AGENDA
ACADEMIC SENATE MEETING
April 18, 2012

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS

2. APPROVAL OF THE AGENDA

3. APPROVAL OF MINUTES
   March 21, 2012 Meeting

4. SPEAKER’S REPORT

5. FAC REPORT

6. STUDENT GOVERNMENT LIAISON REPORT

7. CEP PROPOSALS
   (A) EXERCISE SCIENCE MINOR
   (B) GRADUATE CERTIFICATE IN HEALTHCARE IT
   (C) MINOR IN PUBLIC HEALTH
   (D) B.S. IN HEALTHCARE STUDIES
   (E) RECOMMENDATION ON MINIMUM GRADES IN PREREQUISITES TO UNDERGRADUATE COURSES

8. APPROVAL OF CANDIDATES FOR GRADUATION

9. ADJOURNMENT
ACADEMIC SENATE MEETING
March 21, 2012

UNAPPROVED AND UNCORRECTED MINUTES

These minutes are disseminated to provide timely information to the Academic Senate. They have not been approved by the body in question, and, therefore, they are not the official minutes.

ACADEMIC SENATE MEETING
MARCH 21, 2012

PRESENT: Shawn Alborz, Peter Assmann, Poras Balsara, Kurt Beron, Dinesh Bhatia, Judd Bradbury, John Burr, Cy Cantrell, R. Chandrasekaran, David Cordell, Greg Dess, Gregg Dieckmann, John Ferguson, Lev Gelb, Mustapha Ishak-Boushaki, Joe Izen, Murray Leaf, Sumit Majumdar, Stanimir Markov, Dennis Miller, Jessica Murphy, Michael Rebello, Liz Salter, Richard Scotch, Lucien Thompson, Zhenyu Xuan

ABSENT: Bobby Alexander, Dan Bochsler, Gail Breen, Daniel Cohen, Ganesh Janakiraman, Kamran Kiasaleh, Syam Menon, Neeraj Mittal, Steven Nielsen, Ravi Prakash, Monica Rankin, Tim Redman, Venus Reese, Lakshman Tamil, Mark Thouin

VISITORS: Andrew Blanchard, Calvin Jamison, Austin Cunningham, Marilyn Kaplan, Serenity King, Abby Kratz, Sheila Piñeres, Mary Jo Venetis, Sharkey Andrews, Chris Parr, Rochelle Pena

1. CALL TO ORDER, ANNOUNCEMENTS AND QUESTIONS

President Daniel called the meeting to order and asked if there was any objection to considering and acting on agenda item 7 – Tobacco-Free Building Resolution so that Dr. Jamison could leave to attend another meeting. There was no objection. Dr. Daniel reported that the Cancer Prevention Research Institute of Texas, which funds a lot of research on cancer and cancer prevention, has passed a rule that all CPRIT-sponsored research must occur in tobacco-free buildings. This also applies to the area immediately surrounding the buildings. We have several CPRIT projects and are likely to have many more. Dr. Daniel has consulted with the Academic Council, Student Government leaders and the Staff Council. Although not every building on campus houses CPRIT research, because some of that research may take place in the library or faculty offices, everyone agreed that the best approach would be to simply extend our current smoke-free buildings policy to tobacco-free buildings. By doing that we will comply with CPRIT that all buildings where research is done are tobacco-free.

The proposed resolution further recommends that the use of tobacco be banned in additional permanent outdoor places where faculty, staff, employees, and students gather, such as the steps by the Student Union. Richard Scotch moved to approve the resolution. Kurt Beron seconded.

Dr. Daniel added that assuming the resolution is approved the main question is actually enforcement of the policy. He asked that a representative group from the Senate work with Dr. Jamison in establishing the policy so that the issue of enforcement is adequately addressed. Dr. Jamison was asked if there would be specific outside smoking areas designated. He replied that all outside areas, unless designated as tobacco-free are by definition smoking areas. There is interest in designating covered smoking areas but this needs to be done in a way that does not infringe on those who do not want to breathe the smoke.
Speaker Leaf stated that the University Safety and Security Council has discussed this issue in the past with the idea of constructing covered shelters around campus that could be designated as smoking areas but would also serve as the designated assembly site for emergency evacuations.

In response to a question, Dr. Jamison stated that we do not have an enforcement policy at the appropriate level for the current smoke-free policy. It is not a criminal act and there is no written description of penalties, so it essentially becomes a human resources issue if an employee repeatedly disregards the rules of the University.

The resolution was approved.

Dr. Daniel continued with his announcements. He reported that it now appears we will have enough residual funds to complete the entire ATEC building. Construction is on schedule for the building to be open in fall 2013. The architect has been selected for the addition to the School of Management building. It is scheduled to be opened in 2014. We are selecting architects today for the next residence hall building.

A new parking lot will be constructed across Rutford Avenue from NSERL on the southwest corner of Synergy Park and Rutford.

Our biggest problem at the moment with regard to space is with student housing. We are adding 400 new beds this fall. We are planning another 600 beds in Residence Hall 4 and are considering whether we should move aggressively on Residence Hall 5 right away.

Dr. Daniel anticipates that the fall freshman class should be comparable in size to last fall’s class, but noted that the SAT score of admitted students is about 30 points higher than last year. Applications from National Merit Scholars are up 30% over last fall as well. We are trying to target a 5% enrollment growth next fall.

There will be an important meeting with the Regents in April to discuss tuition proposals. We have increased that our guaranteed four-year tuition program continue, but have requested increases for graduate students and resident undergraduates.

2. APPROVAL OF THE AGENDA
Speaker Leaf called attention to Item 9 in the agenda packet as circulated—Discussion of C/C-grade as a standard requirement for prerequisites across the campus. This item was proposed at the last Senate meeting but requires Senate approval now because the Council did not approve it for placement on this Senate agenda. CEP discussed this item and was not in favor of bringing it before the Senate because they feel it is premature. Richard Scotch moved that the item be tabled pending CEP review. Cy Cantrell seconded the motion. Cy Cantrell stated that CEP will report back to the Senate before the end of the academic year. The motion to table the item was approved.

Cy Cantrell moved to approve the remainder of the agenda as circulated. Richard Scotch seconded. The motion carried.

3. APPROVAL OF MINUTES
Richard Scotch moved to approve the minutes as circulated. Cy Cantrell seconded. The minutes were approved.
4. **Speaker’s Report – Murray Leaf**

1. The Committee on Faculty Standing and Conduct has met and is considering the draft policy on Annual Reviews. I have sent a revised version reflecting the discussions in the last Senate meeting. Dr. Wildenthal has distributed the original draft to the Deans and given them the option of using it or staying with what they have been doing. Since the draft uses essentially the procedure as that already in place, this should not be too problematic. It is mainly a matter of using the four new levels of assessment. The problematic part is the step in the process where the evaluator goes from the levels of assessment in each of the three (or four) areas of activity (research, teaching, service, and possibly administration) to an overall assessment for the year. This was what mainly concerned the Senate, and where the first and current drafts now differ. I am distributing the current draft for the Senate’s information.

2. Senate Elections: Initially 35 faculty were nominated for the 45 seats. All those nominated at the close of nominations were declared elected and the nomination period was extended to March 9th, with the concurrence of the election committee. Eight additional people had been nominated by only one person each. Dr. Cordell has notified the eight and asked them to try to get a second nomination. By March 9, an additional six had been nominated. All nominees in the second round have also been declared elected and the election has been declared closed. The faculty has been notified of the results.

For next year, I will ask Simon Kane to find a way to include a list of all those receiving just one nomination on the election website so possible nominators can see them and add a nomination.

3. Simon Kane has developed a webpage for soliciting interest for serving on senate and university committees. The council has reviewed it. I have suggested some final wording changes. This should be much more efficient and easier to manage than emails.

The URL is [https://eforms.utdallas.edu/senate_service_application](https://eforms.utdallas.edu/senate_service_application)

4. I have drafted a background letter for the 3+3 committee to revise the policy on peer review for non-tenure system faculty. Dr. Wildenthal will send it with an appointment letter.

**FAC Report - Murray Leaf**

1. Conflict of Interest Policy and Conflict of Commitment Policy. The Conflict of Interest policy is still being worked on among the several campuses. The Chancellor and OGC seem satisfied that the matter is settled. I suspect it will become unsettled again, but if the campuses can agree among themselves on something different from the proposed model, but still consistent with the regents rule, I think the Chancellor and OGC will be agreeable. No one really wants to get in the way of useful activity.

