in graduate school, so health sciences should promote the success of that metric. Many of these health sciences tracks have internships or field experiences and are involved in community volunteer activities which are also components of this pillar. Being involved in community service activities are inherent in community health and allied health students and programs.
3. The third pillar is to promote an internal culture that celebrates every individual as created uniquely in God's image. Programs that can use the 54 hours in the health sciences degree and planned tracks promote this internal culture by a curriculum that fosters helping underserved populations and giving care to all in need.

B. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.

Community health worker and Health Education Specialist are two jobs that a graduate of the Health Sciences degree would be prepared for.

If a student used the 54 hours for an allied health program, the following jobs could be attained after successful completion of the associated professional programs at the graduate level and passing credentialing examinations:

Athletic Trainer
Registered Dietitian
Occupational Therapist
Physical Therapist

2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

The job market is good for all of the jobs listed in #1. Below is what the Occupational Outlook Handbook states for each occupation:

Community Health Worker - Employment of community health workers is

projected to grow 14 percent from 2022 to 2032, much faster than the average for all occupations. About 8,000 openings for community health workers are projected each year, on average, over the decade.

Health Education Specialist - Employment of health education specialists is projected to grow 7 percent from 2022 to 2032, faster than the average for all occupations. About 6,600 openings for health education specialists are projected each year, on average, over the decade.

Athletic Trainer - Employment of athletic trainers is projected to grow 14 percent from 2022 to 2032, much faster than the average for all occupations. About 2,700 openings for athletic trainers are projected each year, on average, over the decade.

Registered Dietitian - Employment of dietitians and nutritionists is projected to grow 7 percent from 2022 to 2032, faster than the average for all occupations. About 5,600 openings for dietitians and nutritionists are projected each year, on average, over the decade.

Occupational Therapist - Employment of occupational therapists is projected to grow 12 percent from 2022 to 2032, much faster than the average for all occupations. About 9,600 openings for occupational therapists are projected each year, on average, over the decade.

Physical Therapist - Employment of physical therapists is projected to grow 15 percent from 2022 to 2032, much faster than the average for all occupations. About 13,900 openings for physical therapists are projected each year, on average, over the decade.

According to the Texas Labor Market Review, “the industry sector that will add the most jobs from 2023 to 2025 is Health Care and Social Assistance, with an estimated growth of over 109,000 jobs.” All of the occupations listed above are all allied health professions.

3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

The following table shows the mean yearly wage and the entry-level yearly wage for the occupations according to the Texas Workforce Commission.

Occupation	Mean Yearly Wage	Entry-level Yearly Wage
Community Health Worker	\$42,225	\$32,142

3. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

Student interest initially will be existing students that still want a degree associated with health or healthcare but do not wish to or will not be allowed to continue in programs of study such as Nursing or one of the Pre-Medicine degrees. This is very important for retention of these students. Many students who initially major in Nursing or one of the Pre-Medicine degrees at ACU will not complete the B.S. in Nursing or a degree that prepares them for medical school. This pool of students is significant, and this degree can be a way to retain them.

There are plans to add at three tracks to the degree in addition to the existing areas of study that students can complete for the B.S. in Health Sciences. Tracks being considered are Healthcare Administration, Public Health, and one focused on Behavioral Health. These tracks should attract some new students interested in administration/management of healthcare facilities, community/public health, or behavioral aspects of healthcare. The Healthcare Administration program at ACU Dallas is a large program. With 24 hours dedicated to science and allied health courses and 30 hours of electives, it is feasible to also enter allied health programs in Pre-Athletic Training, Pre-Occupational Therapy, Pre-Physical Therapy, and Dietetics.

4. Disciplinary benchmarking. Use the benchmark schools that you named in 2.A.3 to respond, plus any other programs you have reviewed. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

West Texas A&M has a similar program to what is proposed here when the Healthcare Administration track is added because it is focused on more business courses. The program at West Texas A&M has Medical Terminology and Ethics similar to what is currently proposed.

The degree at Sam Houston State University is a multidisciplinary degree leading to allied health tracks such as Occupational Therapy, Physical Therapy,

Chiropractic, Pre-Nursing, and “Other Medical-related Careers.” If a student completes one of our allied healthcare tracks with 53 hours in the degree menu plus electives, it will resemble the degree more at Sam Houston State. Just the degree itself does not resemble the degree at Sam Houston State.

The Healthcare Sciences degree at University of Incarnate Word is also a platform for Allied Health programs and Pre-Medicine. If one of our allied health tracks is completed because of the 53 hours in the degree menu plus electives, it will also resemble the degree at UIW, but this proposed degree does not resemble it alone.

