

New Program Request Form for Bachelor 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: An institution which does not have preliminary authority for the proposed program shall submit a separate request for preliminary authority. 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** – SAM HOUSTON STATE UNIVERSITY
2. **Program Name** – Bachelor of Science degree with a major in Health Sciences.
3. **Proposed CIP Code:** 54.11 (Health/Medical Preparatory Programs)
4. **Number of Required Semester Credit Hours (SCHS):** 120 Semester Credit Hours
5. **Brief Program Description** – Describe the program and the educational objectives:

The 120-hour multidisciplinary Bachelor of Science in Health Sciences degree aims at training graduates with a sound and comprehensive grounding in the key principles underpinning modern health professionals and their potential applications in related clinical sciences, biotechnology and support services. The Bachelor of Science in Health Sciences program curriculum provides a multidisciplinary array of fundamental courses in modern scientific rudiments relevant and requisite to the primary health care clinical practices and related current health care services.

Appropriate courses selected from the list of prescribed electives allow each student to meet the minimum 120-hour degree regimen for their specific advisement track. The broad scope of the proposed degree will equip graduates for career opportunities in the post-baccalaureate programs of medicine, dentistry, pharmacy, physical therapy, physician assistant or other professional programs in the related health sciences.

The Bachelor of Science in Health Sciences will enable students to:

- A. Develop leadership and professional skills through the application of health care knowledge, health theory and behavioral constructs, and academic inquiry;
- B. Enhance student health science knowledge and experiences that will enable them to be successful competitive applicants in graduate professional degree programs (medical, dental, physical therapy, pharmacy, podiatry, optometry, physician assistant, etc.);
- C. Recognize and identify specific health and social needs of diverse populations through guided participation in community

engagement, clinical rotations, practicums, internships, and study abroad opportunities;

- D. Analyze and make decisions relative to the political, economic, social, legal, and ethical issues that influence the health care profession;
- E. Employ proactive skills and competencies in the areas of preventive health and wellness;
- F. Implement epidemiological skills and measurement protocols to analyze surveillance data and comprehend the rates, causes, and prevention of communicable and non-communicable diseases;
- G. Design research protocols and apply statistical methodologies to health related investigations and inquiries;
- H. Conduct program evaluations and plan services to reduce health disparities among rural and other underserved populations.

6. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university.

The program will fit within the College of Health Sciences, Department of Health and Kinesiology.

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

This program is anticipated to commence in the Fall Semester (August) 2014.

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

Name: Dr. Jack Turner, Professor

Title: Assistant Dean
College of Health Sciences

E-mail: JTURNER@SHSU.EDU or MEDICALPROGRAMS@SHSU.EDU

Phone: (936) 294-2300

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.**

At present, Texas is comprised of 254 counties, of which 177 are rural or non-metropolitan (Office of Management and Budget, 2003). One hundred eleven Texas counties are designated as whole county Health Professional Shortage Areas (HPSAs) for the primary care specialties (Federal Shortage Designation Branch and Texas' Primary Care Office, 2007). These HPSAs include geographic areas, population groups, and facilities recognized by the Department of Health and Human Services (DHHS) as having an acute shortage of health care personnel. The DHHS recognizes shortages of three professions: primary medical care physicians, dentists, and related healthcare professionals. Of the 111 whole county HPSAs, 84 are rural counties. An additional 60 counties have HPSA designations for either a portion of their geographic areas, for facilities, or for population groups; 32 of these counties are rural.

Currently, 26 Texas counties have no primary care physician, 18 Texas counties have only one primary care physician, and 46 Texas counties have no dentist (Department of State Health Services 2008). Texas will need 4,500 additional primary care providers by 2015 (National Association of Community Health Centers 2008). Promoting a diverse and culturally competent workforce will be essential to meet the needs of an increasingly diverse Texas population.

The U.S. will be short 200,000 physicians and 800,000 nurses by 2020 (Council on Physician and Nurse Supply 2009). At current levels of medical professional training, shortages of health care professionals will deepen, and there will be too few physicians and nurses to meet the future needs of Texas or the nation.

Given the protracted period required to train health care professionals, immediate measures are required to both educate and provide a greater qualified applicant pool for medical school admission. One approach is through new and more innovative and intensive undergraduate programs, such as that proposed within the Bachelor of Science Degree in Health Sciences.