Meanwhile, Chancellor Cigarroa has established a committee to take what the Regents consider to be the next logical step, which is Conflict of Commitment. He has established a “blue ribbon committee.” Greg Dess and I have been asked to serve on it. The group is being co-chaired by Dr. Patricia Hurn, AVC for Research in Health Affairs and Dr. Dale Klein, AVC for Research in Academic Affairs. We had our first meeting this past Monday.

Conflict of Commitment can be even much more of a legal and ethical minefield than conflict of interest, but I think the group is off to a good start. The focus is much more on what can be
done to encourage faculty to engage in consulting and other activities that supplement and strengthen their university work than to demand prior clearance for all activities that might possibly interfere with it.2. Annual Reviews and Comprehensive Periodic Performance Evaluations. I have sent a draft model policy for annual reviews to the Faculty Advisory Council Executive Committee. They will discuss it at the meeting scheduled for March 23. My sense is that it is generally acceptable. We will not draft a parallel full-scale model policy for the Comprehensive Periodic Performance Evaluation because all campuses already have approved policies in place. Instead, we will suggest wording for the crucial parts concerning the use of the four categories and how to get from separate evaluations in research, teaching, and so forth to overall evaluations and then provide guidance on how this can be inserted in the present policies.

5. STUDENT GOVERNMENT LIAISON REPORT
Sharkey Andrews, Student Government President, reported that the “I Heart UT Dallas” event will take place Saturday, March 31 from 9:30 a.m. - noon. This is a health fair in conjunction with a 5k run. They have a number of on-campus and community partners for this event. The registration link to sign up for the 5k run is http://www.dashfordiabetes.org

The Student Government elections will be held next week. There are three referenda on the ballot dealing with potential student fee increases. Sharkey asked faculty to encourage students to vote in this election. Speaker Leaf suggested that she send an email to the faculty mailing list to encourage them to promote the election. He offered to send the email on her behalf if she was not able to send it directly.

6. TOBACCO-FREE BUILDING RESOLUTION
This item was discussed and voted on earlier in the meeting during the President’s announcements.

7. REVISION TO POLICY ON HOP COMMITTEE
Speaker Leaf stated that the proposed changes are consistent with recommendations from the Faculty Advisory Council. In the original wording there was the logical possibility that the Senate could make a change in academic policies and it could be voted down by a committee consisting of one member of the Senate with other non-Senate members. There was also the possibility that non-faculty could impose academic policy. This revision completely and clearly eliminates that and establishes a procedure for what happens if the HOP Committee does not approve something. In response to a question, Speaker Leaf pointed out that in cases where there is disagreement the final resolution would rest with the President.

Richard Scotch moved to approve the revision as circulated. Mustapha Ishak-Boushaki seconded. The motion carried.

8. CEP PROPOSAL – GRADUATE CATALOG
Cy Cantrell said that the catalog information was considered by CEP at its most recent meeting. The most substantive change in the material presented is the elimination of the M.A.T. degree. Other changes were effectively editorial changes in academic programs.

Cy Cantrell moved to approve the graduate catalog. Richard Scotch seconded. The motion carried.
9. ADJOURNMENT

There being no further business, President Daniel adjourned the meeting.

APPROVED: ___________________________  DATE: ________________
Murray J. Leaf
Speaker of the Academic Senate
The University of Texas at Dallas – School of Interdisciplinary Studies

EXERCISE SCIENCES MINOR

This minor in Exercise Sciences is ideal for students who are interested in broadening their experience and knowledge base in the study and analysis of principles related to human movement, exercise and athletics. Students will acquire new information on key domains of the field including exercise physiology, psychological approach to health, nutrition principles and injury prevention and treatment strategies. Specifically, the minor provides students with an introductory grounding in physiologic principles that help us understand not only how human systems respond to exercise stress, but also how the body changes with chronic exercise stress.

Required Courses (9 hours)

**HLTH 1301  Introduction to Kinesiology**  
The history, principles, objectives, and current concepts of kinesiology. May not be repeated for credit.

**HLTH 1322  Human Nutrition**  
This is an introduction to human nutrition. Topics will include classes, sources, and function of nutrients, digestion and absorption, and metabolism with applications to normal and therapeutic nutritional needs.

**BIOL 3370  Exercise Physiology**  
Examines the operation and adaptation of human organ systems (cardiovascular, respiratory, renal, skeletal, and hormonal) during exercise. Clinical aspects of exercise, including the effects of training, nutrition, performance, and ergogenic aids, are also discussed. Prerequisite: BIOL 2312. Recommended: BIOL 3455 and BIOL 3456.

Upper-Level Requirements (at least 9 hours from the following courses)

**BIOL 3455  Human Anatomy and Physiology with Lab I**  
First of a two-course sequence providing a comprehensive study of the basic principles of human physiology in conjunction with a detailed, model-based human anatomy laboratory and computer-assisted physiology experiments. Examination of structure-function relationships includes a survey of human histology and skeletal, muscular, neural, and sensory organ systems. Prerequisite: BIOL 2312 or equivalent.

**BIOL 3456  Human Anatomy and Physiology with Lab II**  
Continuation of the comprehensive study of the basic principles of human physiology in conjunction with a detailed, model-based human anatomy laboratory and computer-assisted physiology experiments. Endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems are examined. May be taken before BIOL 3455. Prerequisite: BIOL 2312 or equivalent.

**ECON 3315  Economics of Sport**  
Applies principles of economic analysis to look at the nature and characteristics of professional and amateur sports industries. Examines franchising and profit-maximization, monopoly and anti-trust, public
financing of sports facilities, labor markets for players, team competitive balance, discrimination and other themes. Prerequisite: ECON 2302.

**HLTH 3100 Medical Terminology**
This course is an introduction to the origins and basics of medical terminology. It examines basic word structure including suffixes and prefixes, the organization of the human body, the definition of useful diagnostic and procedural terminology, and commonly used medical abbreviations, acronyms, and symbols.

**PHYS 3317 Physics of the Human Body**
This course would be an introduction to the basic biophysics of the human body. Topics include body motion and the forces which cause it, properties of the body like elasticity and how it affects things like muscles and bones, energy conservation of the body and how it affects metabolism, fluid flow and the circulatory system, waves and how they affect hearing and sight. Prerequisites: PHYS 1301 or PHYS 2325 and MATH 2413.

**PSY 4328 Health Psychology**
An examination of psychological factors as they influence physical disease; the involvement of personality variables and stress in heart disease, diabetes, and cancer. Behavioral interventions and their effects are discussed. Prerequisites: NSC 3361 and PSY 2301.
Proposed Academic Certificate Program
Title: Graduate Certificate in Health Care Information Technology
School: Jindal School of Management

Contacts:
Dr. Indranil Bardhan
Associate Professor, Jindal School of Management
bardhan@utdallas.edu
(972) 883 - 2736

Implementation Date:
Fall 2012

Introduction/Description:
The purpose of this proposal is to establish a new graduate certificate program in Healthcare IT within the Area of Management Information Systems in the Jindal School of Management at the University of Texas at Dallas. The proposed certificate program requires three courses related to Healthcare IT leading to a UTD graduate certificate in healthcare IT.

Academic Focus of the Certificate:
The certificate program emphasizes practical concepts in healthcare IT and hands on experience gained using a electronic medical records (EMR) software such as Epic. The learning outcomes for the program include the following:

- Identify and understand the key information requirements for managing and working with healthcare information systems.
- Understand and demonstrate the use of analytics and software tools related to healthcare information to develop sound healthcare decisions.
- Understand the core functionalities of a leading EMR software platform, including how it supports clinical information workflows in a paperless environment, and its interconnectivity with other clinical and business systems.

The three-course requirement of this graduate-level certificate program meets the requirements for training Health IT professionals in the essentials of healthcare information technology, and providing them with work skills related to experience on a real-world EMR platform and healthcare data analytics.

Assessment of Learning Outcomes
Each course listed in the curriculum uses assessment techniques, including but not limited to, examinations, quizzes, software-based exercises, and group and individual projects to assess the degree to which program goals are achieved.

The certificate program undergoes a review every year as part of annual UT Dallas School of Management assessment process. In this review, an assessment is made with
respect to how well the curriculum supported achievement of the goals for the learning outcomes during the previous year and plans are created to address any deficiencies found.