With the Health Sciences degree at Ohio State University, students can also enter Medical and Allied Health programs as at other universities listed above. Students can be prepared for entry-level healthcare jobs. This proposal is similar to the Ohio State University because our students will be prepared for entry-level healthcare jobs if they do not specifically use the 53 hours mentioned above for an allied health program.

Within the Health Science Center at Texas A&M University, there are pre-medical and medical, nursing at all levels, public health, pharmacy, health administration, and health education degrees. The health education degree is preparation for graduate degrees in allied health or for community health educators. Unless one of our students takes the opportunity to enter an allied health program, the proposed degree will also prepare students to be community health educators.

The Texas Tech University Health Sciences Center has health profession program, including Medical Laboratory Science, allied health professions like Athletic Training, Occupational Therapy, Physical Therapy, Communication Science and Disorders, Healthcare Management and Leadership, and Clinical Counseling and Mental Health. The Healthcare Management degree would be similar to our degree when the Healthcare Administration track is proposed next year. As mentioned above, it will be feasible to complete an pre-allied health program with the proposed degree.

Similar to other universities listed above, Health Science studies at Baylor University is a preparation degree for graduates to enter allied health programs such as Athletic Training, Occupational Therapy, and Physical Therapy, and Physician Assistant, Medical, and Dental health programs. The proposed degree is only similar to the degree at Baylor if a student completes an allied health Program.

Health Sciences at Harding University includes pre-health and allied health programs such as pre-dentistry, pre-medical technology, pre-medicine, pre-occupational therapy, pre-optometry, pre-pharmacy, pre-physical therapy, pre-physician assistant, and preparation for other pre-allied health careers. Our proposal would be more similar to the Harding degree if a student uses the available hours to complete a pre-allied health program.

5. Curriculum

- A. Degree plan. List the major requirements as they would appear in the catalog. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

Major Requirements

Choose 3 hours:

- BIBP 352 Biomedical Ethics* Credit Hours: 3
- BIBT/GERO/SOCI 460 Ethics and Social Issues* Credit Hours: 3
- BIBP/PHIL 486 Ethics* Credit Hours: 3

COMM 460 Health Communication Credit Hours: 3

IPE 301 Interprofessional Education and Ethics Credit Hours: 1

IPE 302 Topics in Interprofessional Education Credit Hours: 1

KINE 302 Medical Terminology Credit Hours: 2

KINE 420 Exercise Science Internship (capstone, writing intensive course) Credit Hours: 3

PHP 201 Introduction to Health Professions Seminar Credit Hours: 1

PSYC 356 Health Psychology Credit Hours: 3

SOCW 250 Person to Person: Fundamental Skills of Relating Credit Hours: 3

Total: 17-20 Credit Hours

Choose 24 hours from the following.

- BIOL 101, 291, 292, 293, 294, 353, 354
- CHEM 101-114
- CSD 100-499
- IPE 100-499
- KINE 232-499
- NURS 300-499
- NUTR 100-499
- PSYC 100-499
- SOCI 100-499
- SOCW 200-499

Total: 41-44 Credit Hours

Electives:

Minimum - 30 Credit Hours

Total Major Hours: 74

Some courses in the 24-hour menu above may require admission into professional programs. Students outside of the nursing major/program cannot enroll in NURS 300-400 courses. A grade of "C" or higher is required in all NURS courses.

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the program.

Approval emails composed another document that will be shared.

- C. Courses. Create a table with one row for every course, existing and new, included in the program/major requirements. Create five columns that provide the following information:
1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s) the course serves, if applicable
 4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Credentialed Faculty
BIBP 352 Biomedical Ethics OR BIBT 460 Ethics and Social Issues OR BIBP 486 Ethics	Every Fall OR Every Spring OR Every Spring	Yes	Entire degree	Powell, McCracken McCracken
COMM 460 Health Communication	Every Fall	Yes	Entire degree	Camp
IPE 100-499 (3-1 hour courses)	Every Fall, Spring	Yes	Entire degree	Chrane, Long, Williams, Kelly
KINE 302 Medical Terminology (2 hours)	Every Fall, Spring	Yes	Entire degree	Lytle
KINE 420 Exercise Science Internship (capstone and writing intensive)	Every Fall, Spring, Summer	Yes	Entire degree	Jones
PHP 201 Introduction to Health Professions Seminar (1 hour)	Every Fall	Yes	Entire degree	Flanagan, Powell
PSYC 356 Health Psychology	Every Spring	Yes	Entire degree	Perkins
SOCW 250 - Person to Person: Fundamental Skills of Relating	Every Fall, Spring	Yes	Entire degree	East, Vasquez

D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. Proposed subject code and course number
2. Course title and description
3. Existing programs in which the courses will also be used, if applicable

No new courses are needed for this degree.

