

SAS Program Change Request Form

Date of Submission: 4-12-11

Submitted by: Pat Munzer

Identify the nature of the request: New Program Modification Deletion

Proposal must be attached to this form.

Rationale must be attached which includes assessment data to support request. (*note: submissions will not be accepted which do not include assessment information*)

Effective Date for Implementation: Fall 2012

New Programs

- An approved detail budget (pro forma) must accompany the proposal. *(given to Dean)*
- Explain how existing faculty/university resources will be utilized.
- Attach the complete proposal.
- Have existing courses on campus been utilized where possible? Please identify where a similar course may exist.
- Have cooperative efforts with existing programs been incorporated? Explain.
- Have existing catalogue numbers been ruled out to avoid Banner/registrar problems.
- Advising form/degree audit form should accompany proposals.

Program Modification

- Provide a copy of existing curriculum.
- Provide a copy of the proposed curriculum.
- Describe and detail all differences between current and proposed curriculum.
- Describe the impact of changes on faculty/adjunct resources.
- Provide budget information (i.e., requests for or reductions in adjuncts, faculty, books, equipment, etc.)

Deletion of Program

- Identify number of current majors
- Submit a timeline for the phase out of program.
- Describe how current program resources (i.e., equipment, etc.) will be reallocated
- Describe how existing majors will be able to complete their requirements.
- Describe the impact of changes on faculty/adjunct resources.

Department Approval: Pat Munzer Date: 4-12-11
C&P Approval: _____ Date: _____
Faculty Council Approval: _____ Date: _____
Dean Approval: _____ Date: _____

WASHBURN UNIVERSITY
SCHOOL OF APPLIED STUDIES
DEPARTMENT OF ALLIED HEALTH

MASTER OF HEALTH SCIENCE

DEGREE PROPOSAL

PAT MUNZER

4/6/2011

ANTICIPATED DATE OF IMPLEMENTATION: AUGUST 2012

Washburn University
 School of Applied Studies
 Department of Allied Health
MASTER OF HEALTH SCIENCE DEGREE PROPOSAL
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Washburn University
School of Applied Studies
Department of Allied Health
Proposal for a MASTER OF HEALTH SCIENCE DEGREE in Health Care Education

EXECUTIVE SUMMARY

Program Goals

- To meet the needs of allied health professions for qualified and effective educators within our community, state and country.
- To develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs.
- To develop allied health educators who effectively use technology in the learning/instructional process.
- To develop the concepts of continuous improvement and problem-solving within education, utilizing the concepts of action research.

Market Demand

- Unique Master's program offering for health care educators
- 2011 market analysis identified strong potential student and employer support
- Graduate degree option will attract new students to Washburn University
- Health care education major will address acute shortage in allied health faculty

Internal Resources

- Library resources identified along with projected new resources.
- Increased credit hour enrollment projections included.

Financial Analysis

- Financial implications are based on conservative estimates of student enrollments, current graduate credit hour rate, and existing resources.
- Existing faculty have been identified and new (replacement) faculty expectations are outlined.

Curriculum

- 36 credit hour program that is offered online.
- Health care education major to meet regional, state and national needs.
- Curriculum is developed.

Washburn University
School of Applied Studies
Department of Allied Health
MASTER OF HEALTH SCIENCE DEGREE PROPOSAL
Anticipated Date of Implementation: Fall 2012

Allied Health Department Overview

The Department proposes to offer a Master of Health Science degree program with a goal to meet the professor work shortage needs in allied health education. Accordingly, the degree major proposed is:

Master of Health Science in Health Care Education

The University's mission is to prepare qualified individuals for careers, further study and lifelong learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their academic potential.

The Department of Allied Health is located in the School of Applied Studies (SAS). The Department of Allied Health is committed to providing the highest quality of allied health education to students interested in beginning or expanding their knowledge in the allied health professions.

The mission of the Department of Allied Health is to prepare qualified individuals for careers as health care practitioners to serve the people of Kansas and the region. The Department shall make a special effort to help individuals to provide optimum patient care through technical competency and professional conduct in their respective disciplines. The department shall help individuals with associate degrees and advanced certificates of study in health care to continue life long learning by obtaining the bachelor degree of health science with knowledge and skills in the areas of management and leadership for advancement in the health care arena.

The Department of Allied Health currently offers the following programs:

- Bachelor of Health Science
 - Health Services Administration
 - Medical Imaging
 - Clinical Laboratory Science
- Bachelor of Applied Science
 - Technology Administration
- Associate of Science
 - Health Information Technology
 - Physical Therapist Assistant
 - Occupational Therapy Assistant
 - Radiologic Technology
 - Respiratory Therapy

- Surgical Technology (in cooperation with WIT)
- Certificates for advanced study
 - Radiation Therapy
 - Diagnostic Medical Sonography
 - Computed Tomography
 - Medical Resonance Imaging
 - Medical Coding

By providing this degree option, Washburn University will provide additional, advanced education to health care practitioners beyond their own professional disciplines.

Market Demand and Student Interest

Health Care Education Track

The current nationwide data from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) shows significant market demand for graduates of the allied health programs offered by Washburn University. The BLS defines the data collected as:

- **Employment change 2008-18, percent** – The percent change in employment measures the projected rate of change of employment in an occupation.
- **Job openings due to growth and replacement needs, 2008-18** – This data estimates the projected number of job openings for an occupation (BLS, 2011).

Table 1

Washburn University Allied Health Programs	Employment Change 08-18	Growth & total Replacements 08-18
Diagnostic Medical Sonography	18.31%	16,500
Health Information Technology	20.33%	70,300
Physical Therapist Assistant	33.28%	30,500
Occupational Therapy Assistant	29.78%	11,800
Radiologic Technology	17.2%	6,800
Radiation Therapy	27.1%	6,900
Respiratory Therapy	20.09%	41,400
Surgical Technology	25.32%	46,300

Source: Bureau of Labor Statistics, 2011

These data show both estimated increase in employment and total number of employees needed due to both growth and replacement of retirees. In order to become one of these health care professionals, students must attend and complete an appropriate educational program. Those who teach in the programs must have completed an educational program within their discipline and have two or more years of relevant work experience. In addition, teachers in allied health programs are most often required to have a relevant Masters Degree, such as the one that is proposed in this document.

Target Audience

The BHS program was begun at Washburn University in 2002. Since that time, three bachelor's degree options have been added to the BHS specification: Health Services Administration, Medical Imaging, and Clinical Laboratory Science. The BHS options have graduated over 250 students since 2002. There are 118 currently enrolled students in the BHS program. Representing 34 states, the graduates and current students provide the core marketing objective of the MHS program. See Appendix C for occupational representation of graduates and current students.

Student Interest

In order to determine interest in the proposed Masters Degree, the Department of Allied Health sent out 200 surveys during the spring 2011 semester to determine if there is a demand for a Master of Health Science degree in Health Care Education. A copy of the survey is located in Appendix D. Currently-enrolled students, as well as graduates from 2005-2010, were surveyed.

Of the 200 surveys sent, 75 were returned and 68 were usable, a 34% return rate. The results were as follows:

- 85% indicated that they would consider obtaining a Masters of Health Science degree in Health Care Education.
- 28% currently hold a baccalaureate degree, and 53% are currently pursuing a baccalaureate degree.
- Currently 0.03% holds a masters degree, 0.03% are pursuing a masters, and 95.5% do not have a masters degree.
- 69% indicated that they would attend WU as a part-time student, and 13% indicated they would be full time.
- Current 34% of respondents indicated they would enroll in WU Master's program within the next three years and 56% indicated they would pursue graduate school in the future.
- A summary of student comments from the survey appears in Appendix E.

Washburn University has a sufficient number of graduates and students from the allied health programs who would support this program. This Master's Degree would also attract additional students with baccalaureate degrees from Kansas and other states within the United States.

In recent years the department has had an increase in the number of students and/or graduates of the Bachelor of Health Science degree asking whether the department will begin offering a Masters Degree. Many of these persons have gone elsewhere to obtain their graduate degree.

Community Support

There is strong support for the proposed Master of Health Science degree with a major in Health Care Education at Washburn University. Not only did the survey indicate strong support (85%) from students and graduates, but the letters of support received from Kansas hospital administrators, Kansas community colleges, and national organizations support the need for this degree (Appendix F).

Library Holdings

Relevant to the proposed Masters Degree programs, a review of the resources at Mabee Library was completed. It is indicated that \$1,813.00 would need to be allocated. The letter from the Dean of Libraries recommends that the Libraries' liaison and the Department review the list and identify titles to purchase using the Libraries' funds which are allocated for purchases in the allied health disciplines. The letter is located in Appendix G, along with a list of recommended resources.

Program Evaluation

Following the approval of this proposal, the new Masters Degree program will be evaluated through the University program review process. In addition, consumer validation of the curricula is essential. Annual evaluations will be conducted of graduates and employers to determine their perception of their skills and professional entry.

The following are minimal measures that will be conducted to evaluate the effectiveness of the program:

1. Student satisfaction with course/curriculum content.
2. Graduate satisfaction with course/curriculum content.
3. Employer satisfaction with graduate competence.
4. Number of students entering and exiting the degree program.

Student Exit Learning Outcomes: measured by summative and formative assessments

- A. Administer allied health education programs.
- B. Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- C. Demonstrate effective teaching skills.
- D. Employ assessment measures that ensure student learning.
- E. Demonstrate effective use of educational technology.
- F. Utilize action research for continuous improvement and problem-solving in the educational setting.
- G. Demonstrate knowledge of diverse and special populations in healthcare and education.
- H. Identify legal and ethical issues in healthcare.
- I. Explain issues related to higher education, including but not limited to, general education, academic advising, and tenure and promotion.

Admission Requirements

Candidates for admission to the Masters of Health Science degree must have completed a bachelors degree and have two years' professional work experience in a health care environment. Such professional experience would include, but is not limited to, health care administration, health information technology, occupational therapy assistant, respiratory therapist, physical therapist assistant, radiologic technologist, dental hygienist, and other health care specialists. The detailed admission requirements are set out in Appendix H.

Curriculum

The Master of Health Science degree is a 36 credit hour program that will offer a major in HealthCare Education. This will prepare practicing health care providers the opportunity to become educators in their specific disciplines.

The allied health department currently has 6 external accreditation agencies. A key component of the standard for key personnel require that the person have a minimum of a masters to teach along with at least 3-4 years of experience in their specific discipline.

Because the projected students will be working in the clinical setting, this program will be offered online. A key component will require that students complete a teaching internship. This will require agreements with affiliated educational systems, including preceptors for students not located in the Northeast Kansas area. A sample contract is included in Appendix I.

Course syllabi are located in Appendix J. Proposed course scheduling format is located in Appendix K.

Existing Faculty

Five existing faculty members have been identified to teach in the Master's program. It is anticipated that one additional faculty member will be needed prior to the program implementation. The existing faculty members are:

Pat Munzer, DHS, MS, BS (Respiratory Therapy)
Don Kellogg, PhD, MS, BS (Health Information)
Vickie Kelly, EdD, MS, BS (Clinical Laboratory Science)
William S. Dunlap, PhD, MS, BS (Clinical Laboratory Science)
Dan L. Petersen, PhD, MA, BA (Psychology, Human Development)
Zach Frank (DPT, anticipated graduation May 2011) (Physical Therapy)

Additional faculty may be identified from current University faculty to teach specific courses. Curriculum Vitae are located in Appendix L.