Appendix A contains the full details of the Certificate Program Assessment Plan.

**Job Market for the Certificate:**

The job market for graduates of the Certificate program in Health IT is large and growing, both in the DFW area and nationwide. Appendix B shows the job openings related to specialists in health information technologies, and those specifically focused on the use of the EPIC software. There are a total of 86 job openings in August 2011 specifically in the DFW Metroplex, many at leading healthcare providers (hospitals, clinics) and others at consulting firms. The DFW Metroplex is a large base for healthcare providers, with approximately 72 hospitals alone that operate in the North Texas region.

Passage of the Health Information Technology for Economic and Clinical Health (HITECH) Act by Congress in 2010 has created significant monetary incentives for providers to comply with the meaningful use guidelines of the HITECH Act. Providers are working quickly to ensure that they meet meaningful use guidelines starting in 2011, in order to become eligible for financial incentives related to Medicare and Medicaid disbursements. In order to comply with these requirements, providers must ensure that they implement EMR software to capture and report their data related to delivery of patient care. Hence, the demand for students who are trained in health IT, with practical experience related to software applications, has been growing rapidly. Many positions remain unfilled today due to a lack of well-qualified graduates. Our certificate in Health IT is intended to partially fill this gap by providing well-trained graduates who can serve this growing market.

**Admission Policy:**

Students already enrolled in a Masters degree program in the School of Management will automatically be eligible for enrolling in the Healthcare IT Certificate Program. The proposed certificate program will use existing university procedures for admitting non-degree seeking students. Degree and non-degree seeking students wishing to complete the certificate program must satisfactorily complete and pass with a grade of B or better in all courses that are part of the certificate program along with any unmet course prerequisites. Finally, since all courses are existing courses that are currently offered by the School of Management, changes to the School of Management curriculum are not required.

**Organizational Arrangement:**

The proposed certificate program will be managed by the Area of Management Information Systems within the School of Management.
Credit Hours and Degree Programs:
The certificate requires students to complete three, 3-credit hour semester long courses. The requirements for the certificate are the following.

1. HMGT 6323 (cross listed with MIS 6317): Healthcare Informatics
2. HMGT 6334: Healthcare Analytics (or) MIS 6324: Business Intelligence Software and Techniques
3. HMGT 6327: Information and Knowledge Management in Healthcare

Course Offerings and Site Locations (note new courses with an asterisk):
Each course in the proposed certificate program is a three credit hour semester long course currently being offered by the university at the Richardson Campus.

Faculty/Staffing (assign each course to a faculty member):

HMGT 6323 (MIS 6317) Healthcare Informatics
Examines the unique challenges of clinical and patient care delivery in the healthcare industry, including the role of data management, emerging data standards and information technology in improving the quality and cost associated with healthcare. The focus of the course will be on healthcare IT including issues related to governance, data integration, and selection and management of healthcare IT. This course is cross-listed with MIS 6317 and only one of these may count toward a degree. (Bardhan, Thouin, Ayvaci)

HMGT 6334 (MIS 6324) Healthcare Analytics
This course focuses on the use of analytical tools and their application to healthcare data. The focus is on extracting business intelligence from firm’s business data for various applications, including (but not limited to) patient segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining and predictive modeling and analytics. The emphasis will be placed on the "know-how" – knowing how to extract and apply business intelligence and analytic techniques to improve decision making in healthcare. Students will also acquire hands-on experience on business intelligence software such as XL miner, SAS Enterprise Miner and SQL Server2008 (depending on availability). This course is cross-listed with HMGT 6334 and only one of these may count toward a degree. (Zheng)

HMGT 6327 Information and Knowledge Management in Healthcare
An interactive, experiential course in which students will utilize hands-on, practice-oriented opportunities to learn the core components of clinical information systems used by major health care systems in the United States. The course will include a substantial a software lab-based component in which students will follow guided exercises and assignments using EPIC, a leading EMR software. The semester-long course will include a mix of classroom lectures, lab-based software exercises, and case analyses. A pre-
requisite for this class is “HMGT 6323: Healthcare Informatics”, a core course required for all MS in HMGT students. (Bardhan)

**Additional Information:**
Student demand and interest in the certificate program is likely to be high. The health care informatics course (HMGT 6323) has an average enrollment of 45 students.
**Appendix A – Certificate in Enterprise Systems Assessment Plan**

**Certificate Program Assessment Plan**

<table>
<thead>
<tr>
<th>Program : Certificate in Healthcare IT</th>
<th>Sem. Covered: Fall 2012</th>
<th>Date: 09/01/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Head:** Indranil Bardhan  
**Phone:** (972) 883 2736  
**Email:** bardhan@utdallas.edu

**Mission Statement:** The certificate program prepares students to become leaders in applying healthcare IT to improve the quality of healthcare delivery processes. It provides students with hands on experience using leading electronic medical records (EMR) software such as EPIC, and software for healthcare data analytics.

**Class Hours:** 135  
**Approximate Credit Hours:** 9

<table>
<thead>
<tr>
<th>Certificate Program Learning Goals</th>
<th>Assessment Procedures/Methods</th>
<th>Criterion of Success</th>
<th>Data Collection Schedule</th>
</tr>
</thead>
</table>
| 1. Identify and understand the key information requirements for managing healthcare information systems | HMGT 6323 Healthcare Informatics  
- Final and Mid-terms exams, case studies, group projects  
1. Students will identify healthcare data and information processing requirements and demonstrate an understanding of meaningful use reporting for clinical and administrative purposes on the midterm exam.  
2. Students will demonstrate an understanding of IT architecture for healthcare information management, including sourcing and governance decisions, through a case study on the final exam and group projects. | 1. Using a scoring rubric, 75% of the students will score at a level of 80% or greater on the midterm questions related to processing requirements and meaningful use.  
2. 75% of the students will score at a level of 80% or higher on the final exam case study related to health IT architecture. | At the end of the semester in which the course is offered. |
| 2. Understand and demonstrate applications of data analytics related to healthcare information to develop decisions and healthcare management strategies. | HMGT 6334 Healthcare Analytics  
- Exams and projects  
1. Students will demonstrate know-how of how to extract and apply business intelligence to improve decision making using healthcare data, through in-class exams.  
2. Students will learn relevant business intelligence and data mining techniques like association rules, decision trees, neural networks, and classification and clustering algorithms for healthcare data. Students will demonstrate their BI software competence through a group project. | 3. 75% of the students will score at a level of 85% or higher on the group projects.  
1. Using a scoring rubric, 75% of the students will score at a level of 80% or greater on the exam questions related to use of BI techniques for healthcare decision making.  
2. 75% of the students will score at a level of 80% or higher on the final project related to application of data mining software for analysis of health data. | At the end of the semester in which the course is offered |
| 3. Acquire and demonstrate deep knowledge on a leading EMR software platform. | HMGT 6327: Information and Knowledge Management in Healthcare  
- Exams, HW software exercises, group projects  
1. Students will demonstrate an understanding of clinical workflows in electronic medical record software, as well as provider and nursing documentation for compliance with Joint Commission requirements through multiple homework assignments and a midterm exam.  
2. Students will show a high level of ability to support the requirements for clinical decision support systems | 1. Using a scoring rubric, 75% of the students will score at a level of 80% or greater on the midterm exam to demonstrate outpatient and inpatient clinical workflows.  
2. 75% of the students will score at a level of 80% or higher on the group projects.  
3. 80% of the students will score at a level of 80% or higher on the final project. | At the end of the semester in which the course is offered |
| and support effective knowledge management in health care, through HW assignments and a final exam. | higher on the HW software exercises.  
4. 75% of the students will score at a level of 80% or higher on the final exam case study to demonstrate knowledge of clinical decision support systems and knowledge management in healthcare. |
Appendix B: List of Health Information Technology (HIT) Job Positions in the DFW Metroplex in August 2011