6. Assessment Plan

A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level (see example).

Outcome	Course 1	Course 2	Course 3	Course 4
1 Students will be competent to understand differences in healthcare professions and how they can collaborate.				
Measure 1: At least 80% of students will be able to explain the main responsibilities of different allied health professions with a score of at least 80%.	I - IPE 301			
Measure 2: 80% of students will be able to explain how interprofessional collaboration in allied health professions can benefit patients/clients with a score of at least 80%.	I - IPE 302	R - KINE 420		

2 Students will be competent to communicate effectively in the healthcare setting. Measure 1: 80% of students will be able to delineate medical terms commonly used in healthcare with a score of at least 80%. Measure 2: 80% of students will be able to explain the role of communication in health promotion and media and disease prevention with a score of at least 80%.	I - KINE 302	I - COMM 460		
3 Students will be competent to explain ethical behavior while considering psychological issues in the healthcare setting. Measure 1: 90% of students will be able to evaluate ethical issues associated with the healthcare field with a score of at least 80%. Measure 2: 80% of students will be able to explain the effect of behavior on health with a score	I - PSYC 356	I - IPE 301	R - KINE 420	

of at least 80%.				
4 Students will be competent to examine social responsibilities of healthcare Professionals.				
Measure 1: 80% of students will be able to reflect on relationship skills needed by healthcare professionals with a score of at least 80%.	I - SOCW 250			
Measure 2: 80% of students will be able to evaluate biopsychosocial aspects of health with a score of at least 80%.	I - SOCW 250			

- B. Outcome assessment measures. For each program outcome (in sections 3.C and 6.A)., identify *at least* two measures. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. You should be able to collect each measure every year unless the course is offered less frequently. Each measure will include:
1. Description of the artifact to be assessed.
 2. Competency target. This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
 3. Ideal target. This may be a slightly higher standard or a greater percentage of student success (e.g., 90% of students will demonstrate competency; 75% of students will earn a B or higher). Be realistic; universal success is unlikely.
 4. Name of the person responsible for measuring the outcome.
 5. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

Outcome 1: Students will be competent to understand differences in healthcare professions and how they can collaborate.

Measure 1: At least 80% of students will be able to explain the main responsibilities of different allied health professions with a score of at least 80%.

Measure: IPE 301 Vocation Synthesis Paper

Artifact: The IPE 301 Vocation Synthesis Paper involves listening to guest speakers from other allied health fields about their professional journey and how working with other professionals have guided their career direction. Students are required to write a reflection of what they learned from listening to them and explore their own process of discerning vocation.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Lory Chrane or Kari Williams

Measurement Timeline: Each time the course is offered (spring)

Measure 2: 80% of students will be able to explain how interprofessional collaboration in allied health professions can benefit patients/clients with a score of at least 80%.

Measure: IPE 302 Discussion

Artifact: The IPE Discussion requires students to discuss how the trauma-informed team can work together to better serve patients.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Melissa Long

Measurement Timeline: Each time the course is offered (spring)

Measure 3: 80% of students will be able to explain how interprofessional collaboration in allied health professions can improve efficiency of care with a score of at least 80%.

Measure: KINE 420 Interprofessional Collaboration essay assignment

Artifact: The KINE 420 Interprofessional Collaboration essay requires students to research and observe how allied health professions working together can improve efficiency of care.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Sheila Jones

Measurement Timeline: Each time the course is offered (fall, spring, and summer)

Outcome 2: Students will be competent to communicate effectively in the healthcare setting.

Measure 1: 80% of students will be able to delineate medical terms commonly used in healthcare with a score of at least 80%.

Measure: KINE 302 Final Examination

Artifact: The Final Examination in KINE 302 requires students to synthesize medical terms and understand the meanings of medical terms.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Renee Lytle

Measurement Timeline: Each time the course is offered (fall, spring)

Measure 2: 80% of students will be able to explain the role of communication in health promotion and media, disease prevention, and risk communication with a score of at least 80%.

Measure: COMM 460 Analysis of a Public Health Campaign assignment.

Artifact: The Analysis of a Public Health Campaign requires students to analyze a health campaign that they will write considering social norms theory, theory of normative social behavior, descriptive or injunctive norm, logical and emotional appeals, extended parallel process model, guilt, novel or shocking messages, reach, and specificity.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Jon Camp

Measurement Timeline: Each time the course is offered (fall)

Outcome 3: Students will be competent to explain ethical behavior while considering psychological issues in the healthcare setting.