A distinctive multidisciplinary undergraduate program in the Health Sciences is proposed at Sam Houston State University. The Health Sciences are a broad field of applied natural sciences related to the preparation of students to enter medical and allied health professions. This degree seeks to provide the basic skills necessary to make the graduate student competitive in applying to professional schools. The following provides a synopsis for a few health professional programs for which the Bachelor of Science in Health Sciences program will prepare Sam Houston State University students to compete:

Chiropractors:

- Median pay: \$67,200 per year: \$32.31 per hour
- The lowest 10 percent earned less than \$32,270, and the top 10 percent earned more than \$143,670.
- According to a survey conducted by *Chiropractic Economics* magazine, the average salary for chiropractors was \$87,538 in 2010.
- Number of jobs: 52,600
- Jobs outlook (2010-2020): 28% (faster than average 14% job growth rate)
- Employment change: 14,900 projected increase in jobs 2010-2020

Physicians (including Allopathic physicians, and surgeons):

- Median pay: \$166,400 per year/\$80.00 per hour
- Physicians practicing primary care received median annual compensation of \$202,392, and physicians practicing in medical specialties received median annual compensation of \$356,885.
- Median annual compensations for selected specialties in (Source: Medical Group Management Association, 2010):

a. Anesthesiology:	\$407,292
b. General Surgery:	\$343,958
c. Obstetrics/Gynecology:	\$281,190
d. Internal Medicine:	\$205,370
e. Psychiatry:	\$200,694
f. Pediatrics:	\$192,148
g. Family Practice:	\$189,402
- Number of jobs: 691,000
- Jobs outlook (2010-2020): 24% (faster than average 14% job growth rate)
- Employment change: 169,300 projected increase in jobs 2010-2020

Osteopathic Physicians:

- Median pay: \$220,000 per year
- The lowest 10 percent earned less than \$140,000, and the top 10 percent earned more than \$300,000
- Number of jobs: 63,000
- Jobs outlook (2010-2020): excellent
- (Source: explorehealthcareers.org)

Physician Assistant

- Median pay: \$86,410 per year/\$41.54 per hour
- The lowest 10 percent earned less than \$57,450, and the top 10 percent earned more than \$117,720.
- Median annual wages in the industries employing the largest numbers of physician assistants in May 2010 were as follows:

a. Hospitals-state, local, and private:	\$89,500
b. Outpatient care centers:	\$88,160
c. Physician office:	\$85,340
d. Government:	\$85,170
e. College, professional schools, private:	\$80,810
- Number of jobs: 83,600
- Jobs outlook (2010-2020): 30% (much faster than average 14% job growth rate)
- Employment change: 24,700 projected increase in jobs 2010-2020

Dentist:

- Median pay: \$145,920 per year: \$70.64 per hour
- The lowest 10 percent earned less than \$71,210, and the top 10 percent earned \$166,400 or more. Earnings vary according to number of years in practice, location, hours worked, and specialty.
- The median annual wages of dentist occupations in May 2010 were the following:
 - a. Equal to or greater than \$166,400 for oral and maxillofacial surgeons
 - b. Equal to or greater than \$166,400 for orthodontists
 - c. \$161,020 for dentists, all other specialists
 - d. \$141,040 for general dentists
 - e. \$118,400 for prosthodontists
- Number of jobs: 155,700
- Jobs outlook (2010-2020): 21% (faster than average 14% job growth rate)
- Employment change: 32,200 projected increase in jobs 2010-2020

Pharmacists:

- Median pay: \$111,570 per year: \$53.64 per hour
- The lowest 10 percent earned less than \$82,090, and the top 10 percent earned more than \$138,620.
- Number of jobs: 274,900
- Jobs outlook (2010-2020): 25% (faster than average 14% job growth rate)
- Employment change: 69,700 projected increase in jobs 2010-2020

Audiologists:

- Median pay: \$66,660 per year: \$32.05 per hour
- The lowest 10 percent earned less than \$42,590, and the top 10 percent earned more than \$102,210.
- Number of jobs: 13,000
- Jobs outlook (2010-2020): 37% (much faster than average 14% job growth rate)
- Employment change: 4,800 projected increase in jobs 2010-2020

Ophthalmologists:

- Median pay: \$109,810 per year: \$52.80 per hour
- The lowest 10 percent earned less than \$52,590, and the top 10 percent earned more than \$184,530.
- Number of jobs: 29,180
- Jobs outlook (2010-2020): 24% (faster than average 14% job growth rate)
- Employment change: 169,300 projected increase in jobs 2010-2020

Physical Therapists:

- Median pay: \$81,110 per year: \$38.99 per hour
- The lowest 10 percent earned less than \$55,620, and the top 10 percent earned more than \$112,020.
- Number of jobs: 191,460
- Jobs outlook (2010-2020): 39% (much faster than average 14% job growth rate)
- Employment change: 77,400 projected increase in jobs 2010-2020

(Citations as per Bureau of Labor Statistics: Occupation Outlook Handbook (2010-2012))

Thus, the degree will prepare students to enter graduate programs of high need with faster than average job growth rates.

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

Table 1. Student declared interest in medical and medically oriented programs in the last 6 years at SHSU.

YEAR	2008	2009	2010	2011	2012	2013
STUDENT #S	62	68	76	121	485	735

In 2008, Sam Houston State University (SHSU) began a program of advising students interested in medical and medically related pre-professional programs. This included students who wished to enter programs in pre-medical (allopathic, osteopathic, chiropractic), pre-podiatry, pre-optometry, pre-dental, pre-physical therapy, pre-pharmacy, pre-physician assistant, and pre-nursing. In previous years, a general interest in medically oriented students was present, but there was no concerted effort to assist students pursuing medically oriented careers. The Office of Medical & Allied Health Programs (MAHP) was developed in 2008 to resolve many of these issues. A rigorous platform of recruitment, advertisement, advisement, and student assistance, resulted in a growth of a concerted body of students who were interested in pre-professional programs in medical and medically related areas. In 2008, eight of nine (89%) senior students were accepted into graduate health professional programs. In the subsequent five years SHSU has seen 75% to 87% success of students entering graduate health programs. The number of students interested in pre-professional medical programs continues to grow at a rate greater than can be explained by University's increased enrollment.

Typically, for the Health Professional Student (HPS) there is no requisite major or minor specified. Indeed, there are more than 1520 HPSs at SHSU, not including 138 students in the School of Nursing. Approximately, 785 of the 1520 HPSs are within the pre-nursing program. The remainder, 735 HPSs, are pursuing one of the five primary post-graduate health professional programs (pre-medical, pre-dental, pre-pharmacy, pre-physical therapy and pre-physician assistant). These 735 HPSs are dispersed into more than 30 different majors. Although there are several courses in common across the five programs, the diversity of majors relates to the multidisciplinary array of prerequisites for each of the five primary professional programs. Indeed there are two programs that can accommodate the pre-medical and pre-dental student. Typically these programs have rigid course requirements (departmental major/minors) that preclude the ability to accommodate the requisite multidisciplinary academic approach and adapt to the rapidly changing health professional programs. Frequently, the HPS is forced to double major, double minor or at the very least take 15-20 hours or more beyond the 120 hour degree requirements to be adequately prepared to continue their graduate training in health professional graduate programs. It is evident that an opportunity exists for a degree program to better serve the growing HPS population.

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.)

Projected enrollment of students pursuing a BS in Health Sciences

YEAR	1 *	2*	3*	4*	5*
Headcount	500*	450	522	591	656
New Students	100	100/ 550	100/ 622	100/ 691	100/ 756
Attrition/ Graduation	10% of 500 50 students	5% of 550 28 students	5% of 622 31 students	5% of 691 35 students	15% of 756 113 students 5% of 643 32 students
Continuing Students	450	522	591	656	611
FTSE	360	418	473	525	489

* The initial year headcount is a conservative estimate of how many of the current 735 students in the more than 30 majors will transfer to the new degree program. These students will most likely be freshman and sophomore students. A conservative estimate of new students from the 2014 recruitment/summer orientation and transfer students from community colleges will be additive to approximate 500 students.