Financial Analysis

This proposed program will require the development of new courses and will be offered online. The assumptions of the business plan include:

1. The base tuition rate.
2. The fee structure remains the same today.
3. The program will add new faculty.

Projections embedded in the business plan include:

1. The program will admit 10 students the first year
2. The program will admit 15 students the second year
3. The program will admit 20 students the third year.

Based on the current financial structure of the University, it is anticipated that the program will have provided a cumulative net revenue of \$998,554 between FY 2013 and FY 2017.

Summary

The online Masters of Health Science program has been identified as a priority within the University Strategic Plan. This program will benefit not only the University, but will provide an opportunity for health specialty educators across the United States. This business plan is based on conservative projections of student enrollment and tuition revenue and anticipates a net revenue the first year, with accumulating amounts with each successive class.

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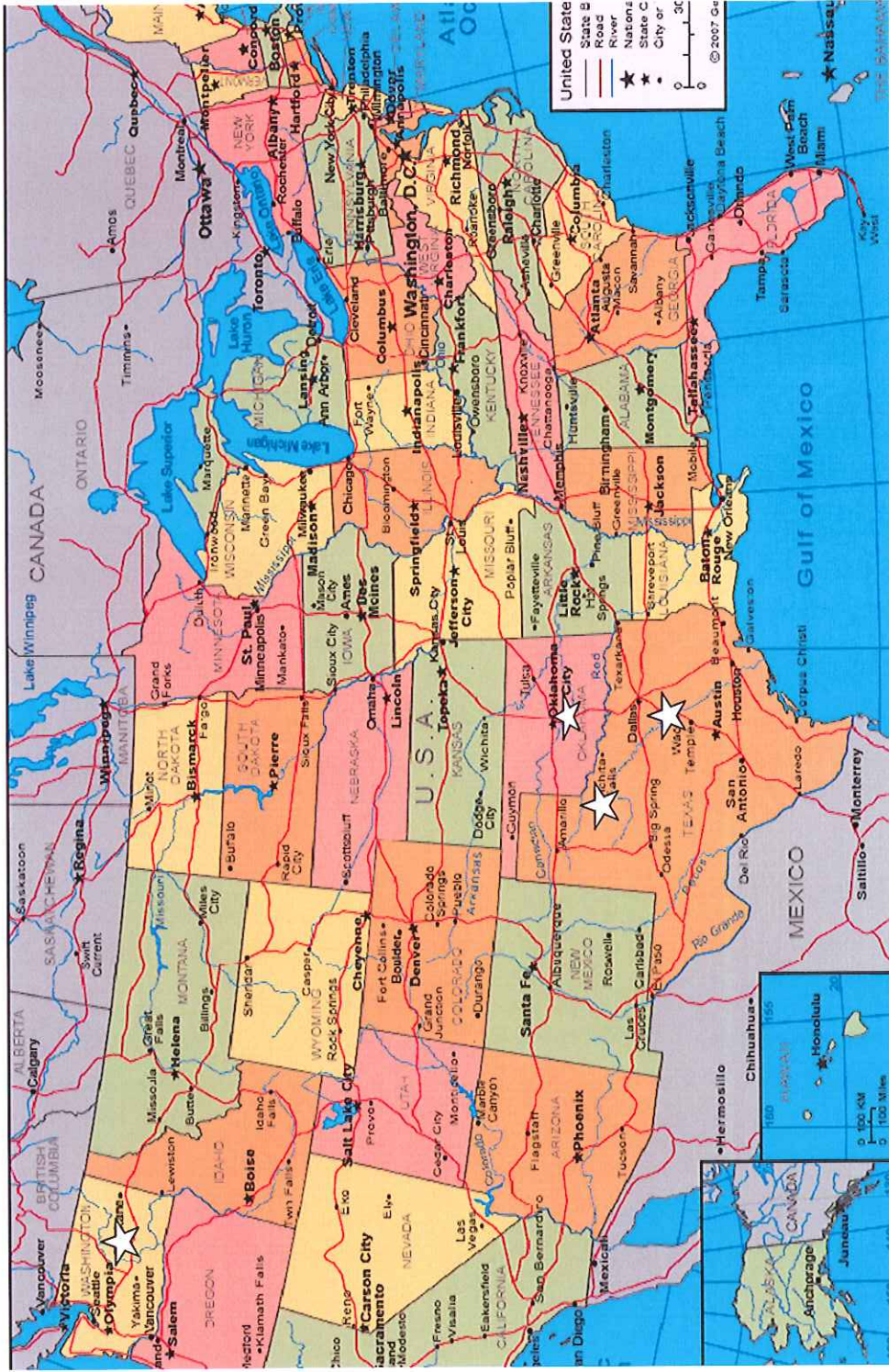
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APPENDIX A



Universities offering Master's Level Health Specialty Educator Programs

- Gonzaga University, Spokane, WA
- Midwestern State University, Wichita Falls, TX,
- Central Oklahoma University, Norman, OK,
- Baylor University, Waco, TX,
- Anesthesiology Educator
- Radiology Educator
- CTE Health Educators
- Exercise Science Educators

APPENDIX B

Academic Health Center CEOs Say Faculty Shortages Major Problem

By Michal Cohen Moskowitz

Faculty shortages are threatening the capacity of the health professions educational infrastructure

Worsening faculty shortages in academic health centers are threatening the nation's health professions educational infrastructure, according to chief executives of academic health centers nationwide. Academic health centers train a major portion of the nation's health workforce in professions including allied health, dentistry, medicine, nursing, pharmacy, public health, and veterinary medicine. A crisis looms: without enough faculty members to teach the next generation of health professionals, the nation's health infrastructure is in jeopardy.

In response to a questionnaire from the Association of Academic Health Centers (AAHC), 94 percent of the 31 responding CEOs declared faculty shortages to be a problem in at least one health professions school. Sixty-nine percent of CEOs said that these shortages were a problem for the entire institution. CEOs were asked to rank shortages on a scale of 1 – “not a problem at all” – to 5 – “very much a problem,” with a rating of at least 3 being considered “a problem.”

Several factors account for the widespread faculty shortages, including low level of interest in academic careers among those entering the health professions; heavy faculty workloads; sharp disparities in salaries between academe and private practice or industry; the cost of education and high incidence of debt among graduates; and in the case of nursing, late point of entry into faculty careers (typically after long periods of clinical practice). The aging of the Baby Boomer generation is producing the perfect storm, as surging demand for health care services will coincide with a wave of retirements among health professions faculty, posing a major threat to the capacity of the U.S. health system overall and health professions education in particular.

SHORTAGES ACROSS HEALTH PROFESSIONS SCHOOLS

Faculty shortages in nursing were rated as most severe. Eighty-one percent of CEOs declared



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nursing faculty shortages to be a problem at their institutions, while forty-five percent of CEOs rated nursing faculty shortages most severely, as "very much a problem."

Allied health ranked second to nursing in intensity of faculty shortages, with 77 percent of CEOs declaring shortages to be a problem. Allied health is an umbrella term for the dozens of professions who work alongside other health professionals in performing or assisting with nearly every type of health care service. Most frequently cited were faculty shortages for physical therapy, radiologic science, and clinical laboratory science. CEOs also cited faculty shortages for programs in occupational therapy, rehabilitative counseling, speech and language pathology, dental hygiene, and physician assistants.

Of the academic health centers with pharmacy schools, 71 percent of responding CEOs declared faculty shortages to be a problem. Notably, most pharmacy schools are not in academic health centers, so this figure may not be an accurate reflection of faculty shortages in pharmacy schools in general. Nonetheless, an aging population with rising co-morbidity, increasing use of prescription drugs, and the expanding role of pharmacists portend a need for more pharmacists and, in turn, more faculty to teach them.

For medicine, 70 percent of CEOs declared faculty shortages to be a problem. CEOs noted shortages in several specialties, most frequently in anesthesiology, internal medicine specialties (particularly gastroenterology, oncology, and rheumatology/geriatrics), pediatrics and pediatric subspecialties, radiology and radiological subspecialties, and surgery and surgical subspecialties. Critically, most of those specialties provide services that are high in demand by older patients, who will utilize the health system in higher numbers as the population ages. Faculty shortages were least frequently cited in anatomy, dermatology, otolaryngology, orthopedics, pathology, psychiatry, rehabilitative medicine, and urology.

Sixty-seven percent of CEOs with dental schools and 55 percent of CEOs with public health schools rated faculty shortages as a problem in those disciplines. This questionnaire could not accurately discern the prevalence of faculty shortages among veterinary medical schools,

"Half of CEOs reported the need to enact some kind of institutional change, such as cutting programs, merging programs, limiting student enrollment, or implementing other changes."

because only four CEOs had veterinary medicine at their institution. Nevertheless, there is rising concern given the increasing need for protection of the animal food supply against disease and bioterrorism.

INSTITUTIONAL RESPONSE

Institutional responses to faculty shortages varied. Most alarmingly, half of CEOs reported the need to enact some kind of institutional change, such as cutting programs, merging programs, limiting student enrollment, or implementing other changes. Other institutional responses included providing more on-line instruction, adding adjunct faculty, assigning additional responsibilities to faculty members, or seeking assistance from the community. Of all strategies cited by CEOs, "limiting student enrollment" was the most commonly reported, and was always listed in the context of nursing. Some institutions that limited nursing enrollment also were forced to do so in allied health or pharmacy.

A fifth of CEOs reported being forced to make changes in the school of medicine due to faculty shortages. Responses included cutting programs (in radiology or graduate medical education), merging programs (including rehabilitative medicine; pediatric pulmonary, allergy, and cystic fibrosis; and pharmacy and anatomy); and delaying expansion of medical school class size and residencies.

GOVERNMENT AWARENESS AND ACTION

In light of the inextricable relationship between faculty shortages and the health workforce, the AAHC asked its CEOs about government engagement in these issues. CEOs expressed the need for greater government involvement in health workforce issues despite state governments' relative

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lack of knowledge about the critical forces at play. Fifty-four percent of CEOs rated governors as being aware or very aware of health workforce issues, and 46 percent of CEOs rated state legislatures as being aware or very aware. CEOs' rating of governors' and legislatures' awareness of faculty shortages was even lower: 33 percent of CEOs rated governors as being aware or very aware, and only 26 percent rated state legislatures as being aware or very aware.

Even as state governments lack sufficient awareness of these problems, academic health center CEOs are seeking increased action by state and federal government leaders to address health workforce concerns. Asked how much the government should take action to help on workforce issues, 81 percent said that the state should take "much" or "very much" action, and 84 percent said that the federal government should take "much" or "very much" action.

CONCLUSION

The responses of academic health center CEOs shed light on an emerging national crisis. Faculty shortages are already manifesting themselves as visible crises across the health professions schools, in allied health, dentistry, medicine, nursing, pharmacy, and public health. As demonstrated by widespread institutional responses to faculty shortages, such as cutting programs or limiting enrollment, the educational infrastructure for health professions is being threatened. By hampering the ability of academic health centers to train a workforce that serves the country's health needs, faculty shortages threaten to further perpetuate looming shortages throughout the health workforce, in both the private and public sectors.