Measure 1: 90% of students will be able to evaluate ethical issues associated with the healthcare field with a score of at least 80%.

Measure: IPE 301 Ethical Case Study and

Artifact: IPE 301 Ethical Case Study requires students to find a professional in their field that works with other types of professionals and interview about their view of ethical decision making and personal experience with professional ethics. Students will write a reflection on this interview, and do an in-depth assessment of how they (personally) anticipate dealing with ethical dilemmas when working with other professionals.

Competency Target: At least 90% with a score of at least 80%

Person Responsible: Lory Chrane

Measurement Timeline: Each time the course is offered (spring)

Measure 2: 90% of students will be able to evaluate the importance of ethical behavior in the healthcare field with a score of at least 80%.

Measure: KINE 420 Ethics Essay

KINE 420 Ethics Essay requires students to evaluate the importance of ethical behavior through the lens of a Christian perspective in the healthcare setting.

Competency Target: At least 90% with a score of at least 80%

Person Responsible: Sheila Jones

Measurement Timeline: Each time the course is offered (fall, spring, summer)

Measure 3: 80% of students will be able to explain the effect of behavior on health with a score of at least 80%.

Measure: PSYC 356 Integrating Perspectives and Ethical Decisions on patient care

Artifact: The Integrating Perspectives and Ethical Decisions on patient care assignment requires students to demonstrate comprehension and facility integrating medical and psychological ethical perspectives in addressing patient, family, professional staff, and facility issues and priorities as these apply to specific examples of patient care and treatment planning decisions.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Scott Perkins

Measurement Timeline: Each time the course is offered (spring)

Outcome 4: Students will be competent to examine social responsibilities of

healthcare professionals.

Measure 1: 80% of students will be able to reflect on relationship skills needed by healthcare professionals with a score of at least 80%.

Measure: SOCW 250 Podcast reflection on their mid-term skills role-play video

Artifact: SOCW 250 assessment/intake and goal setting session requires students to reflect on their skills integrating concepts they've learned in the course about building rapport and engaging with clients from a non-judgemental perspective.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Katelin East or Erica Vasquez

Measurement Timeline: Each time the course is offered (fall, spring)

Measure 2: 80% of students will be able to evaluate biopsychosocial aspects of health with a score of at least 80%.

Measure: SOCW 250 Biopsychosocial assessment

Artifact: The biopsychosocial assessment requires students to evaluate biopsychosocial aspects of health in a brief assessment.

Competency Target: At least 80% with a score of at least 80%

Person Responsible: Katelin East or Erica Vasquez

Measurement Timeline: Each time the course is offered (fall, spring)

7. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

Current faculty should be adequate for this degree, at least initially. The workload should not increase, unless the 21 hours of courses in the Health Sciences core are already full. Students in the KINE courses, KINE 302 and 420 will not increase workload of KINE faculty. Faculty and the chair of Social Work and Psychology specifically requested that SOCW 250 and PSYC 356 be added to the Health Sciences core and did not think it would increase the workload of the faculty in those 2 departments.

Other department chairs have agreed to allow their courses to be in the degree.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

It is not expected that faculty will have to be hired for this degree.

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

It is not expected that part-time faculty will have to be hired as a result of this degree, at least initially while the program is building.

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

Nursing and Pre-medical students who no longer wish or no longer will be allowed to continue in those degrees may be attracted to this degree and switch their major. It is very common for those types of degrees that quite a few students initially declare them, but a small percentage of those students will actually complete them. For Nursing, in particular, the maximum percentage of students completing the degree in any year over the last 8 years has been 20%. Pre-medical tracks may be similar. Those students need to be able to complete a degree, and this proposed degree will allow most or all of the courses they have already taken to count toward this degree. There have been conversations between Dr. Nelson and Dr. Naldoza in NURS about the number of students that do not complete the NURS degree.

Dr. Nelson, Dr. Miertschin, Dr. Cynthia Powell, and Dr. Jones had a conversation early in the development of this degree to talk about some concerns related to possible situations with the degree. It was expressed that a student might declare the B.S. in Health Sciences for the purpose of going to medical school because it is perceivably less rigorous than one of the tracks in Biology, Chemistry, or Biochemistry. It was agreed that placing a restriction of no more than 6 upper-level hours could be taken in BIOL or CHEM for the degree so that students would be discouraged to declare the B.S. in Health Sciences as a "pre-medicine" degree. Six upper level hours in BIOL and CHEM is adequate for the allied health tracks but not for a pre-medicine track. However, BIOL and CHEM chairs have restricted those courses further.

- C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.