- 1* – Year 1 is a selection year for the program. These numbers reflect the conservative estimate of 100 new students desiring to begin the program each year, with a 10% attrition rate after the first year, consistent with other institutions attrition rate.
- 2* - Year 2 represents 100 new students with 5% attrition.
- 3* - Year 3 represents 100 new students, plus the 522 from year two with a 5% attrition rate.
- 4* - Year 4 represents 100 new students, plus the 591 from year three with a 5% attrition rate.
- 5* - Year 5 represents 100 new students, plus the 656 students from year four, with a graduation rate of 15% which equates to 113 graduates and an attrition rate of 5% which equates to 32 students.

NOTE: The College of Health Sciences, College of Sciences, and College of Humanities and Social Sciences currently teach health professional students in their classes. Given a substantive enrollment increase from new health professional students, there will need to be proportional increases in staff and faculty, office space, teaching and laboratory space along with instructional equipment. Full implementation of these enrollments may be contingent upon consideration of these factors.

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.)

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	42	
Required Courses	37	
Prescribed Electives	41	
TOTAL	120	

The prescribed curriculum is designed to provide compliance with the statutory 120-hour maximum for Texas baccalaureate programs, meet the Texas Core, and be able to embrace the prerequisite breadth and flexibility of desired diversity for the array of health sciences and health sciences related programs.

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.)*

Bachelor of Science in Health Sciences		
SHSU Course & Number		Hours
Texas Core Curriculum		
Component Area I (Communication) ENGL 164, ENGL 165		6
Component Area II (Mathematics)		3
Component Area III (Natural Sciences)		8
Component Area IV (Humanities/Visual/Performing Arts)		9
Component Area V (Social & Behavioral Sciences)		15
Component Area VI (Institutionally Designated Option)		1
Total Core Hours		42
Degree Specific Requirements		
BIOL 1411	General Botany	4
BIOL 1413	General Zoology (CORE)	4
BIOL 2440	Introductory Cell Biology	4
CHEM 1411	General Chemistry I (CORE)	4
CHEM 1412	General Chemistry II	4
CHEM 2123	Organic Chem. I Lecture Lab	1
CHEM 2323	Organic Chem. I Lecture	3
HLTH 1360	Intro to Health Edu & Careers	3
HLTH 2372	Medical Terminology	3
*HLTH 3360	Epidemiology	3
HLTH 3391	Study of Human Diseases	3
HLTH 4387	Community Health	3
HLTH 4390	Environmental Health	3

MATH 1410	Elementary Functions (CORE)	4
MATH 3379	Statistical Methods in Practice	3
		37
Prescribed Electives (Select from the following. Students may select no more than 20 credit hours of science and math. The rest of the electives must be from outside science and math.):		
BIOL 2401	Human Anatomy	4
BIOL 2402	Human Physiology	4
BIOL 3420	Comparative Anatomy	4
BIOL 3440	General Physiology	4
BIOL 3450	Genetics	4
BIOL 3470	Microbiology	4
BIOL 4350	Immunology	3
BIOL 4360	Genetic Analysis of Human Disease	3
- BIOL 4380	Medical Microbiology	3
BIOL 4460	Parasitology	4
BIOL 4480	Molecular Biology	4
BIOL 4490	Advanced Cell Biology	4
BIOL 4493	Endocrinology	4
CHEM 2125	Organic Chemistry II Lab	1
CHEM 2325	Organic Chemistry II Lecture	3
CHEM 3339	Metabolism	3
CHEM 3438	Biochemistry	4
FACS 2362	Nutrition	3
HLTH 3380	Drug Use & Abuse	3
HLTH 2383	Multicultural Health Studies	3
HLTH 3392	Communication Skills Health Ed	3
HLTH 4370	AIDS: Health Problems & Prevention	3
HLTH 4392	Problems in Health	3
HLTH 4393	Community Organization & Development	3
KINE 3363	Biomechanics	3
KINE 3373	Physiology of Exercise	3
MATH 1420	Calculus I	4
PHYS 1101	General Physics - Mechanics & Heat Lab	1
PHYS 1102	General Physics - Snd, Light, Electric. Lab	1
PHYS 1301	General Physics -- Mechanics & Heat	3
PHYS 1302	General Physics - Snd, Light, Electric.	3
PSYC 3374	Developmental Psychology	3
PSYC 3331	Abnormal Psychology	3
Select 41 hrs of Electives		41
Total Hours		120

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.