Academic health center CEOs perceive that state governments are not yet fully aware of faculty shortages and general health workforce issues, even as the vast majority of those same CEOs desire much or very much governmental action on the health workforce. By their responses, CEOs are

"Academic health center CEOs are seeking increased action by state and federal government leaders to address health workforce concerns."

urging heightened awareness and involvement from political leaders. Health workforce issues, including faculty shortages, pose a major societal problem that should be given a higher priority on the political agenda. More communication and collaboration between governmental and academic leaders will be needed in order to develop policies and programs that promote the development of a pipeline of new health professions faculty and sustain the educational infrastructure.

The AAHC is a national, non-profit organization dedicated to improving the nation's health care system by mobilizing and enhancing the strengths and resources of the academic health center enterprise in health professions education, patient care, and research.

Michal Cohen Moskowitz is a program associate at the Association of Academic Health Centers.

FACULTY
SHORTAGES
MAJOR
PROBLEM



Association of Academic Health Centers
Leading institutions that serve society

VISION

To advance the nation's well-being through the vigorous leadership of academic health centers.

MISSION

To improve the nation's health care system by mobilizing and enhancing the strengths and resources of the academic health center enterprise in health professions education, patient care, and research.

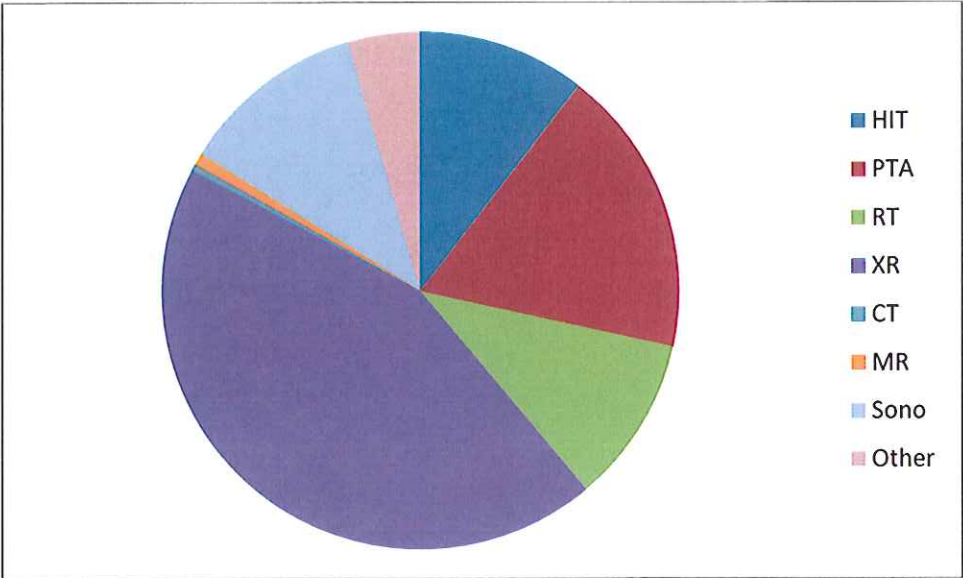
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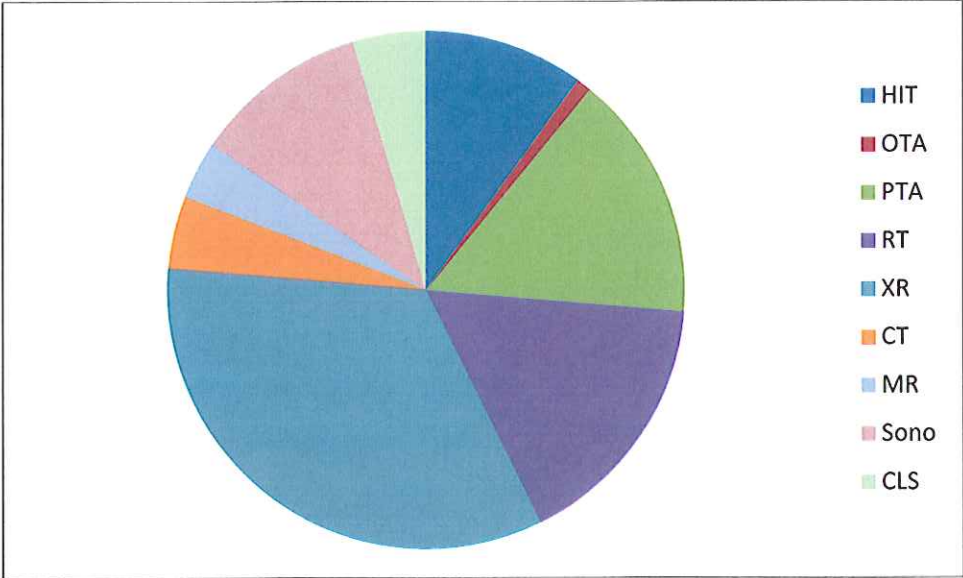
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APPENDIX C

BHS Graduate 2002-2010 by Program Distribution



Current BHS Students by Program Distribution



APPENDIX D

3. We anticipate offering a health care education major. Would you be interested in pursuing this Master's major?

Health Care Education Program content includes:

- Health Care Education
- Curriculum and Instruction Methods in Health Care
- Instructional Technology
- Assessment, Planning, and Evaluation in Health Care
- Advanced Trends in Health Care

Yes No Possibly

4. If you answered Yes or Possibly to number 3, how many hours per semester do you believe you would take?

a. Full time (9 hours per semester or more)

b. Part time

6-9 credit hours per semester

3-6 credit hours per semester

5. If this degree is not offered, do you plan to pursue a master's degree?

Yes No Possibly

6. If you answered yes to number 5, where will you pursue this degree?

Washburn University

Elsewhere

7. Please check the statement that most closely matches your status relative to graduate study in health care.

I definitely intend to pursue graduate education in health care within 3 years

I am considering graduate education in my future

I am already enrolled in a graduate program

I am not interested in graduate education in health care

8. Comments:

If you would like information regarding the degree when it has been approved please provide your name, mailing address or email address.

Name:

Mailing or E-mail Address:

APPENDIX E

**MHS Survey
Comments Summary
2011**

Comments:

I was hoping Washburn would put together this type of degree.

I would be interested in pursuing a Master's degree that incorporates Allied Health courses as well as management/leadership courses.

This online program would make it possible for me to continue to work and pursue graduate education in health care. This would be an awesome program for Washburn. Thank you.

This would be a great addition to my career choice!

I think that the Master's of health science degree would be a great thing! I am very very interested if it gets going soon!

There is definitely going to be a need for well trained health care educators in the near future. Especially with the projected overflow of people going to school for the first time or changing careers to pursue health care. I would definitely get on board if a program was implemented at Washburn.

I think it would be a great asset to the Washburn program to know that we could continue our education.

Please, send me more info on the masters degree.

I think it would be great if you offered a master's program for the allied health department. I have been looking into different programs for when I'm done with my bachelor's in the next year. I am a graduate of Washburn's Respiratory Program and I could get all my degrees at Washburn I think that would be great. Great for the school as well.

I was currently thinking about pursuing a double major at Washburn University. A bachelor's degree in medical imaging and health administration. I was considering this for a later opportunity in my career to advance to a supervisory position. If obtaining a master's degree in Health Science could this make me eligible for a supervisory position as well?

After completion of my Radiation Therapy program i would like to attend Washburn to further my education until I reach my masters. Doing it all at Washburn would be a great was to reach my goals.

I think it would be a great idea for WU to offer a Masters program for its Allied Health programs.

I am definitely interested in pursuing a Master's in health care and would be interested in an online program through Washburn. I might consider full-time status as well but there was no box available to check that option.

I would like to know what my options are in the field that I am studying and be sent information if there is the possibility to get a degree in Diagnostic Medical Sonography.

I would like to start ASAP! Washburn would be a great place.

I am wanting to pursue a graduate degree here at Washburn after I get my BHS degree. I am hoping that Washburn will get the program.

I have a 5 year plan to have a Master degree whether an MBA or Master's in Health Science. I would like to continue my education at Washburn but Baker's Master in Health science is looking like my only option as of now.

I think this is a great idea! This would give a much closer option for anyone interested in a master degree.

I am interested in possibly pursuing a masters degree but I haven't looked into it as to what my options are, what schools I could get it or what would be best for me. But an online masters program at WU would be great for me since I'm in KC and all my college classes are at Washburn.

I have looked at graduate programs in health care, the only reason I am not sure about them is based on distance. If Washburn offered graduate studies in health care I would definitely be interested.

I would be very interested, especially if this could open the door to possible opportunities in the Allied Health department @ Washburn.

I have finished and attached the survey. Please send more info on the masters degree I would be very interested.

I am very excited for this program as I will be working towards my BA in HC Admin. I am currently the PTA Club President and our entire class is also very interested in a bridge program from PTA to DPT. I believe there would be a great deal of interest in such a program and I have no idea how feasible it would be for Washburn to pursue such a feat. Just thought I would also put that bug in your ear as well! Thanks so much for your time!

I have attached the master's survey. I'm very excited that you are planning an online program!

I have attached the completed survey! Looking forward to hear if this passes!

Thanks for the opportunity to provide feedback.

If you have a chance, I would like some more information on this degree. It sounds really interesting and possibly something I would wish to pursue

I am very interested in obtaining my masters degree in the health care field.

I think this degree would benefit all Allied Health Professionals who are seeking the other side of the field - administration. Especially noted are the benefits to having knowledgeable professors trained in an educational background.

I would like to have a Masters degree. I prefer to get it at Washburn. However, If one does not become available and I wanted it badly enough, I would consider finding one online that is closest to what I am looking for.

I am currently in the process of finishing my BHS. I am hoping that in the future I will be able to complete this education.

I really like the idea of this being an online program. I would definitely look to continue my education after my Bachelors degree if I could do it as I worked, regardless of where I move to.

I think that this Masters Program would be utilized by many of the past students that were able to get their bachelors degree from Washburn University. I am very interested in the program and have been patiently waiting for Washburn to offer a Masters program that I would be interested in. I am excited and hoping that soon the program will be under way.

APPENDIX F



Tom Bell
President and CEO

March 14, 2011

Washburn University
Board of Regents
1700 SW College Avenue
Topeka, KS 66621

Dear Board Members:

Thank you for your dedication to health care education in Kansas. On behalf of the Kansas Hospital Association (KHA), I appreciate the opportunity to submit this letter in support of the proposed Washburn Department of Allied Health Masters in Health Science degree program.

Kansas community hospitals are acutely aware of the current and forecasted shortage of health care professionals. KHA members consistently report health care workforce issues as one of their top two priorities. The demand for clinicians is increasingly exceeding the supply of those available to fill vacant positions. As education programs work to accept more applicants in order to fulfill growing demand, one variable that cannot be overlooked is the need for adequate number of faculty members to train students. One of the many barriers to recruiting additional faculty is the requirement that all faculty members must hold at least a masters degree. The proposed Washburn MHS health education program would help to address this issue by offering an opportunity to earn a Masters degree focused on teaching clinicians how to be instructors. Moreover, the ability to complete the program on-line is sensitive to the needs of so many rural area clinicians that want to remain in their communities delivering care while also pursuing higher education goals.