<table>
<thead>
<tr>
<th>Job</th>
<th>Organization</th>
<th>Location</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of HIM</td>
<td>*Private</td>
<td>DFW, TX</td>
<td>careerbuilder.com</td>
</tr>
<tr>
<td>EMR/HIE Integration Consultant</td>
<td>Accenture</td>
<td>ALL USA</td>
<td>indeed.com</td>
</tr>
<tr>
<td>EHR/EPM Analyst</td>
<td>AHS - Information Services</td>
<td>Burleson, TX</td>
<td>careerbuilder.com</td>
</tr>
<tr>
<td>EPIC ADT Analyst</td>
<td>Alleare Consulting</td>
<td>Dallas, TX</td>
<td>indeed.com</td>
</tr>
<tr>
<td>Nursing Informatics Analyst</td>
<td>Anthelio Healthcare Solutions, Inc.</td>
<td>Dallas, TX</td>
<td>careerbuilder.com</td>
</tr>
<tr>
<td>EHR Clinical Analytics - Programmer Systems Analyst II</td>
<td>Baylor Health</td>
<td>Dallas, TX</td>
<td>baylorhealth.com/Careers</td>
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<tr>
<td>Clinical Informatics Analyst III, Nursing/Ancillary - ED (PSA III)</td>
<td>Baylor Health</td>
<td>Dallas, TX</td>
<td>baylorhealth.com/Careers</td>
</tr>
<tr>
<td>Clinical System Analyst (Order Set) - (PSA II)</td>
<td>Baylor Health</td>
<td>Dallas, TX</td>
<td>baylorhealth.com/Careers</td>
</tr>
<tr>
<td>Data Quality Manager - BIS Manager</td>
<td>Baylor Health</td>
<td>Dallas, TX</td>
<td>baylorhealth.com/Careers</td>
</tr>
<tr>
<td>Clinical Analyst III - PSA III</td>
<td>Baylor Health</td>
<td>Dallas, TX</td>
<td>baylorhealth.com/Careers</td>
</tr>
<tr>
<td>Application Specialist - Clarity</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
</tr>
<tr>
<td>EPIC Analyst - Physician Practice</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
</tr>
<tr>
<td>Intermediate Enterprise Application Analyst-EPIC OpTime or Anesthesia</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
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<tr>
<td>Respiratory Therapist-Systems Specialist</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
</tr>
<tr>
<td>Sr Systems Admin-WebSphere Application Server Administrator</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
</tr>
<tr>
<td>Sr Systems Admin-WebSphere Portal Administrator</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
</tr>
<tr>
<td>Sr. Enterprise Analyst- EPIC ClinDoc and Orders</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
</tr>
<tr>
<td>Sr. Enterprise Analyst-Lawson Report Writer</td>
<td>Children's Medical Center</td>
<td>Dallas, TX</td>
<td>jobs.childrens.com</td>
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<td>Voice Application Analyst</td>
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<td>Medical Technologist - Flow Cytometry</td>
<td>Clinical Pathology Laboratories</td>
<td>Austin, TX</td>
<td>onchitjobs.himss.org</td>
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<td>Clinical Revenue Cycle Consultant</td>
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Proposal: Minor in Public Health

February 2012

Rationale

In recent years, there has been increasing interest among UT Dallas undergraduates in career opportunities in the field of public health. Public health is a multidisciplinary profession that typically combines training in epidemiology and biostatistics with biomedical studies and social science topics such as health behavior; health disparities; health institutions; health policy, law, and ethics; and health services. Public health courses have been offered within Collegium V and by the sociology program, and have attracted a significant number of students, some of whom have formed a campus public health student organization club to discuss public health careers and issues, and to engage in related service projects.

Based on this apparent interest, a thorough review of undergraduate public health minors and majors around the United States was conducted, and the results have led to this proposal. The proposed requirements are consistent with similar public health or related offerings (such as Global Health) at many other universities, including UT Austin, UT San Antonio, UCLA, the University of Virginia, and George Washington University.

We propose to create a public health minor within the School of Economic, Political, and Policy Sciences that would serve as a focal point for students interested in this emerging field. The program would be administered within the sociology program. The minor would both prepare students to seek admission to graduate programs in public health, and allow students to explore interests in public health in combination with their majors in fields across the university.

Course Requirements

Students minoring in public health would take a total of 18 credit hours, including three required core courses and three guided electives. Many of these courses are only offered on an annual or biannual basis, so students would be encouraged to take the core courses at their earliest opportunity.

Core courses (9 hours)

All three (3) of the following courses are required.

SOC 4369 Public Health and Society (3 semester hours) An overview of public and population health, with an emphasis on the relationship between social forces and health. Topics to be covered include the history of public health institutions and occupations; the determinants and social components of infectious and noninfectious diseases, including major public health epidemics and the response to them; public health rates, risk factors, indicators, and vital statistics; public health law, policy, and ethics; the effects of social forces on health, including
social inequality, culture and lifestyle, and environmental and occupational influences on health. Particular emphasis will be devoted to health disparities in the U. S. and globally. (3-0) R

**SOC 4384 Social Epidemiology (3 semester hours)** A non-technical overview of epidemiology and its role in public health theory and practice, with emphasis on the social dimensions of health, illness, and injury. Topics include the history and conceptual basis for epidemiology; the basic tools of epidemiological analysis, including case definitions and populations, incidence, prevalence, and case-fatality rates; public health surveillance and measures of health status; methodological approaches to inference, association, and causation; and the analysis of harm, benefit, cost, and intervention effectiveness. (3-0) R

**SOC 4385 Global Health (3 semester hours)** A review of frameworks for understanding global health issues and the improvement of health at a population level. Topics include measurement of (and strategies for reducing) the burden of morbidity and mortality; the relationships among culture, political economy, and health; comparative health care systems and health policies; the relationship between economic development and health; and the role of global governmental and nongovernmental institutions in promoting health. Course concepts will be examined in the context of case studies of global epidemics and the response to them. (3-0) R

**Electives (9 hours)**

Any three (3) of the following courses will routinely be accepted as electives for the minor. Other courses will be considered on a case by case basis by the program coordinator.

**ECON 3330 Economics of Health (3 semester hours)** A study of personal and public expenditures on health care, the markets for medical personnel, the medical industry, the health insurance market, and present and proposed health care policies. This course fulfills the University’s writing requirement. Recommended Prerequisite: ECON 3310. (3-0) R

**GEOG 3357 Spatial Dimensions of Health and Disease (3 semester hours)** Examines the spatial dimensions of health, disease and the public health and health care systems. Provides an introduction to spatial epidemiology and a bridge to the terminology of medical and health care professionals. (3-0) R

**GEOG 3372 Population and Development (3 semester hours)** Examines the relations between population, development, and the environment. Essential components of demographic analysis lay the foundation for a critical evaluation of demographic transition theory. Other topics include public health, population structure and life chances, cultural differences and women’s status, aging, environmental impacts, and population policy. (3-0) T

**HIST 3328 History/Philosophy of Science & Medicine (3 semester hours)** An exploration of the development of philosophical ideas in science and medicine. Topics may include comparison of Eastern and Western philosophies of natural knowledge and medicine and scientific and medical concepts in philosophical and ethical contexts. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) T
HLTH 1322  Human Nutrition (3 semester hours) This is an introduction to human nutrition. Topics will include classes, sources, and function of nutrients, digestion and absorption, and metabolism with applications to normal and therapeutic nutritional needs. (3-0) Y

HLTH 3301  Issues in Geriatric Healthcare (3 semester hours) This course will explore the health, social, psychological, economic and family issues that impact the health status of older adults. An overview of the healthcare system, hospice, home health care professionals, and productive aging will be presented. Students considering careers in the health care field will learn about the multiple factors that must be considered when working with this complex patient population. (3-0) R

HLTH 3305  The U.S. Healthcare System (3 semester hours) This course examines the structure and components of the U.S. healthcare system including hospitals, long-term care, home health and hospice and an analysis of the roles and interconnections among these components. Students will also receive an overview of payment sources and referral systems as well as an exploration of the roles of healthcare professionals in various healthcare settings. (3-0) Y

HLTH 3310  Health Care Issues: Global Perspectives (3 semester hours) This course examines the social and political aspects of global healthcare issues. Stressing principles of cultural competence, we will examine varying meanings of "health" as well as the range of factors that encourage the health of some and deny it for others. Through a combination of "macro-level" (national and international) as well as "micro-level" (local) analysis, we will enhance our understanding of the global dimensions of health and disease, various strategies of health initiatives, and the short-and-long-term outcomes of both diseases and correlating health care interventions. Topics may include: maternal mortality, HIV, health and environmental hazards, health systems, health and human rights, grass roots initiatives, the millennium development goals, chronic disease and female genital surgeries. (3-0) R

HLTH 4380  Special Topics in Healthcare (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). Prerequisites: upper-division standing or permission of the instructor or associate dean. (3-0) R