Sheila Jones, who has a terminal degree in an allied health field (Nutrition/Dietetics) will be the program director. She has been the chair of a department that houses several allied healthcare fields, Athletic Training, Dietetics, Pre-Occupational Therapy, and Pre-Physical Therapy. She is currently the program director of the Didactic Program in Dietetics.

- D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

No new staff will be needed for the program. The program should not impact the workload of staff significantly.

- E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

Since there are not any new courses, the library should have adequate resources for each course.

Additionally,

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.

If any existing courses require accessing information electronically, it will not be different for how students access the information currently in those courses. Most courses are utilizing Canvas and disseminate information on that platform or give instructions concerning how to access information.

2. Describe requirements to support students in their access to and use of learning resources.

Canvas resources and the Help Desk are available to students who are having trouble with access to learning resources.

- F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

No additional classrooms, labs, office space, or additional equipment should be needed. More students in each class in the core is expected but should not be enough initially to require additional sections.

- G. Scholarships. Will the unit provide any unique scholarships to students in the program?

No scholarships particular to this degree are planned at the present time.

- H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

Students who are interested in healthcare but are not certain what area of healthcare to declare should be recruited to this degree. When tracks are added to the degree, then students interested in Healthcare Administration or Public Health, in particular, should be recruited. Additional costs should not be incurred, except we would like to recruit IDEA schools in the RGV for Health Sciences.

- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

There should be no additional expenses to deliver the program.

Stop here and resubmit to the vice provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes
 1. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
 2. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
 3. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed program as presented.



April 1, 2024

Vice Provost

Date

The library has sufficient resources to support the program, or the comments below outline additional acquisitions required and their associated costs.



04/09/2024

Associate Dean of the Library

Date

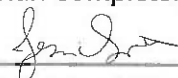
Comments, if needed:

We have developed a pro forma budget for the graduate program under consideration.

Associate Provost for Residential Graduate Programs

Date

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and is prepared to begin assessment.

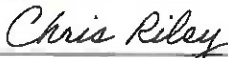


4.16.24

Assistant Vice President for Academic Affairs

Date

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.



4/3/2024

SACSCOC Liaison

Date

Step 3: Curriculum Approval Process

When all signatures are complete, attach an [Abilene Approval Chart for Curriculum Changes](#), conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Step 3: Curriculum Approval Process

When all signatures are complete, attach an [Abilene Approval Chart for Curriculum Changes](#), conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Updated 8/1/2023



Sheila Jones <joness@acu.edu>

BIBP 352 and 486 and BIBT 460

3 messages

Sheila Jones <joness@acu.edu>
To: Cliff Barbarick <cab11c@acu.edu>

Tue, Apr 2, 2024 at 2:48 PM

Hi Cliff,

The CHBS is proposing a B.S. in Health Sciences with a 21-hour core. In that core, we would like to include a menu with BIBP 352, BIBP 486, BIBT 460/GERO 460/SOCI 460.

As chair of Bible, Missions, and Ministry, I need your permission to include those Bible courses in the 21-hour core and that you think it will not unduly affect your faculty load.

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

Cliff Barbarick <cab11c@acu.edu>
To: Sheila Jones <joness@acu.edu>

Tue, Apr 2, 2024 at 4:41 PM

Sheila,

We currently offer these courses on a regular rotation and plan to do so for the foreseeable future. We would be happy to support the B.S. in Health Sciences in this way.

Cliff

Dr. Cliff Barbarick
Abilene Christian University
Associate Professor
Chair, Department of Bible, Missions, and Ministry
(325) 674-3767 (office)
<http://blogs.acu.edu/storiesforthesojourn/>

[Quoted text hidden]

Sheila Jones <jones@acu.edu>
To: Cliff Barbarick <cab11c@acu.edu>

Tue, Apr 2, 2024 at 8:50 PM

Thanks Cliff!

Sheila

ABILENE CHRISTIAN UNIVERSITY

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April 10, 2024

Dr. Jones,

Thank you for your email and the information you shared about the proposed Health Sciences degree. This memo will address the inclusion of CHEM, PHP, and BIOL courses in the new degree. We understand the intention of this proposal is to provide a health career-aligned degree for students exiting a nursing or communication sciences degree plan. Since we are moving so quickly at this point, we should be cautious about including too many courses. Therefore, only the CHEM and BIOL courses that these students might have taken should be included.

All of these students would have only taken freshman level chemistry courses. The department of Chemistry and Biochemistry approves the inclusion of **only CHEM 101-114** in this degree plan. We believe it is important to limit the number and level of chemistry courses in the proposed degree to the courses that the target students might have taken, so that students understand that the degree is not intended as preparation for application to graduate health professions programs that require sophomore, junior, and senior level chemistry coursework. The current proposal includes enough chemistry hours to meet minimum prerequisite requirements at most medical schools. This could add to current and prospective student confusion and potentially cause some major student advising headaches for all of us. While those directly involved in the programs may understand the difference in this degree and pre-health profession tracks, it is more difficult to communicate the nuances with admissions and advising, where staff turnover rates seem to be high.