The health care education pipeline capacity and the technology to generate reliable outcome measures has an influence on the ability of community hospitals to continue providing high quality health care services to Kansans. Thank you again for the opportunity to offer our support for the Department of Allied Health proposal intended to address these important subjects.

Respectfully,

Tom Bell
President and CEO

Health
Innovations
Network of
Kansas, Inc.

1700 SW 10th Avenue • Topeka, KS 66604-1353 • (785) 354-6137

March 14, 2011

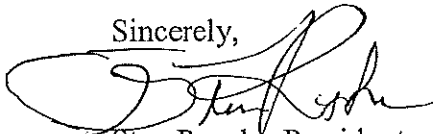
Willie Dunlap, Dean-School of Applied Studies
Washburn University
1700 SW College
Topeka, KS 66621

Dear Willie:

On behalf of Health Innovations Network of Kansas, I want to express our support for the development of a master of health science degree through the Allied Health Department at Washburn University. We strongly support the implementation of the health education track.

There is a need for individuals with advanced degrees in this specialty throughout Kansas. This need is becoming more critical with advances in technology, the aging population, and the aging workforce of health science specialists. We applaud Washburn for its foresight in taking the lead to provide this valuable degree. Thank you for your consideration in helping to meet our human resource health care needs for Kansas.

Sincerely,



Stan Regehr, President
Health Innovations Network of Kansas, Inc.

Clay County Medical Center
Coffey County Hospital
Community HealthCare System
Community Memorial Healthcare
F.W. Huston Medical Center
Geary Community Hospital
Herington Municipal Hospital
Hiawatha Community Hospital
Holton Community Hospital
Horton Community Hospital

Kansas Rehabilitation Hospital
Mercy Regional Health Center
Morris County Hospital
Nemaha Valley Community Hospital
Sabetha Community Hospital
Stormont-Vail Regional Health Center
Wamego City Hospital
Washington County Hospital



NATIONAL NETWORK OF HEALTH CAREER
PROGRAMS IN TWO-YEAR COLLEGES
4020 Sable Oaks Dr., Round Rock, TX 78664
www.nn2.org - 1.800.592.1299 code 50

President

Carolyn O'Daniel, EdD
Jefferson Community &
Technical College
Louisville, KY

Past President

Anne Loochtan, PhD, RRT
Mercy College of Northwest Ohio
Toledo, OH

Secretary

Gregory Ferencak, Ed.D, RT (R)
(QM)
Broward College
Coconut Creek, FL

Treasurer

Pat Munzer, DHS, RRT
Washburn University
Topeka, KS

Executive Director

Ilen Johnson, MS
Retired
Cuyahoga Community College
Cleveland, OH

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Metropolitan Community College
Omaha, NB

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Sinclair Community College
Dayton, OH

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Community College of
Baltimore County
Baltimore, MD

Sharman Willmore, MS, RD,
CHES
University of Cincinnati
Clermont College
Batavia, OH

Geneva Baker, RN, MSN
Victor Valley College
Victorville, CA

March 14, 2011

Dr. Pat Munzer
Chairperson, Allied Health Department
Program Director, Respiratory Therapy
Washburn University
Benton Hall, Room 108A
Topeka, KS 66621

Dear Dr. Munzer:

We at the National Network of Health Career Programs in Two-Year Colleges (NN2) are pleased to learn that Washburn University is in the process of developing a Master of Health Science with a major in Health Care Education for postsecondary institutions, including community & technical colleges and 4 year universities. We understand that data shows we not only need many Allied Health practitioners in the next 10 years, but that we also need educators to teach them. Furthermore, many current educators are nearing retirement age which will further exacerbate the problem.

My own experience in attempting to employ qualified allied health faculty, not just credentialed in their field of expertise but with a Masters Degree as well, would indicate that the challenge is not just for the future, but already exists.

Best wishes as you move forward with program development, and please let us know if NN2 can provide additional support for these important, and much needed, efforts.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carolyn O'Daniel'.

Carolyn O'Daniel
President, National Network of Health Career Programs in Two-Year Colleges

CO:dlm



AMERICAN ASSOCIATION FOR RESPIRATORY CARE
9425 N. MacArthur Blvd, Suite 100, Irving, TX 75063-4706
(972) 243-2272, Fax (972) 484-2720
<http://www.aarc.org>, E-mail: info@aarc.org

March 11, 2011

Pat Munzer, DHSc, RRT
Chair/Allied Health Department
Director of Respiratory Therapy
Washburn University
1700 College Blvd.
Topeka, KS 66621

Dear Dr. Munzer,

I am given to understand that Washburn University is considering establishing a Masters of Health Science in Health Care Education.

I want to take this opportunity to offer the wholehearted support of the American Association for Respiratory Care (AARC) for this endeavor. Our nation's health care system, the allied health community and the respiratory therapy profession face ever-increasing demands for individuals who are prepared academically at the graduate level to become teachers, researchers, and coordinators with the requisite skills needed to prepare students to provide patient-related services such as respiratory care and to assist in filling the unmet needs associated with our health care delivery system and medical information management.

There is no question that health care service access is broadening across the health care delivery spectrum. We anticipate that respiratory therapists and other professional caregivers will be much more accessible outside the acute care institutions working in physician practices, managing those with chronic illnesses and educating consumers and health promotion and patients in disease management. Moreover, given the evolving trend of providing health care services in a variety of settings, it becomes essential that information management rise to a higher level. As we move forward into this century, our dependence on informatics will grow geometrically. We, therefore, need to begin preparing the next generation to assume an expanded role with regard to the coordination of care across health care settings as well as optimizing coordination of services through appropriate information management.

The demand for respiratory therapists in the future is expected to grow as we focus our awareness efforts on the public at large, rather than just those who have been diagnosed with a pulmonary disorder. The National Heart Lung and Blood Institute (NHLBI), projects that COPD will become the leading cause of death in the U.S. by 2020. During the last few years, we have been working with the NHLBI to promote a greater awareness among the public in general of the symptoms of chronic obstructive pulmonary disease (COPD). The NHLBI projects that this disease impacts 24-30 million persons in the United States with only about half of them currently diagnosed and under treatment. Add to the mix the millions of persons who have asthma but have not been diagnosed, and we then observe a huge increase in demand for services and demand for respiratory therapists. They'll increase demand for respiratory therapists and will certainly have a major impact on the nation's health care delivery system as more and more of these individuals are diagnosed and treated.

Increased demand places a greater burden on our educational system. A human resources study conducted by the AARC in the spring of 2009 projected that 37% of the current respiratory therapists will leave the workforce in the next 10 years with an additional 38% in the following 10 years. To replace these therapists we will need to produce more graduates. Additionally, we learned from our most recent survey that 66% of our current respiratory care program directors and 30% of our current Directors of Clinical Education will be retiring by 2019. These human resource issues will likely have a devastating effect on our ability to provide enough respiratory therapists to treat and manage the millions of patients with pulmonary disorders.

If Washburn University decides to offer the contemplated Masters of Health Science in Health Care Education degree, I am confident that it will be well-received by the allied health community, and most certainly by the respiratory therapy profession. I applaud the University for its foresight in considering such a valuable degree. I hope the foregoing will prove useful as you provide further consideration to the establishment of the Masters program. Please feel free to contact me if you have any questions regarding any of the foregoing, or if I can be of further assistance.

Sincerely,



Sam P. Giordano, MBA, RRT, FAARC
Executive Director

SG/kk

cc: Karen Stewart

Primary Care Office
Bureau of Local and Rural Health
1000 SW Jackson, Suite 340
Topeka, KS 66612



Phone: 785-368-8110
Fax: 785-296-1231
rstiles@kdheks.gov
<http://www.kdheks.gov/cirh/pc.htm>

Robert Moser, MD, Secretary

Department of Health & Environment

Sam Brownback, Governor

March 21, 2011

Dr. Pat Munzer
Chairperson, Allied Health Department
Program Director, Respiratory Therapy
Washburn University
Topeka, KS 66621

Dear Dr. Munzer:

The Kansas Primary Care Office is pleased to support your proposal to begin a Masters of Health Science program with an emphasis on the preparation of health educators for post-secondary institutions. As you know, Kansas and much of the U.S. face shortages in a wide variety of allied health care professions. This shortage is reinforced by the lack of adequate health faculty across many of these disciplines. It is important to have individuals able to teach in these programs with appropriate masters-level training.

The Kansas Primary Care Office has as its mission assuring access for all Kansans to quality health care services. The proposal to begin a Masters of Health Science program to prepare individuals to teach the future allied health professionals needed to assure this access is both necessary and commendable.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Stiles".

Robert Stiles,
Director



March 21, 2011

Dr. Pat Munzer
Chairperson, Allied Health Department Program
Director, Respiratory Therapy
Washburn University
Topeka, KS 66621

Dear Dr. Munzer

I would like to express my support on behalf of the Kansas Association of Homes and Services for the Aging on your proposal to develop a Masters of Health Science program with an emphasis on preparation of health educators for postsecondary institutions, including community & technical colleges and 4 year universities. We believe that having knowledgeable and experienced educators in the healthcare field translates into well-trained individuals serving Kansas Seniors. Currently, Kansas is experiencing a shortage of educators who understand the needs of seniors through geriatric education.

The Kansas Association of Homes and Services for the Aging represents not-for-profit long-term care provider organizations throughout Kansas. Our 160 members exist solely to serve the unmet needs of elders. They spring from a diverse heritage of religious, fraternal, civic organizations, and local units of government. All share a common benevolent purpose and are committed to a ministry of service, care, and community benefit. KAHSA members serve 20,000 Kansas seniors in nursing homes, retirement communities, hospital long-term care units, assisted living residences, senior housing and through community-based services. Our mission is to assist our members to provide outstanding services and supports to aging Kansans in the place they call home.

We look forward to hearing that your proposal is funded. Please let me know if there is any additional information you need.

Sincerely,

Debra Harmon Zehr
President/CEO

785.233.7443
kahsainfo@kahsa.org
fax 785.899.9471
217 SE 8th Avenue
Topeka, KS 66603-3906
kahsa.org

JCCC

Johnson County Community College
12345 College Blvd.
Overland Park, Kansas 66210-1299
913-469-8500 www.jccc.edu

March 21, 2011

Pat Munzer, DHSc, RRT
Chair, Allied Health Department
Washburn University
Topeka, KS 66621

Dear Dr. Munzer:

The Master's of Health Science (MHS) degree being developed by Washburn University's Allied Health Department would offer a number of potentials to allied health professionals seeking an advanced degree. Such a degree helps to establish a "third rung" on a career ladder for those allied health disciplines with an associate degree for entry level. This is important in developing the profession and the person. A MHS may also be attractive even for those disciplines with established entry-level at a higher level as it would create a broader base of expertise that is not so discipline specific. Another critical potential is addressing the anticipated shortage in allied health faculty.

Best Wishes with this new endeavor. Please keep me informed.