HMGT 4301  Introduction to Healthcare Management (3 semester hours) An overview of the U.S. healthcare system - topics include the issues of cost, quality, and access. Financing of the system and healthcare policy will be covered and the role of hospitals, physicians, and managed care organizations will be examined. Prerequisite: MATH 1325. (3-0) Y

ISIS 3315  The Politics of Reproduction: U.S. and Global Contexts (3 semester hours) This course assesses the ways in which reproduction and access to reproductive healthcare services are influenced by myriad factors including gender, age, marital status, race/ethnicity, geography and ability, among others. Grounding our discussion in broader discourses of equality, human rights, citizenship, and non-discrimination, we will explore human reproduction as an inherently charged political domain, one that has been and continues to be shaped at the
intersection of political, medical/scientific, ethical and religious ideologies. Compares the political dimensions of reproduction in both the industrialized and developing nations. (3-0) R

PSCI 4365  Law and Medicine  (3 semester hours) Examines the relationship between law and medical ethics. Emphasis is placed on court cases involving reproductive privacy, wrongful life, informed consent, the right to treatment, and the right to refuse treatment. (3-0) T

PSY 4328  Health Psychology  (3 semester hours) An examination of psychological factors as they influence physical disease; the involvement of personality variables and stress in heart disease, diabetes, and cancer. Behavioral interventions and their effects are discussed. Prerequisites: NSC 3361 and PSY 2301. (3-0) Y

PSY 4346  Human Sexuality  (3 semester hours) Covers a wide range of issues concerning behavioral and biological aspects of sexuality. Topics include how to judge sexual research, values and sex, love and intimacy, male and female sexual anatomy and physiology, sexually transmitted diseases, patterns of sexual response, sexual problems and therapies, the development of sexuality, sexual orientation, reproductive sexuality, forcible sexual behavior, and social issues in sexuality. (3-0) S

SOC 4357  Drugs, Alcohol, and Society (3 semester hours) This course examines the societal influences that lead to illicit drug and alcohol use and misuse, as well as the social consequences of those actions. The focus is on the social construction of addiction rather than on individual pathological behaviors. The relationship between individual and group behavior, and social structure is also explored. (3-0) R.

SOC 4371  Mental Health and Illness  (3 semester hours) Explores the diverse, disturbing, disruptive, and disabling phenomena of mental disorders. Topics to be covered include the classification of mental disorders, the etiology and epidemiology of mental illnesses, and the history of societal responses to the mentally ill, including public policies. (3-0) R

SOC 4372  Health and Illness (3 semester hours) An examination of the social conditions and correlates of diseases, the social behavior of the sick, health institutions and professions, and the formulation and implementation of health policies and programs. (3-0) R

SOC 4377  Aging Society (3 semester hours) A study of the aging of society, including the biomedical, social, economic, and political forces shaping societal aging and public policies for the aged. (3-0) R

SPAN 3341  Medical Spanish  (3 semester hours) This course is designed to introduce students to the utilization of the Spanish language in the Health Care arena. A combination of written and oral exercises will be employed in a workshop atmosphere. Prerequisite: Introductory Spanish or the equivalent. (4-0) Y
New Program Request Form for Bachelor's and Master's Degrees

**Directions:** An institution shall use this form to propose a new bachelor’s or master’s degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

**Information:** Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

**Administrative Information**

1. **Institution:** The University of Texas at Dallas (UT Dallas)

2. **Program Name** – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*): Bachelor of Science in Healthcare Studies

3. **Proposed CIP Code:**
   51.1199 Health/Medical Preparatory Programs, Other

4. **Brief Program Description** – Describe the program and the educational objectives:

   UT Dallas’ School of Interdisciplinary Studies seeks approval to offer a Bachelor of Science in Healthcare Studies. The BS in Healthcare Studies is designed to give students a multidisciplinary perspective on human health and healthcare. The curriculum consists of existing courses offered by various schools across campus that are repackaged into one multidisciplinary program. In addition to the expected combination of science courses with laboratories (32 SCH), the proposed degree program also requires healthcare foundation courses offered by the School of Interdisciplinary Studies (14 SCH) as well as courses specifically related to the study of healthcare in a philosophical, historical, psychological, sociological and biological context (15 SCH). The program is designed to be a preparatory program for students continuing their education beyond the baccalaureate degree; for distinguished students in healthcare studies, the major provides excellent preparation for entry into professional schools of medicine, optometry or pharmacy. It can also be beneficial for students planning to enter graduate programs in such allied health areas as occupational therapy, physical therapy and physician assistant studies. In addition, students may choose the healthcare studies major as preparation for entry into graduate programs in areas such as healthcare management.

   While taking the BS in Healthcare Studies is no guarantee that a student will be accepted into medical school, this program will offer excellent preparation to help give students a varied and solid academic foundation with which to apply to medical, or other allied health professions schools. For students who realize early on that they may not be accepted into medical school, they can still finish the program and meet with their advisors to discuss careers in public health, pharmaceutical sales, or working in the marketing of medical materials, and healthcare administration. Good academic advising is vital for the success of students in any program. The academic advisors at UT Dallas have been rated annually through student surveys conducted by the Office of
Undergraduate Education, and for the past ten years, the advisors in the School of Interdisciplinary Studies consistently received the highest aggregate score. Numerous options exist for students who graduate with the Healthcare Studies degree and student surveys indicate that this inherent flexibility is attractive. Currently, some students are locked into a specific degree program that they are taking solely for acceptance into medical school. This BS in Healthcare Studies program will give those student more options, discussed further in the job demand section, if they are not accepted into medical school or decide not to apply.

The proposed program is unique to The University of Texas System institutions and generally unique in Texas with the exception of Baylor University’s similar program in Health Science Studies. Several other institutions in Texas (UT Tyler, Texas A&M University Corpus Christi, and University of Houston are examples) have programs with similar CIP codes, but their focus differs in that they seek to appeal largely to students interested in health studies and whose career objectives are toward teaching health and wellness in public schools or in sports and athletic training. A number of programs exist nationally that are similar to the proposed Healthcare Studies major at UT Dallas. Purdue University (Pre-Professional Health Sciences), Springfield College (Health Sciences), Truman State University (Health Sciences) and Miami University-Ohio (Health Studies) are selected examples. Each of these programs has as its basic philosophy the preparation of students for admission into graduate programs in the health professions. The proposed UT Dallas major, however, differs from these programs in its focus on an interdisciplinary approach to topics related to health and healthcare as described above. This approach reflects recent trends to broaden students’ preparation by expanding the variety of courses offered for studies in a variety of healthcare graduate programs.

Three recent articles support the idea that a strict science-curriculum major is not the only, or necessarily even the best, means for preparing students for professional school in healthcare. A recent article in Academic Medicine highlighted a program at Mount Sinai Medical School in New York that encourages students to major in broad-based fields in order to extend their liberal arts curriculum. The article’s data suggests that students who major in the humanities, with very little scientific background, perform as well or better in medical school than those with a science major. In fact, “recent calls to rethink collegiate premed requirements have suggested incorporating more of the liberal arts…to provide [students] the opportunity to pursue multiple and more diverse paths to success in medical school.”¹ The proposed BS in Healthcare Studies provides students the necessary scientific background through the prescribed lab science courses while also extending their preparatory education into various liberal arts and social science courses focused on human health and healthcare.

Further, Dr. Brian Hodges, professor of medicine at the University of Toronto, suggested in a recent conference address (New Horizons in Medical Education sponsored by the Association of American Medical Colleges and the American Medical Association) that treating all students the same and requiring a preparatory curriculum that forces student into one means of education may not produce the best results in preparing the doctors of the future. Hodges’ comments are echoed in a recent monograph, Educating Physicians: A Call for Reform in Medical School and Residency. While primarily focusing on education at the professional school level, the book emphasizes the need to move away from the one-size-fits-all mentality of education and provide “new approaches to shaping the minds, hands, and hearts of physicians.”

The proposed major represents an effort to address this notion of a more individualized curriculum leading students toward professional school preparation for their healthcare careers. While providing the necessary science courses for entry into professional schools, the major also gives students an overview of human health and healthcare studies issues while allowing them to pursue social science and humanities courses relevant to healthcare according to their own interests and needs. The aim is to broaden the scope of choices for students interested in studying healthcare and preparing for careers in the field. Some students will choose instead to pursue a traditional major in biology or neuroscience because of their inherent interests in those disciplines; however, if this degree program were approved, other students would then have the opportunity to pursue a broader curriculum of the liberal arts and social sciences specifically related to healthcare.