For university structure purposes, the PHP courses administratively fall under the Department of Chemistry and Biochemistry. In consultation with Dr. Powell and Dr. Flanagan who guide the Center for Pre-Health Professions academic initiatives, **only PHP 201** is approved to be included in the degree. While PHP 201 is targeted to students who are on a pre-health professions track, it also exposes students to many health related careers and could help students who are exploring healthcare aligned careers. Therefore, it is appropriate for the proposed new degree.

The other current PHP courses and the courses that will soon be submitted to councils are specifically for students who are planning to apply to professional schools; enrollment in the courses are limited to those planning applications. A blanket approval of all PHP courses in the new degree would not serve your target population well. The Department of Biology approves the inclusion of **BIOL 291-294** and **BIOL 353-354**. These 12 hours of biology courses are required on the degree plans for Nursing. BIOL

291-294 is required for all of the nutrition degree plans, and BIOL 353-354 are also required for the didactic nutrition degree plan. In addition, these courses are those that are specifically recognized as appropriate for allied health majors and fall within the spectrum of what would be expected in a degree such as the one being proposed.

We also approve the inclusion of **BIOL 101**. BIOL 101 is an option on the Communications Sciences and Disorders degree plan as well as required for some students in Nursing.

To allow time to fully consider potential implications in the departments/areas outside of the College of Health and Behavioral Sciences that are integral to this proposed degree, it would be better to wait until there is more time for conversation. For those purposes it would be better if this were tabled until the fall, but if you need to move ahead now, being cautious about course inclusions seems wise.

We have one other concern unrelated to approval of Biology, Chemistry, or PHP coursework. If the degree is designed for students who are not successful in allied health sciences programs, then it seems more appropriate to name it a Health Studies degree since the targeted student population is one who could not complete or demonstrate proficiency in a science-based degree. The proposed degree is akin to a liberal studies degree for those coming out of clinical degrees and "Health Studies" would be more descriptive of the degree content and mitigate degree plan confusion.



Autumn Sutherlin, Ph.D.
Chair
Department of Chemistry and Biochemistry
Abilene Christian University



Jennifer Huddleston, Ph.D.
Chair
Department of Biology
Abilene Christian University



Sheila Jones <jones@acu.edu>

COMM 460

4 messages

Sheila Jones <jones@acu.edu>

Tue, Apr 2, 2024 at 2:33 PM

To: Lynette Sharp Penny <penyal@acu.edu>

Hi Lynette,

Our CHBS is proposing a B.S. in Health Sciences. We would like to include COMM 460 in the 21-hour core, but I need your permission to include it and that you think it will not unduly impact your faculty's load. We also have SOCI 450 in a menu and understand it is not offered all the time.

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

Sheila Jones <jones@acu.edu>

Tue, Apr 2, 2024 at 2:42 PM

To: Lynette Sharp Penny <penyal@acu.edu>

Also, GERO and SOCI 460 are in a menu with other ethics courses.

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

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Lynette Sharp Penny <penyal@acu.edu>

Tue, Apr 2, 2024 at 3:36 PM

To: Sheila Jones <jones@acu.edu>

Sheila,

COMM 460 would be a great fit for your degree. Since we don't have a full-time sociology faculty member for next year, I'm not sure when we will offer the courses you mention. COMM 412, Risk Communication, could also be an excellent fit for your degree. Other communication options that could be a great fit for people going into the health sciences would include the following ([click here](#) for descriptions)

COMM 241, Interpersonal Communication
COMM 345, Intercultural Communication
COMM 376, Family Communication
COMM 430, Conflict Management
COMM 475, Persuasion
COMM 483, Professional Presentations

Please let me know if I could be of further assistance.

Blessings,
Lynette



Sheila Jones <joness@acu.edu>

B.S. in Health Sciences

2 messages

Sheila Jones <joness@acu.edu>
To: Brenda Bender <brenda.bender@acu.edu>

Sun, Apr 7, 2024 at 11:17 PM

Hi Brenda,

It was good to see you in person on Friday.

I would like to formally ask your permission for CSD 100-499 and IPE 100-499 to be included in the proposed B.S. in Health Sciences 24-hour menu. The IPE courses are also in the 21-hour core for the degree. Lory already said that was fine, but the instructions do specify that the chair should give permission. Let me know if you have any questions.

Thanks!