Sincerely,



Clarissa M. Craig, PhD, RRT
Johnson County Community College
Dean, Health Care Professions & Wellness

phone: 913-469-2573
e-mail: ccraig@jccc.edu



Hutchinson Community College
Allied Health Department

March 22, 2011

Dr. Pat Munzer
Chair, Allied Health Department
Washburn University
1700 SW College Ave
Topeka, KS 66621

Dear Dr. Munzer:

As the Co-Chair of the Allied Health Department and Coordinator of the Health Information Technology Program at Hutchinson Community College, I am very excited about Washburn University's proposal for a Master's degree in Health Science with a Health Education track. I believe this course of study will be a wonderful opportunity for many individuals wanting to teach in the allied health professions.

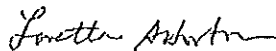
My experience as a health information practitioner and educator for the last twenty years has provided me with the insight that a degree in health education is drastically needed.

In order to be a director of a Bachelor's degree program in one of the many health care professions requires the individual to have a Master's degree. Many community colleges require this degree when directing an Associate degree in a health care profession as well.

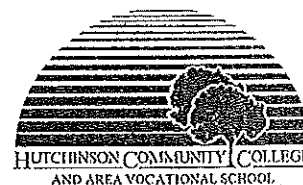
The Department of Labor predicts that employment in health care fields will rise. This precipitates the need for educational programs and knowledgeable individuals to teach in those programs.

I commend Washburn University for this undertaking and am fully supportive of the program. I look forward to hearing more about this program. I offer best wishes for this program's success.

Sincerely,



Loretta A. Horton, M.Ed., RHIA
Co Chair, Allied Health Department



1300 North Plum
Hutchinson, KS 67501-5894
1-888-GOHUTCH
www.hutchcc.edu

Stormont-Vail HealthCare

March 11, 2011

Willie Dunlap, Dean School of Applied Studies
Washburn University of Topeka
1700 SW College
Topeka, Kansas 66621

Dear Dr. Dunlap:

On behalf of Stormont-Vail HealthCare, Inc., I want to express our support for the development of a master of health science degree in health education offered through the Allied Health Department at Washburn University. We strongly support the implementation of this educational track.

There is a need for individuals with advanced degrees throughout Kansas. This need is becoming more critical with advances in technology, the aging population, and the aging workforce of health science specialists. We applaud Washburn for its foresight in taking the lead to provide this valuable degree.

Thank you for working to meet our human resource health care needs for Kansas.

Sincerely,



Maynard Oliverius
President and CEO



March 11, 2011

Dr. Pat Munzer
Chair, Allied Health Department
Director, Respiratory Therapy
Washburn University
Topeka, Kansas 66621

Dear Dr. Munzer,

This letter is in support of developing a Master of Health Science at Washburn University. I graduated from Washburn University with an Associate Degree in Respiratory Therapy in 1989. Since my graduation, I have pursued advanced education with a B.S. degree and a Master degree at other universities. It would have been easier to continue my education at Washburn University if those programs would have been available. I supported the addition of the Bachelor of Health Science at Washburn in the past and strongly support the development of the Master program now.

As a director of a Cardiopulmonary Department, the need for advanced level practitioners is very apparent. The understanding and promoting of the organization through analysis, management, and interpretation of information is imperative in the recruitment of qualified staff. The advancements in health care are overwhelming and the need for well trained individuals is necessary in the administration of health care.

Please consider the addition of the Master of Health Science program at Washburn University and I would be glad to promote the program any way I can.

Thank you for the opportunity to express my interest.

Sincerely,

A handwritten signature in cursive script that reads "Karen S. Schell".

Karen S. Schell, MHSc, RRT-NPS, RPFT, AE-C, CTTS
Director, Cardiopulmonary Services
Newman Regional Health
1201 West 12th Avenue
Emporia, Kansas 66801



THE CENTER
for Health Improvement

Sleep and Neurodiagnostic Institute

**Center for Health Improvement
2500 Canterbury Drive, Suite 108
Hays, KS 67601
(785) 623-5373**

March 18, 2011

Dr. Pat Munzer
Chair, Allied Health Department
Washburn University
Topeka, KS 66621

Dear Dr. Munzer,

Please accept this letter as my support for the development of a Master's of Health Science degree program at Washburn University. I graduated from Washburn with a BHS in Health Services Administration and can attest to an exceptional educational experience. Since my graduation in 2007, I have looked for a Master's degree program to complete my professional education but have not found a program that meets my needs.

I would personally benefit from the development of this program at Washburn, but I would not be alone. Healthcare practitioners around the country as well as in Kansas would have the opportunity to build upon their clinical expertise and gain the knowledge and training to advance in their professional careers, as well as participate in allied health academic programs.

The American health care system is undergoing significant changes. Advances in technology, new sites of care delivery, and changes in policy both ethical and financial have made the role of the health care manager and administrator a complex and challenging endeavor. According to the United States Department of Labor Bureau of Labor Statistics, jobs in medical and health services management are expected to grow 16% from 2008 to 2018, faster than average. They also note that a master's degree is the standard credential for most general positions as a medical or healthcare manager.

Again, I would encourage the development of a Master's of Health Science degree program at Washburn University. Healthcare professionals and the public they serve will benefit greatly.

Sincerely,

Suzanne Bollig, BHS, RRT, RPSGT, R. EEG T.
Manager, Sleep and Neurodiagnostics Institute



Maine Medical Center

MaineHealth

March 18, 2011

Dr. Pat Munzer
Chair, Allied Health Department
Director, Respiratory Therapy
Washburn University
Topeka, KS 66621

Dear Dr. Munzer:

As the Manager of Respiratory Care at Maine Medical Center, I am very aware that we are facing a severe shortage of clinicians, educators and effective managers for future health care needs. A rapidly aging workforce with many projected retirements will leave institutions with critical staffing shortages. The future demand for highly educated and skilled individuals is expected to increase dramatically as the baby boomers reach their 60's and beyond. Due to these multiple concerns, I am writing in support of Washburn University's proposal to create a Master's degree level program in Health Science.

Maine Medical Center considers itself dedicated to a three-fold mission of caring for the community, educating tomorrow's caregivers, and researching new ways to provide care. I am concerned as to how we will continue our mission if we do not have managers capable of understanding reimbursement, outcome based patient care and daily operations. It is also vital to our future that we find educators capable of providing skilled clinicians for direct patient care. Through the program Washburn University is proposing, you will be able to prepare interested teachers for careers in health care education. A Master's level program in Health Sciences with a focus on education will help meet future needs in many areas of health care.

I wholeheartedly endorse Washburn's proposal to add a Master of Health Science Program and hope, as you go forward, it will be a positive light. If there is anything I can do to further support this effort, please do not hesitate to contact me.

Sincerely,

Sally F. Whitten, BHS, RRT
Manager Respiratory Care
Division of Pulmonary Medicine
Maine Medical Center

Stacey Hus
8706 W. 64th Pl. Apt 204
Merriam, KS 66202

Dr. Pat Munzer
Allied Health Department
1700 SW College
Topeka, KS 66621

Dear Dr. Munzer:

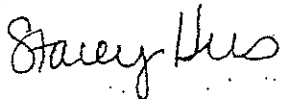
In today's society I believe it is obvious that the healthcare system is continually growing. However with this expanding healthcare, there also needs to be plenty of prospects for those working in the health field to continue their education. Without an opportunity of a Master's degree being readily available to people, the demands currently in the healthcare system cannot be met.

I recently graduated from Washburn with my Bachelor's of Health Science degree, and after starting work in the Kansas City area I have been looking into earning a Master's degree in Health Education. However since Washburn does not currently have a program, I have been forced into looking at other local universities and colleges.

As a Washburn alumni I know I, as well as others, would be interested in earning a Master's Degree through the Allied Health Department on Washburn's campus. Not only would it be convenient for many people, but it would also allow them the opportunity to learn from some of the most talented and intelligent instructors within the health field.

I believe that Washburn having a Master's Degree program in Health Education would be extremely beneficial for not only the University, but the future students as well.

Sincerely,



Stacey Hus

APPENDIX G



To: Pat Munzer, Chair, Department of Allied Health
From: Alan Bearman, Dean of Libraries
Date: March 23, 2011
Subject: Libraries' Support for Proposed Master in Health Care Education

Much of the Master in Health Care Education program will consist of online courses, which means enrolled students need access to electronic resources. Much of the journal literature is available online, but this is not the case with books in the field. The existing book collection is not adequate to support the proposed program. Titles which focus upon advanced theory and research, curriculum development and design of online learning experiences, assessment and evaluation of student performance, instructional strategies, and the effective use of educational technology as it relates to health care education are required. A list of appropriate titles is appended. I recommend that the Libraries' liaison and the Department review the list and identify titles to purchase using the Libraries' funds which are allocated for purchases in the allied health disciplines.

The Libraries already provide online access to much of the journal literature through the following databases:

- *ProQuest Nursing and Allied Health Source*: Contains over 1000 full text journals in the broad healthcare field
- *CINAHL (Cumulated Index to Nursing and Allied Health Literature) Plus with Full Text*: The premier research tool in the field containing full text of over 770 journals
- *Sage Premier*: Provides full text access to 26 journals specifically in the subject of Allied Health along with hundreds in the broader Health Sciences
- *Health Reference Center Academic*: 1000+ full text journals
- *Health and Wellness Resource Center*: 1600+ full text journals
- *Nursing and Allied Health Source*: 700+ full text journals

Attached is a list of journal titles related to health care education. I recommend that the Libraries' liaison and the Department review the list, identify core titles missing from the collection and submit a request to the Libraries' Electronic Resources Manager to purchase the additional titles.

The final attachment is a list of four freely accessible, digital teaching materials' collections which may support the Health Care Education online courses.

With online access to full text articles in the field through the Libraries' databases and the identification and purchase of new books in the field, the Libraries can adequately support the new Master program.