UT Dallas, with its geographical location in the Dallas metropolitan area, proximity to UT Southwestern Medical

¹ 2010. Challenging Traditional Premedical Requirements as Predictors of Success in Medical School: The Mount Sinai School of Medicine Humanities and Medicine Program. Academic Medicine 85 no. 8 (August) 1378-1383.

AAR/Webmasters Updated 9/22/2009
Center, TAMU Baylor College of Dentistry, and UNT Health Sciences Center, and extensive history in the education in the sciences and health professions, is uniquely situated to prepare future healthcare providers. Over the past five years, UT Dallas has sent more than 500 students to professional healthcare graduate programs at institutions in Texas and around the country. The proposed major would offer additional opportunities for students interested in healthcare careers.

5. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university (*e.g.*, The Department of Electrical Engineering within the College of Engineering): School of Interdisciplinary Studies

6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program: Fall 2012

7. **Contact Person** – Provide contact information for the person who can answer specific questions about the program:

   Name: Dr. George W. Fair

   Title: Dean, School of Interdisciplinary Studies

   E-mail: gwfair@utdallas.edu

   Phone: 972-883-2350

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**Program Information**

I. **Need**

   *Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.*

   A. **Job Market Need** – Provide short- and long-term evidence of the need for graduates in the job market.

   The Healthcare Studies major will focus on preparing students for entry into any number of healthcare programs at the graduate or professional level such as medicine, pharmacy, optometry, physical therapy, physician assistants and healthcare management. The job market for these graduates of these professional programs is well established. It is important to recognize, however, that the job market is open to those with the appropriate undergraduate and graduate training. The proposed major is preparatory for these health professions graduate programs.

   Numerous recent reports document the vibrant job growth in the healthcare industry. Evidence suggests that the job market in these areas will continue to grow in the coming years. In fact, according to the Bureau of Labor Statistics, ten of the twenty fastest growing occupations are related to healthcare and wage and salary employment in the healthcare industry is projected to increase 22 percent through 2018, compared with 11 percent for all industries combined. Employment growth is expected to account for about 22 percent of all wage and salary jobs added.
to the economy over the 2008-18 period. Projected rates of employment growth for the various segments of the industry range from 10 percent in hospitals, the largest and slowest growing industry segment, to 46 percent in the much smaller home healthcare services.²

In addition, this year’s health workforce study produced by the U.S. Department of Health and Human Services projects “a nationwide shortage of almost 100,000 physicians, as many as one million nurses, and 250,000 public health professionals by 2020.”³

National labor statistics for specific healthcare careers furthers the conclusion that the job market nationally for appropriately educated individuals will continue to grow. Pharmacists, for example, are expected to grow by 17 percent according to the Occupational Outlook Handbook, 2010-11 Edition.

The evidence for an increased need in educated healthcare professions in Texas is also well documented.

The Texas Medical Association indicates in their report “Why Texas Needs More Physicians” that “the state's growing population, increased longevity of its residents, vast expanses of rural and border areas, growing prevalence of chronic diseases, greater availability of specialty services and breakthroughs in medical science are all contributing to an accelerating demand for physicians.” According to the report, “Texas is not producing enough physicians to keep up with demand.”⁴ In addition, The Texas Academy of Family Physicians notes that there are 47 counties in the state that are considered partial shortage areas and 25 counties without access to any physician.⁵ Finally, as reported in the San Antonio Express News in November 2008, Texas will need another 40,000 doctors by 2025.⁶

In addition, evidence suggests that the trend will continue in North Texas.

The Dallas Morning News continues to indicate that the need for appropriately educated healthcare workers will increase over the next 20 years, particularly with the influx of population into the area and the aging of the existing population. New and expanding health services, including newly built hospitals, will also require additional healthcare workers. Because the Dallas/Fort Worth area is noted as one of the fastest-growing metro areas in the nation, there will likely be a particular need for healthcare workers.⁷

Although not everyone who completes this degree will be admitted to a professional school, common skill requirements, abilities and areas of knowledge imbedded in this degree carry across disciplines and allow students to use their knowledge in a variety of meaningful ways. These encompass needs assessments, research methods, patient education methods, prevention strategies in healthcare, oral and written communication skills, oral presentation abilities, program development in healthcare, the ability to work as part of a healthcare team, knowledge and understanding of the health care system, and program evaluation. While some of these skill sets might be available from other degree programs, the Healthcare Studies degree is unique in that it packages all these skills in terms of a cohesive and comprehensive package focused around the American Healthcare system. In addition, the internship provides graduates with additional

³ U.S. Department of Health and Human Services, Health Resources and Service Administration, Health Workforce Studies, 2010 (http://bhpr.hrsa.gov/healthworkforce/default.htm)
⁴ http://www.texmed.org/Template.aspx?id=5427
⁵ Kate McCann, A Matter of Supply and Demand, 59:3 TEX. FAMILY PHYSICIAN, (Summer 2008)
⁶ http://www.mysanantonio.com/business/34439129.html
⁷ See: Health Care Opportunities Likely to Keep Increasing, Dallas Morning News, April 8, 2008; Strong Dallas-area Health Care Industry Keeps Medical Workers in Demand, Dallas Morning News, September 2, 2008; Recruiters Help with Job Placement for Physician Assistants, Dallas Morning News, March 17, 2008.
AAR/Webmasters Updated 9/22/2009
practical as well as theoretical knowledge of healthcare and will provide the graduates with an
opportunity to gain experience before they enter the work force.

An evaluation of employment opportunities was conducted during July 2011, using websites such as
careerbuilder.com, webhire.com and careerhq.org to evaluate the possibilities of professional
positions for students with a degree in Healthcare Studies (or similar degree programs). Over
400 positions were advertised and of those 173 were in the DFW area. These numbers represent
a one month snapshot using searches of three websites. Provided is a list of some of the positions
found: Health Educator; Project Managers, Managers of Continuing Education, Directors of
Continuing Professional Education for a variety of national health care organizations; Physician
Liaison; Director of Volunteer Services for a hospital; Director or Manager of Patient Education;
Director of Quality Improvement Initiatives; Hospice community Liaison; Manager of Patent Safety;
Community Health Educator; Health Coach; Health Sciences Officer; Lifestyle Management
Program Manager; Manager of Research and Development; Health Promotions Manager;
Healthcare Administrator; Healthcare Outreach Coordinator; Case Manager; Health Equity
Director; and Research Health Science Specialist.

Careers and opportunities for graduates with a degree in Healthcare Studies can be found in
numerous: hospitals and clinics, hospice organizations, mental health and substance abuse
centers, assisted living corporations and facilities, rehabilitation facilities, various U.S. government
departments, national healthcare organizations, state and local health departments, healthcare
corporations, managed care corporations, biotechnology companies, employee assistance
companies, healthcare nonprofit organizations, national associations for healthcare professionals,
the workers compensation system, and university student health and wellness centers.

B. Student Demand – Provide short- and long-term evidence of demand for
the program.

In a recent survey of UT Dallas undergraduate students, 85% (176 out of 208) of respondents
indicated their interest in a major such as the one proposed. In anecdotal follow up contacts,
respondents suggested that the interdisciplinary concept of the major as well as the focus on
health and healthcare were very appealing to them.

Further, UT Dallas currently offers a minor program in Healthcare Studies. This minor was
instituted in 2009 and continues to grow in popularity; however, individual students have recently
indicated to UT Dallas Health Professions Advising Center advisors that they would prefer a major
in Healthcare Studies to only taking a minor in the field.

A number of programs around the country are similar to the proposed UT Dallas major. Following
is information from two of the similar programs from across the United States indicating their strong
enrollment, student interest, and student success.

**Truman State University, Missouri** (Information from Dr. Christopher Lantz, Professor and Chair,
Department of Health and Exercise Sciences). The Department of Health and Exercise Sciences
(HES) has a total student enrollment of about 600 students across three degree programs
including that of Health Science which has an enrollment of about 250 students. The Department
has experienced rapidly increasing enrollment over the last five years or so resulting in an overall
increase of approximately 200 students. A significant portion (certainly a majority) of Health
Science students identify the health professions as their primary focus. Most have aspirations of
matriculating to medical school, physical or occupational therapy school or some other health
profession (i.e., dentistry, nutrition, optometry, etc.). Students have come to see the program as
desirable alternatives to traditional science programs because of the emphasis on human life.