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

Brenda Bender <bkb01b@acu.edu>
To: Sheila Jones <joness@acu.edu>

Tue, Apr 9, 2024 at 1:47 PM

Sheila,
The CSD department fully supports the use of CSD courses for the BS in Health Sciences. The CSD faculty gives permission to use courses in CSD 100-499 and IPE courses 100-499 to fulfill concentration areas within the degree plan. Please let me know if you need further information,
Brenda Bender

[Quoted text hidden]

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Brenda K. Bender, Ph.D., CCC/SLP
Associate Professor and Director, Dallas division - MS-SLP Program
Communication Sciences and Disorders
brenda.bender@acu.edu | 214-305-9462

Abilene Christian University
16633 Dallas Parkway, Suite 800
Addison, TX 75001



Sheila Jones <joness@acu.edu>

BS in Health Science1 message

Melissa Long <mdl16a@acu.edu>
To: Sheila Jones <joness@acu.edu>

Mon, Apr 1, 2024 at 1:09 PM

Hi Sheila,
The KINU department can support the use of KINE 302 and KINE 420 in the new BS in Health Science degree plan.
Thanks,
Melissa

—
Melissa D. Long EdD, LAT, ATC
Abilene Christian University;
Kinesiology and Nutrition Department,
Department Chair;
Master of Strength, Conditioning, and Human Performance Program,
Interim Program Director;
ACU Box 28084
(817) 807-6539 cell
(325) 674-2328 office
(325) 674-4822 fax

"Be shepherds of God's flock that is under your care, watching over them—not because you must, but because you are willing, as
God wants you to be" 1 Peter 5:2



Sheila Jones <joness@acu.edu>

BS in HS

3 messages

Melissa Long <mdl16a@acu.edu>
To: Sheila Jones <joness@acu.edu>

Thu, Apr 4, 2024 at 1:14 PM

Hi Sheila,
The KINU department can support the use of KINE 100:499 as menu items in the new BS in Health Science degree plan.
Thanks,
Melissa

--

Melissa D. Long EdD, LAT, ATC
Abilene Christian University;
Kinesiology and Nutrition Department,
Department Chair;
Master of Strength, Conditioning, and Human Performance Program,
Interim Program Director;
ACU Box 28084
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God wants you to be" 1 Peter 5:2

Sheila Jones <joness@acu.edu>
To: Melissa Long <mdl16a@acu.edu>

Thu, Apr 4, 2024 at 10:53 PM

Thanks.

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

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Sheila Jones <joness@acu.edu>
To: Melissa Long <mdl16a@acu.edu>

Sun, Apr 7, 2024 at 9:07 PM

Hi Melissa,

Actually, I need your permission for NUTR to be in the Health Sciences 24-hour menu. Would you mind sending me an email about that?

Thanks,

Sheila



Sheila Jones <joness@acu.edu>

CHBS Academic Council Items

Theresa Naldoza <tmn05a@acu.edu>

Mon, Apr 15, 2024 at 1:01 PM

To: Sheila Jones <joness@acu.edu>

Sheila,

The faculty voted in favor of having our NURS courses count in the menu of courses in the HS Major. I believe these are going to count towards the "major".

There are however stipulations or notes that we want to be sure are included. These are mainly looking ahead to future advising to ensure that this is taken into consideration.

1. No one outside of the nursing major/program can enroll in NURS 300-400 courses.
2. A grade of "C" or higher is required in all NURS courses.

So when someone changes majors (or those outside of the nursing major), cannot enroll in these courses.

Theresa

[Quoted text hidden]



Sheila Jones <joness@acu.edu>

NUTR courses in new BS degree

1 message

Melissa Long <mdl16a@acu.edu>
To: Sheila Jones <joness@acu.edu>

Mon, Apr 8, 2024 at 9:50 AM

Hi Sheila,
The KINU department can support the use of NUTR courses as menu items in the new BS in Health Science degree plan.
Thanks,
Melissa

--

Melissa D. Long EdD, LAT, ATC
Abilene Christian University;
Kinesiology and Nutrition Department,
Department Chair;
Master of Strength, Conditioning, and Human Performance Program,
Interim Program Director;
ACU Box 28084
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"Be shepherds of God's flock that is under your care, watching over them—not because you must, but because you are willing, as God wants you to be" 1 Peter 5:2

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

[Quoted text hidden]

Richard Beck <beckr@acu.edu>
To: Sheila Jones <joness@acu.edu>

Tue, Apr 2, 2024 at 3:52 PM

Hi Sheila,
The Psychology Department approves adding PSYC 356 to the Health Science Degree core requirements.
Grace and peace,
Richard

Richard Beck, PhD
Abilene Christian University
ACU Box 28011 Abilene, TX 79699
beckr@acu.edu

[Quoted text hidden]

Sheila Jones <joness@acu.edu>
To: Richard Beck <beckr@acu.edu>

Tue, Apr 2, 2024 at 8:57 PM

Thanks!