Health Care Education Books

Title	Author	Date	Publisher	Price
Achieving excellence in medical education	Gunderman, R.B.	2007	Springer	\$79.11
An introduction to medical teaching	Jeffries, William	2010	Springer	\$72.63
Assessment in health professions education	Downing, Steven	2009	Routledge	\$73.38
Assessment in medical education and training: A practical guide	Jackson, Neil	2007	Radcliffe Publishing	\$49.95
Collaborative clinical education	Westberg, Jane	2007	Springer	\$65.00
Creative approaches to health and social care education: knowing me, understanding you	Warne, Tony	2009	Palgrave Macmillan	\$34.30
Critical discourse analysis of interpersonal online learning in health care education	Loke, Jennifer	2011	Inova Science Publishers	\$43.00
Critical thinking and clinical reasoning in the health sciences: An international multidisciplinary teaching anthology	Facione, Noresen	2008	California Academic Press	\$47.45
Cultural competence in health education and health promotion	Perez, Miguel	2008	Jossey-Bass	\$57.21
Curriculum development for medical education: A six-step approach	Kern	2009	John Hopkins University Press	\$30.38
Curriculum for culturally responsive health care: the step-by-step guide for cultural competence training	Ring, Jeffrey	2008	Radcliffe	\$59.95
Educating integrated professionals: theory and practice on preparation for the profession	Colbeck, C.L.	2008	Jossey-Bass	\$29.00
Effective learning and teaching in medical, dental, and veterinary education	Sweet, John	2002	Routledge	\$58.95
Essential guide to educational supervision in postgraduate medical education	Cooper, Nicola	2009	BMJ Books	\$60.95
Faculty development by design: integrating technology in higher education	Mishra, P.	2007	Information Age Publishing	\$39.99
Handbook of informatics for nurses and health care professionals	Hebda	2008	Prentice Hall	\$39.28
Health behavior and health education: theory, research and practice	Rimer, Barbara	2008	Jossey-Bass	\$110.00
Health professions education: A bridge to quality 4th ed.	Greiner, Ann	2003	The National Academies Press	\$31.49
Innovative teaching strategies in nursing and related health professions 5th ed.	Bradshaw, Martha	2007	Jones and Bartlett	\$56.40
Key concepts in healthcare education	McIntosh, Annette	2010	Sage	\$99.95
Medical education and training from theory to delivery	Carter, Yvonne	2008	Oxford University Press	\$58.45
Methods for teaching medicine	Skeff, Kelley	2010	American College of Physicians	\$34.95
Online health science education: Development and implementation	Jairath, Nalini	2005	Lippincott Williams & Wilkins	\$47.95
Promoting civic engagement in healthcare management education: concepts and case	Steff, Mary	2006	Association of University Programs in Health Adm	\$15.99
Redesigning continuing education in the health professions	Institute of Medicine	2010	National Academies Press	\$61.00
Service user and carer involvement in health and social care education (e-book)	McKeown, Michael	2010	Wiley & Sons	\$72.99
Simulation scenarios for nurse educators: making it real	Campbell, Suzanne	2009	Springer	\$49.99
Strategies for healthcare education: how to teach in the 21st century	Woodhouse, Jan	2007	Radcliffe	\$49.95
Teaching medical professionalism	Cruess, Richard	2008	Cambridge University Press	\$45.61
Teaching strategies for health education and health promotion: working with patients, families, and communities /	Lowenstein, Arlene	2008	Jones and Bartlett	\$55.40
Teaching technologies in nursing and the health professions: beyond simulation and online courses	Bommel, Wanda	2010	Springer	\$50.00
Team-based learning for health professions education	Diekelmann, Nancy	2003	Univ of Wisconsin Press	\$28.95
The scholarship of practice: academic-practice collaborations for promoting occupational therapy	Michaelsen, Larry	2007	Stylus Publishing	\$27.50
The swift production of powerful healthcare instruction	Crist, Patricia	2005	Haworth	\$52.95
Theory and practice of teaching medicine	Schaale, Jared	2010	Trafford Publishing	\$16.86
Who will keep the public health? Educating public health professionals for the 21st century	Ende, Jack	2010	American College of Physicians	\$34.95
	Gebbie, Kristine	2004	National Academies Press	\$42.95
				\$1,884.81

Health Care Education Journals	Available Onsite at WU	Available Online at WU	Estimated Annual Cost (Online Only unless otherwise noted)
Academic Emergency Medicine	No	ProQuest Nursing and Allied Health Source: 07/01/2001 to 04/30/2006	
Academic Medicine	No	No	Vendor**
Advances in Health Sciences Education: Theory and Practice	No	No	\$ 548.00
Advances in Physiology Education	No	Directory of Open Access Journals: 06/01/1989 to present	
Anatomical Sciences Education	No	No	\$ 370.00
BMC Medical Education	No	Directory of Open Access Journals: 2001 to present	
CBE: Life Sciences Education	No	Directory of Open Access Journals: 2002 to present	
Clinical Teacher	No	No	\$ 498.00
Continuing Education in Anaesthesia, Critical Care & Pain	No	No	\$ 272.00
ERIC	No	Free website: 1966 to present	
Health Education & Behavior	No	SAGE Premier 2011: 02/01/1999 to present	
Health Education Journal	No	SAGE Premier 2011: 01/01/1999 to present	
Health Education Research	No	Various Aggregated DBs: 02/01/2006 to 1 year ago	
Health Educator	No	Academic OneFile: 01/01/2003 to present	
Interdisciplinary Journal of Problem Based Learning	No	Directory of Open Access Journals: 2006 to present	
International Journal of Medical Education	No	Directory of Open Access Journals: 2010 to present	
International Journal of Nursing Education Scholarship	No	CINAHL Plus with Full Text: 01/01/2005 to present	
JK Science: Journal of Medical Education and Science	No	Directory of Open Access Journals: 2004 to present	
Journal of Audiovisual Media in Medicine	No	No	Vendor**
Journal of Communication in Healthcare	No	Communication & Mass Media Complete: 01/01/2008 to present	
Journal of Continuing Education in the Health Professions	No	CINAHL Plus with Full Text: 01/01/1997 to 1 year ago	
Journal of Educational Evaluation for Health Professions	No	Directory of Open Access Journals: 2006 to present	
Journal of Educational Research	No	Various Aggregated DBs: 1991 to present	
Journal of Graduate Medical Education	No	PubMed Central: 2009 to present	
Journal of Health Management	No	Sage Premier 2011: 01/01/1999 to present	
Journal of Microbiology and Biology Education	No	No	Print Only \$50.00
Journal of Nursing Education	Vol. 1 (1962); v. 3 (1964)-v. 8 (1969); v. 16, no. 1 (Jan. 1977)-present	CINAHL Plus with Full Text: 01/01/1962 to present	
Journal of Online Learning and Technology	No	Directory of Open Access Journals: 2005-Present	
Journal of the International Association of Medical Sciences Educators	No	No	\$ 307.00
Journal of Visual Communication in Medicine	No	No	\$ 845.00
Medical Decision Making	No	SAGE Premier 2011: 01/01/1999 to present	
Medical Education	No	CINAHL Plus with Full Text: 01/01/1998 to 1 year ago	
Medical Education Online	No	Directory of Open Access Journals: 1996 to present	
Medical Teacher	No	No	\$ 3,220.00
Nursing Education Perspectives	Vol. 23, no. 1 (Jan./Feb. 2002)-present	ProQuest Nursing and Allied Health Source: 01/01/2001 to present	
Open Medical Education Journal	No	Directory of Open Access Journals: 2009 to present	
Postgraduate Medical Journal	No	PubMed Central: 1925 to 3 years ago	
Review of Educational Research	No	JSTOR Arts and Sciences IV Collection: 1951 to 2006	
Simulation in Healthcare: Journal of the Society for Medical Simulation	No	SAGE Premier 2011: 01/01/1999 to present	
Teaching and Learning in Medicine	No	No	Vendor**
Wiener Klinische Wochenschrift Education	No	No	\$ 734.00
			\$ 106.00

**Must request price quote from vendor.

Washburn University Mabee Library Journal List for MHS

Titles	Available Onsite at WU	Available Online at WU
Advances in Health Sciences Education	No	No
Advances in Nursing Science	10/01/78 - 07/1981	03/01/99 - 2005
Age and Aging	No	05/01/92 - 11/01/98
Aging	1980 - 1985	10/01/83 - 03/31/96
Aging and Mental Health	No	02/01/97 - 1 year ago
Aging, Clinical and Experimental Research	No	No
Alternative Therapies in Health and Medicine	No	11/01/98 - Present
Alzheimer's Care Quarterly	No	2001 - 2005
American Journal of Drug and Alcohol Abuse	1974 - 1978, 1982 - Present	06/01/89 - 11/30/06
American Journal of Critical Care	No	1998 - 05/31/07
American Journal of Epidemiology	No	2008 - Present
American Journal of Health Education	2001 - 2007	07/01/02 - Present
American Journal of Nursing	1957 - 6/1958	1900 - Present
American Journal of Physiology	1974 - 1994	10/01/97 - Present
American Journal of Public Health	1915 - 1917, 1922, 1924, 1971 - 2007	1971 - Present
Annals of Epidemiology	No	No
Annual Review of Physiology	Vol 1, 2, 3	2006 - Present
Archives of Environmental Health	No	11/01/98 - 2004
Archives of Internal Medicine	No	No
Biomedical Ethics	No	No
Canadian Journal of Physiology and Pharmacology	No	1998 - 05/31/07
Canadian Journal of Rural Medicine	No	1997 - Present
Clinical Gerontologist	No	05/01/00 - 1 year ago
Clinician Reviews	No	08/01/99 - Present
Community Mental Health Journal	1965 - 2007	10/01/96 - 1 year ago
Community Pharmacy	No	1996
Critical Care Nurse	12/1980 - 1997	04/01/98 - 04/30/07
Culture, Medicine and Psychiatry	No	03/01/97 - 1 year ago
Drug Discovery and Development	No	2002 - Present
Drug Resistance Updates	No	No
Drug Store News	No	1989 - 7 days ago
Educational Leadership	10/1943 - 2007	05/01/92 - 09/30/98
Educational Researcher	1987, 1989 - 7/1998	1972 - 2007
Emergency Medical Journal	No	No
Epidemiology	No	1990 - 2005
Epidemiology and Community Health	No	1979
Epidemiology and Infection	No	1987 - 2005
Epidemiology in Medicine	No	No
Geriatric Nursing	1980 - 2006	No
Health and Medicine Weekly	No	No
Health Education & Behavior	No	02/01/99 - Present

Washburn University Mabee Library Journal List for MHS

Health Education Journal	No	1999 - 01/31/10
Health Education Research: Theory and Practice	No	No
Health Educator	No	2003 - Present
Health Infomatics	No	No
Healthcare Law, Ethics, and Regulation	No	03/01/01 - Present
Hospital and Health Networks	No	06/01/93 - 12/31/98
Hospital and Health Services Administration	1981 - 1997	02/01/87 - 1997
Image: The Journal of Nursing Scholarship	1983 - 1999	03/01/96 - 12/31/99
Infectious Disease Alert	No	1997 - Present
Infomatics	No	2002 - Present
Internal Medicine News	No	07/01/01 - Present
Journal of Aging and Health	02/1989 - 2005	02/01/99 - Present
Journal of Aging Studies	1990 - 1999	1995 - Present
Journal of Applied Gerontology	v 1-4 1982, 12/1985 - 2008	03/01/97 - 12/31/98
Journal of Clinical Ethics	No	No
Journal of Continuing Education in the Health Profession	No	1997 - 1 year ago
Journal of Drug Issues	1971 - 2007	1995 - Present
Journal of Economic Issues	06/1967 - 2006	1967 - 2005
Journal of Elder Abuse and Neglect	No	1995 - 1/31/98
Journal of Ethics, Law and Aging	No	No
Journal of Gerontology	1953 - 1994	1995 - Present
Journal of Health Care Finance	No	12/01/94 - Present
Journal of Health Education	1991 - 2000	No
Journal of Health Law	No	Fall 1998 - Spring 2007
Journal of Healthcare Management	1998 - 1999	1998 - Present
Journal of Holistic Nursing	1992, 1996 - 2005	03/01/99 - Present
Journal of Law, Medicine and Ethics	7/1993 - 7/1995	03/01/95 - Present
Journal of Managerial Issues	1989 - Summer 2009	03/01/94 - Present
Journal of Mental Health and Aging	No	No
Journal of Pharmacology and Experimental Therapeutics	No	2009 - Present
Journal of Professional Nursing	1985 - 2008	No
Journal of Public Health Management and Practice	No	No
Journal of the American Geriatrics Society	1961, 1964-1965, 1982 - 2009	1997 - 2009
Journal of the American Medical Association	1923 - 06/1960	1998 - Present
Journal of Women and Aging	1989 - 2008	03/01/95 - 12/31/98
Kennedy Institute of Ethics Journal	No	No
Lancet	1977 - 2008	1992 - 2 months ago
Management Quarterly	No	03/01/90 - Present
Management Today	No	09/01/88 - 14 days ago
Modern Healthcare	07/1979 - 2006	1990 - Present
New England Journal of Medicine	12/1953, 1963 - 2009	06/20/96 - 3 months ago
Nurse Researcher	No	1998 - Present