Qualifications of Faculty for Bachelors Programs –

To meet minimum SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) standards (as defined in SACSCOC *Principles of Accreditation* Comprehensive Standard 3.5.4, 25 percent of the programs student credit hours (SCH) must be taught by faculty members with a terminal degree. In the proposed content area over 30 hours (25% of the 120 hours) will be taught by individuals with a terminal degree. (See Faculty Listings)

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Program Teaching Responsibility [†]	% Program Assigned Time
*Jack Turner Professor	Ph.D. — University of California	Administration and advisement	50%
All HLTH and KINE classes will absorb the students into existing sections for Athletic Training, Public Health, or Wellness or into existing sections already taught for other degrees.		HLTH 4390, HLTH 2372, HLTH 1360, HLTH 3360, HLTH 4387, HLTH 3380, HLTH 3391, HLTH 3392, HLTH 2383, HLTH 4370, HLTH 4392, HLTH 4393, KINE 3363, KINE 3373	100%
Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Program Teaching Responsibility [†]	% Program Assigned Time
Donovan Haines Assistant Professor	Ph.D. — Wichita State University	CHEM 3339, CHEM 3438	33%
Thomas Chasteen Professor	Ph.D. — University of Colorado	CHEM 1411	17%
Paul Loeffler Professor	Ph.D. — Rice University	CHEM 1412	17%
Rick White Professor	Ph.D. — University of Iowa	CHEM 2325/2125	17%
Benny Arney Professor	Ph.D. — Rice University	CHEM 2323/2123	17%
Heather R. Frazier Clinical Adjunct	M.S. — Columbia Southern University	FACS 2362	17%
Sonja Yung Clinical Adjunct	M.S. — Virginia Polytechnic Institute	BIOL 2402	17%
Juan Diego Daza Clinical Adjunct	Ph.D. — Universidad de Puerto Rico	BIOL 2401	17%

Cheri Hudgeons Clinical Adjunct	M.S. — Sam Houston State University	MATH 1410	17%
Rebecca Garcia Professor	Ph.D. — New Mexico State University	MATH 1420	17%
Cecil Hallum. Professor	Ph.D. — Texas Tech University	MATH 3379	17%
Hui Fang Assistant Professor	Ph.D. — University of Houston	PHYS 1301/1101	17%
Barry Friedman Professor	Ph.D. — University of Illinois	PHYS 1302/1102	17%
Madhusuday Choudhary Assistant Professor	Ph.D. — McMaster University	BIOL 3450, BIOL 4360	33%
Tamara Cook Professor	Ph.D. — Texas A&M University	BIOL 1413, BIOL 4460	33%
Anne Gaillard Associate Professor	Ph.D. — Emory University	BIOL 4490, BIOL 4493	33%
James Harper Assistant Professor	Ph.D. — University of Idaho	BIOL 3440	17%
Joan Hudson Associate Professor	Ph.D. — Iowa State University	BIOL 2440	17%
Aaron Lynne Assistant Professor	Ph.D. — North Dakota State University	BIOL 4380, BIOL 4480	33%
Chris Randle Associate Professor	Ph.D. — Ohio State University	BIOL 1411, BIOL 4480	33%
Monte Thies Professor	Ph.D. — University of Oklahoma	BIOL 3420	17%
Todd Primm Associate Professor	Ph.D. — Baylor College of Medicine	BIOL 3470, BIOL 4350	33%
Michael C. Boyle Clinical Adjunct	Ph.D. — CA School of Profes. Psychology	PSYC 3374	17%
Denise Boyd Clinical Adjunct	Ed.D. — University of Houston	PSYC 3331	17%

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.

Admission Requirements:

Students wishing to pursue a Bachelor of Science in Health Sciences are required to meet the Admission Standards for Undergraduate Students listed in the Sam Houston

State University 2012-2014 Undergraduate Catalog available online at
<http://www.shsu.edu/catalog/admission>.