**Springfield College, Massachusetts** (Information from Dr. Joseph Stano, Professor of
Rehabilitation Counseling) The Health Science major has approximately 65 students. The careers
goals for most of the students are the health professions, particularly Physician Assistant, Physical Therapist, Occupational Therapist, Public Health Professional, Health Promotion and Wellness, Post Baccalaureate RN Program, Post Baccalaureate Sonography Program, and Pathologist Assistant Master’s Program. All of the students are planning on immediate graduate education; the necessity for a graduate degree or a post-baccalaureate certificate is emphasized to all students from the time that they are recruited from high school.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>FTSE</td>
<td>15</td>
<td>25</td>
<td>35</td>
<td>45</td>
<td>55</td>
</tr>
</tbody>
</table>

These projections were determined based on external student demand, enrollment at other national programs, and by surveying our current students.

II. Quality

A. Degree Requirements – Use this table to show the degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor's degree only)</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work) (if not included above)</td>
<td>(if not included above)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

COURSE REQUIREMENTS FOR DEGREE
I. Core Curriculum (42 Hrs)

A. Communication
RHET 1302  Rhetoric     3
BIS 3320  The Nature of Intellectual Inquiry  3

B. Social and Behavioral Sciences
HIST 1301  American History to 1865   3
HIST 1302  American History since 1865   3
GOVT 2301  Constitutional Foundations   3
GOVT 2302  Political Institutions   3
PSY 2301  Introduction to Psychology   3

C. Humanities and Fine Arts
ARTS 1301  Exploration of the Arts    3
HUMA 1301  Exploration of the Humanities  3

D. Mathematics and Quantitative Reasoning
MATH 1325  Applied Calculus I   3
STAT 3332  Statistics for the Life Sciences   3

E. Science
BIOL 2111  Modern Biology I Workshop   1
CHEM 1311  General Chemistry I   3
CHEM 1111  General Chemistry I Laboratory   1
PHYS 1301  College Physics I   3
PHYS 1101  College Physics I Laboratory   1

II. Major Requirements (52 hrs)

Foundation I: Healthcare Foundation Studies (required courses)
HLTH 1100  Career Exploration in Healthcare  1
HLTH 1322  Human Nutrition   3
HLTH 3101  Medical Terminology   1
HLTH 3300  Pre-Health Professional Development   3
HLTH 3305  The U.S. Healthcare System   3
HLTH 4v04  Healthcare Internship   3

Foundation II: Scientific Foundation Studies (required courses)
BIOL 2311  Modern Biology I   3
(BIOL 2111 indicated as meeting requirement for core curriculum)
BIOL 2312  Modern Biology II   3
BIOL 2112  Modern Biology II Workshop   1
CHEM 1312  General Chemistry II   3
CHEM 1112  General Chemistry II Laboratory   1
PHYS 1302  College Physics II   3
PHYS 1102  College Physics II Laboratory   1
CHEM 2323  Organic Chemistry I   3
CHEM2123  Organic Chemistry I Laboratory   1
CHEM 2325  Organic Chemistry II   3
CHEM 2125  Organic Chemistry II Laboratory   1

Foundation III: Multidisciplinary Healthcare Studies (choose 15 hours from among the following)
HGMT 4301  Introduction to Healthcare Management   3
ECON 3330  Economics of Health   3
GEOG 3357  Spatial Dimensions of Health & Disease   3
HIST 3328  History/Philosophy of Science & Medicine   3
HLTH 4380  Special Topics in Healthcare   3
ISIS 3308  Bones, Bodies and Disease   3

AAR/Webmasters Updated 9/22/2009
III. Prescribed Elective  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 4321</td>
<td>Philosophy of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 4320</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 4365</td>
<td>Law and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4328</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4346</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 4369</td>
<td>Public Health and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 4371</td>
<td>Mental Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>SOC 4372</td>
<td>Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3341</td>
<td>Medical Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

IV. Free Electives  

20 credit hours must be upper-level courses. Students must complete a total of 51 hours of upper-level course work to graduate.

Students interested in pursuing entrance into health professions graduate schools (such as medical, dental, pharmacy or optometry schools) should seek advising on additional courses required for entrance into the particular professional school of their interest. A subset of the following courses should be considered as important/necessary and should be taken as part of their elective credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3301</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3101</td>
<td>Genetics Workshop</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 3361</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3161</td>
<td>Biochemistry I Workshop</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 3455</td>
<td>Anatomy &amp; Physiology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3456</td>
<td>Anatomy &amp; Physiology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3v20</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>NSC 3361</td>
<td>Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NSC 4366</td>
<td>Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>NSC 4351</td>
<td>Medical Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David</td>
<td>PhD. in Molecular Genetics, Univ. of Texas at Dallas</td>
<td>MG200, MG285, MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>Sandon, Lona</td>
<td>M.Ed., in Educational Technology, University of North Texas; Licensed Dietician</td>
<td>HLTH 3100</td>
<td>50%</td>
</tr>
<tr>
<td>Day, Lora</td>
<td>M.A. in Nutrition, University of Texas at Austin; Licensed Dietician</td>
<td>HLTH 1322</td>
<td>50%</td>
</tr>
<tr>
<td>Byrnes, Kathleen*</td>
<td>Ph.D. in Healthcare Studies, Texas Woman’s University</td>
<td>HLTH 1101, HLTH 33xx, HLTH 4v04</td>
<td>100%</td>
</tr>
<tr>
<td>Karen de Olivares</td>
<td>Ph.D. in Educational Studies, University of Michigan</td>
<td>HLTH 3300</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Name of Support Faculty and Faculty Rank

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dieckmann, Gregory Associate Professor</td>
<td>Ph.D. in Chemistry University of Michigan</td>
<td>CHEM 1311, 1312</td>
<td>10%</td>
</tr>
<tr>
<td>Biewer, Michael Associate Professor</td>
<td>Ph.D. in Chemistry Yale University</td>
<td>CHEM 2323, 2325</td>
<td>10%</td>
</tr>
<tr>
<td>Rasmussen, Beatrice Senior Lecturer I</td>
<td>M.S. in Physics UT Dallas</td>
<td>PHYS 1301, 1302</td>
<td>10%</td>
</tr>
<tr>
<td>Ramirez, Ruben Senior Lecturer I</td>
<td>Ph.D. in Molecular Biology UT Southwestern Med Cntr</td>
<td>BIOL 2311</td>
<td>10%</td>
</tr>
<tr>
<td>Yu, Wen Senior Lecturer I</td>
<td>Ph.D. in Physiology UT Southwestern Med Cntr</td>
<td>BIOL 2312</td>
<td>10%</td>
</tr>
<tr>
<td>Fleming, Forney Clinical Professor</td>
<td>M.D., UT Medical Branch Galveston M.B.A., University of Houston</td>
<td>BA 4362</td>
<td>10%</td>
</tr>
<tr>
<td>Salter, Elizabeth Senior Lecturer III</td>
<td>Ph.D. in Anthropology University of Toronto</td>
<td>ISGS 3308</td>
<td>10%</td>
</tr>
<tr>
<td>Champagne, Anthony Professor</td>
<td>Ph.D. in Political Science University of Illinois</td>
<td>PSCI 4365</td>
<td>10%</td>
</tr>
<tr>
<td>Gossin, Pamela Associate Professor</td>
<td>Ph.D. in History of Science University of Wisconsin</td>
<td>HIST 3328</td>
<td>10%</td>
</tr>
<tr>
<td>Gonzalez, Cristina Lecturer I</td>
<td>M.A. in Spanish Texas A&amp;M University</td>
<td>SPAN 3341</td>
<td>10%</td>
</tr>
<tr>
<td>Scotch, Richard Professor</td>
<td>Ph.D. in Sociology Harvard University</td>
<td>SOC 4369, 4371, 4372</td>
<td>10%</td>
</tr>
<tr>
<td>Ketsler, Luba Senior Lecturer I</td>
<td>M.S. in Economics Hunter College</td>
<td>ECON 3330</td>
<td>10%</td>
</tr>
<tr>
<td>Hafer, Donald Lecturer I</td>
<td>Ph.D. in Ecological and Health Psychology University of North Texas</td>
<td>PSY 4328</td>
<td>10%</td>
</tr>
<tr>
<td>Housson, Malcolm Senior Lecturer</td>
<td>Ph.D. in Psychology UT Southwestern Med Cntr</td>
<td>PSY 4346</td>
<td>10%</td>
</tr>
<tr>
<td>Vakulenko, Irina Senior Lecturer I</td>
<td>Ph.D. in Economic and Social Geography Moscow State Pedagogical University</td>
<td>GEOG 3357</td>
<td>10%</td>
</tr>
</tbody>
</table>

**D. Students** – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

The program will have the same admission requirements as the university: “Assured” UT Dallas admission can be obtained for students who take the Texas recommended high school curriculum and graduate in good standing and who possess one of the following scores or rankings (top 15%, 26 ACT or 1200 SAT). All students who do not meet the assured admission criteria
are reviewed by the UT Dallas Admissions Committee but need to have completed a full, college-track high school curriculum and achieved a strong SAT.