Washburn University Mabee Library Journal List for MHS

Nursing and Health Care Perspectives	06/1997 - 12/2001	No
Nursing Science Quarterly	09/1991 - 2005	1999 - Present
Obesity and Health	No	No
Occupational Health and Safety	No	1992 - 2006
Occupational Health Management	No	1997 - Present
Online Journal of Issues in Nursing	No	1996 - Present
On-line Journal of Nursing Infomatics	No	1997 - Present
Pathophysiology of Disease	No	No
Pharmaceuticals Today	No	No
Pharmacy Times	No	02/01/09 - Present
Public Health Nursing	1984 - 1996, 2001 - 2009	1997 - 2009
Public Health Reports	2008 - 2009	1896 - 1970
Qualitative Health Research	No	1999 - Present
Quality and Safety in Health Care	No	06/01/01 - 12/01/03
Quality in Healthcare	No	No
Quality Management in Health Care	No	2002 - 07/31/06
Quarterly Journal of Business and Economics	1983 - 1999	09/01/83 - 09/30/07
Research in Healthcare Financial Management	No	1999 - Present
Research in Nursing and Health	1979 - 2009	1996 - 01/31/04
Research on Aging	1986, 1988 - 2005	03/01/97 - 11/30/98
The Journal of Higher Education	1930 - 1999	1930 - 2007
The Quarterly Journal of Economics	No	1886 - 2005
Trends in Health Care Law and Ethics	No	No
Western Journal of Medicine	No	1974 - 2002
Women's Health and Aging	No	No

APPENDIX H

Admission Requirements

Candidates for admission to the Masters of Health Science degree must have completed a bachelor's degree and have two years professional work experience in a health care environment. Such professional experience would include, but is not limited to, health care administration, health information technology, occupational therapy assistants, respiratory therapist, physical therapist assistants, radiologic technologist, dental hygienist, and other health care specialists.

General Requirements for Admission:

1. Complete and submit Graduate Admission application to the Allied Health Department.
2. Submit all official transcripts of undergraduate and graduate course work to both the Registrar's Office and the Washburn University Allied Health Department.
3. Applicants for unconditional acceptance must have achieved a cumulative grade point average of 3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.
4. Applicants for conditional acceptance must have a cumulative grade point average of 2.75 -3.0 on a 4.0 scale in the last 60 hours from a regionally accredited institution of higher learning.
5. Applicants must submit a personal statement explaining reasons for entering the program. Applicants applying for conditional acceptance must explain why cumulative grade point average is lower than 3.0 and how the applicant expects to be successful at the graduate level.
6. Applicants must submit a resume detailing their education and professional growth.
7. It is the responsibility of the applicant to be familiar with the Microsoft Office productivity software, including Word, Excel, and PowerPoint.

Life Experience

Under no circumstances will academic credit be awarded for life experiences.

Degree Requirements

1. To complete the program, MHS students are required to have at least a 3.0 grade point average in all graded courses. A student will be allowed to have a maximum of two courses with a grade of "C" included in his or her MHS program. A student receiving a "C" may retake the course, but only one time.
2. The completion of 36 hours of course work
3. Maintain continuous enrollment (enrolled in a 3 credit hour course) each regular semester (fall and spring).

Probation and Dismissal:

Students are placed on probation whenever the grade-point average falls below 3.0, or whenever a grade of "C" or below is earned. Students on probation must work with the MHS advisor to develop a plan of study to be restored to good standing the next semester. Students who continue on probationary status more than one semester will be dismissed from the program. Students receiving three (3) grades of "C" will be dismissed from the program.

**Masters of Health Science
Health Care Education**

Audit Sheet

Student: _____ WIN: _____
 Address: _____
 Phone: _____ (Day) _____ (Night)
 Non-Washburn e-mail: _____

Core Courses:		CR Hrs	Grade Earned
AL 600	Foundations of Health Care Education	3	
AL 601	Legal and Ethical Issues in Health Care	3	
AL 602	Special Populations in Health Care	3	
AL 603	Health Care Decision Making	3	

Required Courses:		CR Hrs	Grade Earned
AL 620	Research Methods for Health Care Personnel	3	
AL 622	Educational Program Administration	3	
AL 624	Assessment in Health Care Education	3	
AL 626	Instructional Technology	3	
AL 720	Curriculum and Instruction Methods in Health Care	3	
AL 722	Advanced Trends in Health Care	3	
AL 724	Health Care Education Internship	3	
AL 726	Health Care Education Practicum	3	

(All Coursework Must be "B" or Better)

Total: 36 credit hours

APPENDIX I

MHS Internship

INITIATION FORM

Important Notes:

- Students have one year from the end of the term they enrolled to complete the internship experience. Students that fail to complete this course within the allotted time frame will fail.

ABOUT YOU: _____

Name: _____ Expected Date of Graduation: _____

Address: _____
Street City/State/ZIP

Daytime Phone _____ Cellphone _____

ABOUT THE HOST INSTITUTION: _____

Name of Institution: _____

Address: _____
Street City/State/Zip

Preceptor Name/Credentials _____

Title _____

Phone Number _____ Email Address: _____

❖ Type of Organization: (Check one)

- Technical College Community College Four year University
 Health care Organization Public Health Organization Other: _____

❖ Is the host organization also your current employer? Yes No

- If yes, please address how your internship will be different than your regular job. Your internship preceptor cannot be your current direct supervisor. (Attach a separate sheet of paper if necessary)

❖ Expected date internship begins: _____

APPENDIX J

Master of Health Science

Program Design Summary

Program Outcomes

- A. Administer allied health education programs.
- B. Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- C. Demonstrate effective teaching skills.
- D. Employ assessment measures that ensure student learning.
- E. Demonstrate effective use of educational technology.
- F. Utilize action research for continuous improvement and problem-solving in the educational setting.
- G. Demonstrate knowledge of diverse and special populations in healthcare and education.
- H. Identify legal and ethical issues in healthcare.
- I. Explain issues related to higher education, including but not limited to, general education, academic advising, and tenure and promotion.

Course Configuration				
Semester	Course #	Course Title	Credits	Req?
	AL 600	Foundations of Health Care Education	3	Yes
	AL 601	Legal and Ethical Issues in Health Care	3	Yes
	AL 602	Special Populations in Healthcare	3	Yes
	AL 603	Healthcare Decision Making	3	Yes
	AL 620	Research Methods for Health Care Personnel	3	Yes
	AL 622	Educational Program Administration	3	Yes
	AL 624	Assessment in Health Care Education	3	Yes
	AL 626	Instructional Technology	3	Yes
	AL 720	Curriculum and Instruction Methods in Health Care	3	Yes
	AL 722	Advanced Trends in Healthcare	3	Yes
	AL 724	Health Care Education Internship	3	Yes
	AL 726	Health Care Education Practicum	3	Yes

Program Course Detail

Course A -- Foundations of Health Care Education

Course Number AL 600
Credits 3
Course Description This course focuses on the history of healthcare education programs, educational theory and concepts, teaching and learning styles, and principles of adult education including characteristics, needs, and motivations of adult learners.

Course B -- Legal and Ethical Issues in Health Care

Course Number AI 601
Credits 3
Course Description This course is designed to provide foundational knowledge concerning legal and ethical concepts that guide health care. The course will explore the application of ethics and the law in resolving ethical situations through case studies and articles.

Course C -- Special Populations in Healthcare

Course Number AL 602
Credits 3
Course Description This course includes a discussion and analysis of the impact of special populations on the health care delivery system. Major topics will include diverse ethnic populations, rural populations, migrant populations, minority populations and populations defined by diagnosis (e.g., diabetes, etc). This course is designed to acquaint the student with health care delivery implications of globalization in the context of cultural competence.

Course D -- Healthcare Decision Making

Course Number AL 603
Credits 3
Course Description Decision making is the study of identifying and choosing alternatives based on reducing uncertainty and selecting a reasonable choice based on the values and preferences of the decision maker. Decision making theories, methods, and processes will be studied as well as the application of decision analysis and knowledge-based systems, including data mining, data warehouses, data marts, clinical data repositories, and data modeling.

Course E -- Research Methods for Health Care Personnel

Course Number AL 620
Credits 3
Course Description This course is designed to provide the health care professional with a basic knowledge in quantitative statistical analysis and research design. Topics covered include descriptive statistics, parametric group comparison statistics, basic non-parametric statistics, and provide an introduction to linear modeling. Students will be

introduced to Excel and SPSS statistical software programs and application toward solving modern healthcare problems.
(Prerequisite: College Algebra)

Course F -- Educational Program Administration

Course Number AL 622

Credits 3

Course Description This course focuses on the fundamental elements of educational health care program planning, assessment, and troubleshooting by examining the activities of Program Directors and Clinical Coordinators. The impact of credentialing, accreditation, and licensure requirements is discussed along with issues related to higher education such as general education requirements, academic advising, grievance/appeal processes, and tenure and promotion.

Course G -- Assessment in Health Care Education

Course Number AL 624

Credits 3

Course Description This course examines the elements of effective learner assessment within health care education programs including the clinical setting. Fundamental principles of assessment are discussed as well as various authentic assessment methods. This course emphasizes practical application in which the learner will develop a learning module using various assessment strategies and analyze the effectiveness of each assessment.

Course H -- Instructional Technology

Course Number AL 626

Credits 3

Course Description This course provides an overview of current instructional technologies which support active learning within health care education programs. The integration of technology in the traditional, blended and online environments is discussed as well as copyright and fair use laws as they relate to the utilization of technology in higher education. This course emphasizes practical application.

Course I -- Curriculum and Instruction Methods in Health Care

Course Number AL 720

Credits 3

Course Description This course focuses on understanding the process of developing health care related curriculum. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed. This course emphasizes practical application.

Course J -- Advanced Trends in Healthcare

Course Number AL 722

Credits 3
Course Description This course explores current trends and issues within the dynamic environment of health care. Learners discuss political, social, cultural and ethical issues and their influence on the health care delivery system.

Course K -- Health Care Education Internship

Course Number AL 724
Credits 3
Course Description The course provides opportunities for observation and experience in presentation related to health care topics. Presentations may include departmental in-service, lecture class, laboratory class, professional society or to the general public such as a support group.

Course L -- Health Care Education Practicum

Course Number AL 726
Credits 3
Course Description Development of an action research project which will address a relevant issue in health care education

AL 600 Foundations of Health Care Education

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course focuses on the history of healthcare education programs, educational theory and concepts, teaching and learning styles, and principles of adult education including characteristics, needs, and motivations of adult learners.

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Demonstrate effective teaching skills.
- B Employ assessment measures that ensure student learning.
- C Demonstrate knowledge of diverse and special populations in healthcare and education.