State of Texas Uniform Admission Policy

Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy) requires that all students meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas Four-Year Public Institution:

- Successfully complete the recommended or advanced/distinguished high school program or complete the portion of the program that was available to them; or
- Successfully complete a curriculum that is equivalent in content and rigor to the recommended or advanced/distinguished high school program at a high school that is exempt from offering such programs; or
- Satisfy the College Readiness Benchmarks on the SAT or ACT assessment.
SAT – 1500 out of 2400 (Verbal + Math + Writing)
ACT – 18 English, 21 Reading, 22 Mathematics and 24 Science

Exemptions from the Policy. To claim an exemption from the Policy, students must submit one of the two Texas Higher Education Coordinating Board exemption forms completed by the high school counselor or other school official in addition to all other required credentials for admission by the January 15th closing date. The forms below can be printed and submitted via the instructions on either two forms:

1. Form 1 – For Students who entered Grade 9 BEFORE the 2007-2008 School Year
2. Form 2 – For Students who entered Grade 9 in 2007-2008 or LATER

Beginning Freshmen. A beginning freshman student must submit all of the following documentation:

- Completed Apply Texas Application with nonrefundable application fee.
- Official ACT Composite or SAT I score report.
- Official high school transcript showing class rank and degree plan (if applicable). Upon graduation from high school, applicant must provide a final official high school transcript with final class rank, date of graduation, and graduation plan.

Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy) requires that all students meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas Four-Year Public Institution.

- Successfully complete the recommended or advanced/distinguished high school program or complete the portion of the program that was available to them; or
- Successfully complete a curriculum that is equivalent in content and rigor to the recommended or advanced/distinguished high school program at a high school that is exempt from offering such programs; or

- Satisfy the College Readiness Benchmarks on the SAT or ACT assessment
SAT – 1500 out of 2400 (Verbal + Math + Writing)
ACT – 18 English, 21 Reading, 22 Mathematics and 24 Science

Sam Houston State University's admission requirements for students graduating on the recommended or advanced/distinguished high school program for **fall 2012, spring 2013, and summer 2013** are as follows:

- Top 10%, no minimum score on ACT Composite or SAT I (critical reading + math).
- 11-25%, a minimum score of 17 on ACT Composite or a minimum score of 850 on SAT I (critical reading + math).
- 2nd quartile, a minimum score of 19 on ACT Composite or a minimum score of 930 on SAT I (critical reading + math).
- 3rd quartile, a minimum score of 22 on ACT Composite or 1030 on SAT I (critical reading + math).
- 4th quartile, a minimum score of 25 on ACT Composite or 1140 on SAT I (critical reading + math).

Effective **fall 2013**, the new admission standards for students graduating on the recommended or distinguished graduation plan, or the equivalent, from a high school that provides such classes are as follows:

- Top 25%, no minimum score on ACT Composite or SAT I (critical reading + math).
- 2nd quartile, a minimum score of 20 on ACT Composite or a minimum score of 960 on SAT I (critical reading + math).
- 3rd quartile, a minimum score of 23 on ACT Composite or 1060 on SAT I (critical reading + math).
- 4th quartile, review only.

A beginning freshman student who has attempted college/university coursework while enrolled in high school or prior to entering Sam Houston State University (Dual Credit/Dual Enrollment) must provide official transcript(s) indicating the completion of all transferable academic hours (excluding developmental, remedial, vocational/technical, continuing education, or lifelong learning courses) with an overall cumulative transfer grade point average of 2.0 or higher on all academic hours attempted. It should be noted that transferable courses may not be relevant to every degree plan. Regular advising at the community college/university and review of SHSU four-year degree plans in this catalog is highly recommended.

Upon admission, Freshman Orientation is required. Visit www.shsu.edu/orientation for details. (Source: Undergraduate Catalog, 2012-2014)

Recruitment Efforts:

College of Health Sciences' faculty, students, and staff actively participate in the following events to recruit new and transfer students for programs related to the Bachelor of Sciences in Health Sciences:

- High School Academies for Health Professions
- College night events conducted at area public and private high schools. Huntsville, Willis, New Waverly, Trinity, and Montgomery ISD all maintain a diverse population that is well represented at these events.
- Houston ISD Leadership Team meetings, workshops, and through communication with district employees. Houston ISD has one of the most diverse populations in Texas and the individuals attending these functions represent that diversity.
- Houston Hispanic Forum event conducted in the spring.
- SHSU Kinesiology Teacher Preparation Advisory Committee that is comprised of Physical Educators from seven area school districts (Houston, Huntsville, Willis, Katy, Conroe, Aldine, and Spring). These school districts consist of diverse ethnic groups throughout the Houston/ Gulf Coast region.
- Dr. William Hyman and Dr. Gary Oden serve as advisors for Health and Kinesiology students at the SAM Center. The advisement of students in the SAM Center reflects the 44 percent diverse ethnic enrollment reported by the SHSU Institutional Fact Book-Fall 2013 and Dr. Bill Fleming, SAM Center Director.
- Joint Admission Medical Program which provides scholarships for financially disadvantaged students to attend medical school.
- Dental Early Admission Program which is a dual degree early admission program to assist financially disadvantaged under-represented minority students to attend dental school.