Recruitment of students will be addressed via participation in Scholar’s Day events, Discover UT Dallas events, and through the participation of the Health Professions Advising Center. A brochure for the major will be developed and produced for use in advising and recruitment at both the high school and community college level.

Traditionally underrepresented student populations will be targeted through community college affiliations, particularly with Richland College, as well as with DFW-area health professions magnet schools (such as Townview High School in the Dallas Independent School District). Also, students involved in the Academic Bridge Program, who are interested in health careers, will be encouraged to enter the program. In terms of retention, the Health Professions Advising Center, the GEMS Center, and free tutoring through both Academic Bridge and HPAC will be utilized. Advising for the major, coming from both IS and HPAC, will be used as a tool in retention.

E. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The Librarian for Interdisciplinary Studies conducted an assessment of the collections in support of the Bachelors of Science Program for Health Care Studies. Under the direction of George Fair, Stephanie Isham compared the resources available at the University of Texas at Dallas to Truman State University and Springfield College. These schools were selected based on their mention in the program request form and the fact they have similar programs in the same discipline. The monographic collections were analyzed for the period from 2005-2011.

Several searches were conducted on their library catalogs with respect to health care. Overall McDermott Library’s book collection is current as compared to the set of universities studied. From 2005-2011, the Library purchased 993 titles. In 2010, the library purchased 50 additional titles, at a cost of $3,000, to solidify the current collection. Currently, the library purchases approximately 140 more titles per year should be purchased, bringing the total purchases to 150 titles per year. As of 2011, the Yankee Book Publisher, our vendor for the majority of our purchases reported that books in this subject cost $81.74 per title. The degree in Healthcare Studies will increase the annual book budget for this subject area to $817.40 annually.

The Librarian also compared the journal collections in health care against the collections at the other universities. McDermott Library has a respectable collection in this area and has over 76% of the journals of the other schools. The analysis of the journal collection was provided by the Journal Citation Reports database on health care. Of the top 40 journals ranked by impact factor, McDermott Library subscribes to 92.5%. The Library would plan to subscribe to three titles when the degree is approved. These titles are
Academic Medicine ($385), Medical Care Research and Review ($995) and Health Care Management Review ($410). These journals cost approximately $1,790 and should be added within the first year of the degree. Finally, the Library provides appropriate resources to identify the relevant literature including MedLine and Alternative HealthWatch.

**Director of Libraries Assessment:**

In summary, the Library will increase book acquisitions by $817.40 annually and subscribe to three new journals at a cost of $1,790 during the first year of the program when it is approved. The Library resources are adequate to begin the proposed degree plan.

**F. Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No additional facilities or equipment necessary.

**G. Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

No discipline specific accreditation.

**H. Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The quality and effectiveness of the Healthcare Studies major will be tied to student performance on entrance examinations to various health professions graduate program (MCAT, DAT, PCAT, OAT) and to the acceptance rate of students into graduate programs such as medicine, dentistry, pharmacy, optometry, public health, and others. Additionally, regular evaluation of specific courses and the program as a whole will be pursued via student course evaluations and a student satisfaction survey. Also, UT Dallas, as part of the various accreditation processes, assesses every program within the university periodically. The procedures to be used for the institutional evaluation of the proposed program, as well as for all existing programs, have been established by The University of Texas at Dallas and are described in UTDPP1013 Academic Program Review, which governs the periodic review of academic programs and charges the review team to provide an “assessment of the goals, plans, staffing, resources, existing and potential strengths, etc., of the unit, and those areas needing improvement.” The Office of the Executive Vice President and Provost maintains the schedule of reviews and works with the Program Review Committee (PRC) and the unit under review to facilitate the review. The process is peer review oriented and includes a review team that incorporates both internal and external members. In addition, there will be periodic internal evaluations, which will encompass job offerings, initial salary, institutional wide assessment, and supervisor satisfaction. UT
Dallas has a rigorous process of program review and assessment that ensures that expected outcomes are clearly defined and measurable and are used for improving education. Each academic degree program as well as each academic certificate program at UT Dallas is assessed annually using UT Dallas’ online assessment tool, AT6. AT6 is a web-based solution to capture, manage, archive, and track academic and administrative assessment information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td><strong>Reallocated Funds</strong></td>
</tr>
<tr>
<td>$918,500.00*</td>
<td>$918,500.00</td>
</tr>
<tr>
<td><strong>Facilities and Equipment</strong></td>
<td><strong>Anticipated New Formula Funding³</strong></td>
</tr>
<tr>
<td>$0</td>
<td>$377,803.00</td>
</tr>
<tr>
<td><strong>Library, Supplies, and Materials</strong></td>
<td><strong>Special Item Funding</strong></td>
</tr>
<tr>
<td>$8,950.00</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other (travel stipend and administrative costs)</strong></td>
<td><strong>Other⁴</strong></td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>$927,450</td>
<td>$1,296,303.00</td>
</tr>
</tbody>
</table>

*When projected long-term enrollment materializes, the need for a new academic advisor in the School of Interdisciplinary Studies will likely also be felt. The cost for this advisor would be approximately $35,000.00 per year but would fall outside the 5 year window of this proposal’s funding costs and spending plan because it is contingent upon high enrollment only.

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, “likely” future grants, and designated tuition and fees can be included.
Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

   *I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.*

   ____________________________________________
   **Chief Executive Officer**                        **Date**

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

   *On behalf of the Board of Regents, I approve the program.*

   ____________________________________________
   **Board of Regents (Designee)**                   **Date of Approval**

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   (1) be within the institution’s current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   *On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).*
<table>
<thead>
<tr>
<th>Board of Regents (Designee)</th>
<th>Date</th>
</tr>
</thead>
</table>

Board of Regents (Designee) Date
CEP recommendation on minimum grades in prerequisites to undergraduate courses

CEP recognizes at least the following functions of course grades:

1. Meeting minimum requirements for graduation from UT-Dallas
2. Fulfilling a need for a certain degree of exposure to a field
3. Certifying the minimum level of achievement in a prerequisite course for progression to a subsequent course
4. Certifying a level of professional skill

Accordingly, we recognize that a course grade may be adequate to (2) indicate a degree of exposure to a field or (1) meet the minimum requirements for a degree at UT-Dallas without fulfilling either of the other functions (3 or 4) for which the course grade may be used.

We recognize, too, that at the present time and in some Schools or degree programs, some prerequisites listed in the catalog’s course descriptions may not be strictly required for success in subsequent courses. We recommend that in such cases, the term “recommended course” be used instead of “prerequisite course” in future catalogs.

In accordance with the reality that prerequisites may serve different purposes in different degree programs and the principle of faculty ownership of academic programs, the members of CEP agree that the academic judgment as to the minimum prerequisite grade that must be achieved in order to progress to a subsequent course should rest with the faculty of the degree program that is responsible for the content of the subsequent course. The conflict between centralized, University-wide policies and decentralized, program-specific policies should be resolved in favor of decentralization in this case.

We recommend, therefore, that the faculty who are responsible for the various undergraduate degree programs establish minimum prerequisite grades for courses in each degree program. The minimum passing grade specified in the catalog will be the minimum grade allowed in the prerequisites for each degree program’s courses unless the faculty who are responsible for the content of the degree program decide differently. The faculty should also be empowered to decide on objective criteria other than, or in addition to, grades for progression in a degree program. Such additional criteria could include performance on tests of knowledge in a specific area.

We urge the faculty who are responsible for our University’s various degree programs to base their decisions with respect to prerequisite grade requirements on quantitative data whenever possible. Such data could include, for example, the percent of students who are able to achieve a certain grade in a subsequent course after achieving a specific grade in a prerequisite course.