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

[Quoted text hidden]



Sheila Jones <joness@acu.edu>

Couple of things

3 messages

Sheila Jones <joness@acu.edu>
To: Richard Beck <beckr@acu.edu>

Sat, Apr 13, 2024 at 10:27 AM

Hi Richard,

Forgive me if you have already sent it, but would you mind writing an email stating that you approve for the PSYC courses to be in the 24-hour menu for the B.S. in Health Sciences?

Also, how the PSYC BIOL requirement was written has been changed a little by Karen Witmeyer to coincide with how it needs to be in the catalog. It is attached. Let me know if you have any questions. The PSYC items are having to go through the CGPS Academic Council in Dallas, also.

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39



PSYC BIOL Requirement Change - Abilene Approval Chart for Curriculum Changes.docx
161K

Richard Beck <beckr@acu.edu>
To: Sheila Jones <joness@acu.edu>

Sat, Apr 13, 2024 at 10:38 AM

To the ACU Academic Councils, Colleges and Provost Office,

The Psychology Department approves and supports the PSYC courses being included in the 24-hour menu for the BS in Health Sciences.

For the Department of Psychology,
Richard Beck, Chair

Richard Beck, PhD
Abilene Christian University
ACU Box 28011 Abilene, TX 79699
beckr@acu.edu

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Sheila Jones <joness@acu.edu>
To: Richard Beck <beckr@acu.edu>

Sat, Apr 13, 2024 at 10:45 AM



Sheila Jones <joness@acu.edu>

Another question

3 messages

Sheila Jones <joness@acu.edu>

Sun, Apr 7, 2024 at 11:47 PM

To: Lynette Sharp Penya <penyal@acu.edu>

Hi Lynette,

I know you said you do not have SOCI faculty, but we would like to include SOCI 100-499 in the 24-hour menu of the B.S. in Health Sciences along with:

- BIOL 100-499
- CHEM 100-499
- CSD 100-499
- IPE 100-499
- KINE 232-499
- NURS 300-499
- NUTR 100-499
- PHP 200-499
- PHYS 100-499
- PSYC 100-499
- SOCI 100-499
- SOCW 200-499.

The reasoning would be for students transferring into the B.S. in Health Sciences who had already taken SOCI courses. If they were in the menu, they would count toward graduation in the degree. If SOCI courses are not offered, other students in the degree would not be able to take them, but there are plenty of other subjects to choose from.

Let me know if you have any questions.

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
Associate Dean, College of Health and Behavioral Sciences
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(325) 674-2089

Romans 8:38-39

Lynette Sharp Penya <penyal@acu.edu>

Mon, Apr 8, 2024 at 7:17 AM

To: Sheila Jones <joness@acu.edu>

Sheila,

Yes, please include the sociology courses.

Thanks,
Lynette

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Associate Chair, Department of Kinesiology and Nutrition
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Romans 8:38-39

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Rachel Slaymaker <rxw99a@acu.edu>
To: Sheila Jones <joness@acu.edu>

Tue, Apr 9, 2024 at 9:12 AM

Sheila,

I am agreeable to adding SOCW 200-499. Please note that most of the 400 level courses will require program director approval, but we can discuss specific courses that make the most sense for non-majors at a later date.

Related to SOCW 250...we do not address medical terminology or specifics to disease prevention or health promotion. Motivational interviewing and goal-setting are common in health care settings. Physicians are now trained in these techniques, so it is not only occurring in mental/behavioral health settings. This course focuses on building rapport, assessment/intake techniques, and goal-setting skills. If you are interested in tweaking those outcomes to fit, I'm happy to help, but we do not teach specific medical terms, etc.

Thanks,
Rachel

On Sun, Apr 7, 2024 at 9:56 PM Sheila Jones <joness@acu.edu> wrote:
[Quoted text hidden]

Rachel Slaymaker <rxw99a@acu.edu>
To: Sheila Jones <joness@acu.edu>

Tue, Apr 9, 2024 at 9:15 AM

Just saw this second email with new measures...

I think Measure 1 is definitely measurable in the course. I can check the most updated syllabus, but they have typically role played a assessment/intake and goal setting session and then reflected on their skills integrating concepts they've learned in the course about building rapport and engaging with clients from a non-judgemental perspective.

Measure 2 may work if you interpret "social Aspects of health" to include biopsychosocial assessments.
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