Programs and strategies conducted at SHSU to improve recruitment and retention of students:

- 1) Bearkat Promise Program
 - 2) Study Skills Program
 - 3) Student Advising and Mentoring Center (SAM Center)
 - 4) First-Year Experience Program
 - 5) First Alert Program
 - 6) Monitored Academic Assistance Program
 - 7) Voluntary Intervention Program
 - 8) Sam Houston ELITE
- Over the past few years, an increasing number of students, particularly minority group members, have shown interest in attending SHSU. While the percentage rate of accepted minorities has not increased recently, the

number of minority students applying has increased, yielding numerical progressions in both acceptances and enrollment. According to the SHSU Institutional Fact Book-Fall 2013, 44 percent of the fall enrollment was comprised of minority students.

- Bearkat Promise Program

The goal of the Bearkat Promise Program is to eradicate financial barriers to pursuing higher education for full-time Texas resident students of low income families. In the 2010 fiscal year the program had 352 participants. Of these 352 participants, 86 were Hispanic (24%) and 149 were African American (42%).

- Study Skills Program

Sam Houston State University's Study Skills Program consists of six one-hour sessions offered each term to address core skills essential for collegiate success. Trained facilitators are advanced students who understand the demands of college and how to balance recreation with academics. The sessions address issues such as, procrastination, time management, taking class notes, and test-taking strategies. There are 15 - 20 classes offered every week ensuring students a class time that will fit into their schedules. The Study Skills Program has seen a 5.47% and 6.8% increase in participation among both Black and Hispanic students over the past 3 years. These percentages reflect the 1.46% and 1.41% increase in Black and Hispanic students enrolled at Sam Houston State. The program has also seen an 8.47% 1 year persistence rate increase in the past 3 years for participating students. This program uses the Learning and Study Strategies Inventory (LASSI) to evaluate knowledge gains within the program. The LASSI is a 10-scale, 80-item diagnostic and post-treatment assessment tool on which this program has seen an average 4.7 point pre-to-post increase across all 10 LASSI scales in FY2010.

- Student Advising and Mentoring Center (SAM Center)

The mission of the Student Advising and Mentoring Center (SAM Center) at Sam Houston State University is to provide intrusive academic advising and mentoring to all students while assisting them in discovering and setting personal goals, establishing strategies to achieve their objectives, enhancing skills to sharpen academic accomplishments, and providing incentives for achieving educational success. In addition to students enrolled at SHSU, individuals who have access to this service are students who have applied to the school, students who are admitted, and students who were previously enrolled. Advisement is mandatory for all new undergraduate students, students who require remediation, students who are on academic probation and students identified by faculty as being at high risk of failing a course. For the Fall 2010 semester 13,638 students or 88% of 15,460 students who were advised at the SAM Center between 1/1/10 and 8/31/10 enrolled in Fall 2010. In the Spring 2010 semester 10,239 students or 91% of the 11,277 students who were advised between 9/1/09 and 12/31/09 enrolled in Spring 2010.

- First-Year Experience Program

The First-Year Experience Program includes a course, a seminar and support services designed to help first-year students make a successful transition into the demands of university life. The program is voluntary, and provides academic and non-academic support services dedicated to addressing issues common to first-year students. The program is comprised of the New Student Convocation, Bearkat Read to Succeed Common Reader Program, Freshman Seminar (SAM 136), Freshman Learning Community, academic centers/tutorials, personalized academic advising, counseling, mentoring, career guidance and a parent/student Newsletter. At-Risk students make up about 60% of the First-Year Experience population.

- First Alert Program

The First Alert Program enables faculty to refer students who are doing poorly in class or who have frequent or unexcused absences. This tool allows the faculty to offer a subjective assessment of individual students who may need extra academic assistance and refer them to an appropriate intervention.

- Monitored Academic Assistance Program

The Monitored Academic Assistance Program assists students who have been suspended as they must be reinstated by their academic deans in order to return to or stay in school. These students re-enter on probationary status and are referred to the SAM Center for mandatory help and individual monitoring of their academic progress. In addition to attending a 6-week group study skills series, individual assistance is provided to each mentored student. In general, mentors will review study skills strategies and encourage students to seek out tutoring as well as talk to their professors. Twice a semester, students will submit a grade check form, which serves as an official grade report from each professor. This allows mentors to monitor each student's performance and implement any new strategies as necessary.

- Voluntary Intervention Program

The Voluntary Intervention Program (VIP) assists students by providing them with a mentor upon request. After determining individual needs, mentors will work with students to help them reach their academic goals by utilizing tutoring and contact with the professors. Grade check forms are utilized to measure progress in the class and thereby implement any new strategies as necessary.

- Sam Houston ELITE

The Sam Houston Elite (Establishing Leadership In and Through Education) program is a comprehensive program for incoming minority men at Sam Houston State University. Through generous sponsorships from a variety of sources, the SAM Center piloted the SH ELITE program with 30

young men in the 2010-2011 academic year. Sam Houston ELITE is established to promote academic development, as well as promote and encourage civic engagement. The program ultimately serves to increase the rate at which SHSU retains and graduates men of color.

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.

A review of the library’s collection of information resources for the Bachelor of Science in Health and Biomedical Science, found that the collection can support this degree without any additional costs. Per an email provided by Ann Holder, Library Director, an assessment of library holdings is provided:

The Library provides the Sam Houston State University community with access to a collection of over 1.3 million books and journals in both print and electronic format and supports all the courses identified as required and electives for this program. For the BS in Health and Biomedical Science the most relevant electronic books are provided by CRCNetbase (including NUTRITIONnetBase and CRC Handbook of Chemistry and Physics) a multidisciplinary collection of e-books in the areas of Biology and Chemistry. In addition to the print monographs in the Library’s collection, access is provided to over 250,000 e-books in all fields. Citations and full text for peer reviewed articles are available through an interdisciplinary mix of databases such as Science Direct, SpringerLink, Wiley Interscience, Web of Science, Biological Abstracts, SciFinder Scholar, Health Reference Center Academic, Medline and CINAHL,. The Library provides 24/7 remote access to its collection of electronic resources. A “Virtual Reference Desk” provides students with real time access to a librarian who can guide students to the appropriate resource, or help develop a research strategy.

For those resources not immediately available at Sam Houston State University, interlibrary loan and the Texas shared resources program will provide access. All Texas state institutions and many private universities participate in TexShare, a cooperative resource-sharing program which permits borrowers in good standing at their home institution to obtain books on-site at participating institutions. The library will monitor the demand for document delivery and interlibrary loan services to determine the need for additional journals as the program grows and specific research areas are identified **(A. Holder, Director Newton-Gresham Library, 11/27/13).**

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.

The College of Health Sciences, College of Sciences, and College of Humanities and Social Sciences currently teach health professional students in their classes. Given a substantive enrollment increase from new health professional students, there will need to be proportional increases in staff and faculty, office space, teaching and laboratory space along with instructional equipment. Full implementation of these enrollments may be contingent upon consideration of these factors.

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

There are no accreditations for Bachelor of Science in Health Sciences.

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

The Office of Academic Planning and Assessment at Sam Houston State University provides a centralized online assessment management repository-- The Online Assessment Tracking Database (OATDB). Information collected within the OATDB is used by departments and programs to drive continuous improvement within their units. Additionally, it serves as a source of evidence of continuous improvement assessment for internal and external constituents, agencies, and accreditors. The Learner Outcomes identified in the degree program proposal will be used as the foundation for the student learner objectives in the SHSU Online Assessment Tracking Data Base which is used as a baseline for SACS accreditation.

The Bachelor of Science in Health Sciences will utilize standard assessment procedures to ensure quality and effectiveness of the degree program with continuous improvement. In addition, every seven years, each of the undergraduate programs will be reviewed at the institution. This program review will include and examination of program demographics, curriculum, graduation and retention rates, etc. Program reviews shall be submitted to the System Office for institutions within a System, as well as to the Coordinating Board upon request.

References:

United State Department of Labor, Bureau of Labor Statistics Occupational Handbook, 2012