Course Level Learning Outcomes - Competencies

History of Health Care Education

- A. Educational Theories
 - a. Evaluates key theories of learning: behaviorism, cognitivism, constructivism, informal/post-modern theories.

- b. Describes how educational theories impact on one's decision in selecting teaching strategies.
- c. Predicts the use of educational theories in a variety of learning environments.
- B. Teaching Styles
 - a. Compares and contrasts Expert, Formal Authority, Personal Model, Facilitator, and Delegator styles.
 - b. Self-assesses personal teaching style.
- C. Learning Styles
 - a. Discusses Visual, Auditory, and Kinesthetic learning styles.
 - b. Provides examples of Learner-centered, knowledge-centered, assessment-centered, community-centered learning styles.
 - c. Defends Principles of deeper learning (social, active, contextual, engaging, student centered).
- D. Adult Learners
 - a. Identifies characteristics of adult learners.
 - b. Describes unique needs of adult learners.
 - c. Analyzes motivating factors of adult learners.
 - d. Discusses the vital elements of collaborative learning.

Grading Information

Grading Scale

A	91-100%
B	81-90%
C	71-80%
D	61-70%
F	60% or below

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student

interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult

www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to:
www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week (Deadline Friday April 1 for Spring 2011), there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and

semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

AL 601 Legal and Ethical Issues in Health Care

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course is designed to provide foundational knowledge concerning legal and ethical concepts that guide health care.

The course will explore the application of ethics and the law in resolving ethical situations through case studies and articles.

Textbooks

1. Jonsen, Siegler & Winslade. *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*. Publisher: McGraw-Hill. Required

2. Tietelbaum & Wilensky. *Essentials of Health Policy & Law*. Edition: First. Publisher: Lippincott. ISBN: 9780763734428. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

A Identify legal and ethical issues in healthcare.

Course Level Learning Outcomes - Competencies

1. Investigate theories and models of health care practice.
2. Investigate legal principles and application in health care
3. Define standard of care
4. Define professional practice standards
5. Evaluate management of health care information
6. Define Patients rights
7. Define Risk management
8. Define Managed care
9. Examine dilemmas in health care ethics

Grading Information

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F	60% or less

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AL 602 Special Populations in Healthcare

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course includes a discussion and analysis of the impact of special populations on the health care delivery system. Major topics will include diverse ethnic populations, rural populations, migrant populations, minority populations and populations defined by diagnosis (e.g., diabetes, etc). This course is designed to acquaint the student with health care delivery implications of globalization in the context of cultural competence.

Textbooks

1. Spector, Rachel. *Cultural Diversity in Health & Illness*. Required
2. McElmurry, Tyska, Parker. *Primary Health Care in Urban Communities*. Year: 1999. ISBN: 0763710105. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Demonstrate knowledge of diverse and special populations in healthcare and education.
- B Identify legal and ethical issues in healthcare.

Course Level Learning Outcomes - Competencies

1. Analyze the impact of socio-economic factors that are included in social epidemiology and the impact on the individual's health and well being in their ability to access the health care system
2. Investigate cultural differences in respect to the background of the patient when formulating treatment plans.
3. Analyze emerging data that support the premise of health care disparity in the US by using online resources, texts, and journals.
4. Evaluate underserved populations and limitations to healthcare services.
5. Define the needs of individuals with chronic health conditions.
6. Examine individuals with addictions and their needs and obstacles to treatment.
7. Assess the populations requiring end of life care.

Grading Information

Grading Scale

A	91-100%
B	81-90%
C	71-80%
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F	60% or less

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AL 603 Healthcare Decision Making

Syllabus

Instructor Information

Instructor Office Information

Course Description

Decision making is the study of identifying and choosing alternatives based on reducing uncertainty and selecting a reasonable choice based on the values and preferences of the decision maker. Decision making theories, methods, and processes will be studied as well as the application of decision analysis and knowledge-based systems, including data mining, data warehouses, data marts, clinical data repositories, and data modeling.

Textbooks

1. Broyles. *Fundamental of Statistics in Health Administration*. Edition: First. Publisher: Jones and Barlett Learning. Year: 2006. ISBN: 9780763745561. Required
2. Johnson, James A. *Health Organizations: Theory, Behavior and Development*. Edition: First. Publisher: Jones and Bartlett Learning. Year: 2009. ISBN: 978076350534. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Administer allied health education programs.
- B Manage accreditation requirements for allied health education programs, including local, state and federal requirements.

- C Utilize action research for continuous improvement and problem-solving in the educational setting.
- D Identify legal and ethical issues in healthcare.

Course Level Learning Outcomes - Competencies

Health Data Management - Data Structure:

- A. Manage information as a key strategic resource and mission tool
- B. Enable decision-makers to use data
- C. Support evidence-based practice

Demonstrate Organization and Management:

- A. Apply concepts of change management theories and techniques
- B. Provide organizational change-management leadership
- C. Demonstrate executive decision making

Grading Information

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AL 620 Research Methods for Health Care Personnel

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course is designed to provide the health care professional with a basic knowledge in quantitative statistical analysis and research design. Topics covered include descriptive statistics, parametric group comparison statistics, basic non-parametric statistics, and provide an introduction to linear modeling. Students will be introduced to Excel and SPSS statistical software programs and application toward solving modern healthcare problems. (Prerequisite: College Algebra)

Textbooks

1. Dawson & Trapp. *Basic & Clinical Biostatistics*. Publisher: McGraw-Hill. Required
2. Jacobsen, Kathryn. *Introduction to Health Research Methods*. Edition: First. Publisher: Jones and Bartlett Learning. Year: 2011. ISBN: 9780763783341. Required
- 3.. *SPSS Student Version*. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Utilize action research for continuous improvement and problem-solving in the educational setting.

Course Level Learning Outcomes - Competencies

1. Demonstrate the ability to analyze various research designs and statistics as they relate to the interest of the health profession and patient care.
2. Demonstrate familiarity with terminology in research design and basic statistical methods.
3. Define validity and reliability as it relates to health care literature.
4. Demonstrate the ability to critically analyze the literature that relates to health care research measurement in the area of health care research and clinical practice.
5. Demonstrate a basic application of SPSS or EXCEL to produce or assess statistical analysis of health care literature.

Grading Information

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AL 622 Educational Program Administration

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course focuses on the fundamental elements of educational health care program planning, assessment, and troubleshooting by examining the activities of Program Directors and Clinical Coordinators. The impact of credentialing, accreditation, and licensure requirements is discussed along with issues related to higher education such as general education requirements, academic advising, grievance/appeal processes, and tenure and promotion.

Textbooks

1. Lunenburg & Ornstein. *Educational Administration*. Edition: Fifth. Publisher: Thomson-Wadsworth. Year: 2008. ISBN: 9780495115854. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Administer allied health education programs.
- B Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- C Employ assessment measures that ensure student learning.
- D Explain issues related to higher education, including but not limited to, general education, academic advising, and tenure and promotion.

Course Level Learning Outcomes - Competencies

1. Differentiates between credentialing, registration and licensure requirements for various health professions.
2. Develops processes that support recruitment and retention.
3. Discusses common problems that arise in the clinical setting.
4. Evaluates the process for policy and procedure development.
5. Examines program budgeting and financial concepts that impact higher education.
6. Analyzes the process of achieving/maintaining program accreditation.
7. Designs an assessment/evaluation plan for a program or course.
8. Examines the process of tenure and promotion at institutions of higher education.
9. Examines grievance/appeal process.
10. Discusses effective academic advising techniques and general education requirements.

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AL 624 Assessment in Health Care Education

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course examines the elements of effective learner assessment within health care education programs including the clinical setting. Fundamental principles of assessment are discussed as well as various authentic assessment methods. This course emphasizes practical application in which the learner will develop a learning module using various assessment strategies and analyze the effectiveness of each assessment.

Prerequisites

- 1 AL 620

Textbooks

1. Nitko, Brookhart. *Educational Assessment of Students*. Edition: Revised. Publisher: Prentice-Hall. Year: 2006. ISBN: 9780131719255. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Employ assessment measures that ensure student learning.

Course Level Learning Outcomes - Competencies

Learner Assessment

- A. Discusses principles underlying classroom assessment.
- B. Constructs diverse, authentic assessments which apply the concept of Bloom's Taxonomy, including knowledge, comprehension, application, analysis, synthesis, evaluation.
- C. Describes cognitive, psychomotor, and affective domains.
- D. Compares and contrasts Summative and Formative assessments.
- E. Defends the importance of providing feedback to learners.
- F. Constructs methods for minimizing plagiarism.
- G. Describes various grading strategies for courses.
- F. Constructs a grading strategy and includes it in a course syllabus.
- G. Develops a rubric for assignment/project.
- H. Presents a short learning module using various assessment strategies

Clinical Outcomes Assessment

- A. Discusses issues related to student performance evaluation and competency testing, including Objectivity, Inter-rater Reliability and Confidentiality

Grading Information

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AL 626 Instructional Technology

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course provides an overview of current instructional technologies which support active learning within health care education programs. The integration of technology in the traditional, blended and online environments is discussed as well as copyright and fair use laws as they relate to the utilization of technology in higher education. This course emphasizes practical application.

Prerequisites

- 1 AL 620
- 2 AL 622

Textbooks

1. Bates, Poole. *Effective Teaching with Technology in Higher Education: Foundations for Success*. Publisher: Jossey-Bass. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Demonstrate effective teaching skills.
- B Employ assessment measures that ensure student learning.
- C Identify legal and ethical issues in healthcare.

Course Level Learning Outcomes - Competencies

Use of technology

- A. Identifies current trends and innovative technologies that support active learning.
- B. Justifies the use of technology in health care education programs.
- C. Explores the integration of technology in traditional, blended and online learning environments.
- D. Examines copyright laws and fair use as they relate to distance education.
- E. Modifies a unit or lesson plan to incorporate technology-based instruction.

Online Instruction

- A. Researches principles of distance education pedagogy.
- B. Summarizes the purpose, benefits and challenges of online education.
- C. Examines best practices for the development of an interactive online course.
- D. Examines appropriate online assessment techniques.
- E. Designs methods of maintaining academic propriety in the online environment.

Grading Information

Grading Scale

A	91-100%
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C	71-80%
D	61-70%
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AL 720 Curriculum and Instruction Methods in Health Care

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course focuses on understanding the process of developing health care related curriculum. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed. This course emphasizes practical application.

Prerequisites

- 1 AL 624
- 2 AL 626

Textbooks

1. Cross, Harris-Stedman. *Classroom Research: Implementing the Scholarship of Teaching*. Publisher: Jossey-Bass. Required

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Administer allied health education programs.

- B Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- C Demonstrate effective teaching skills.
- D Employ assessment measures that ensure student learning.

Course Level Learning Outcomes - Competencies

1. Discusses various instructional design models.
2. Analyzes factors for creating an effective learning environment.
3. Defends active learning.
4. Predicts the impact of accreditation criteria on curriculum design.
5. Examines best practices of higher education instruction.
6. Develops curriculum for the dynamic health care system.
7. Plans/Develops material for health care related course or continuing education presentation/in-service.
8. Conducts needs assessment to determine needs and interests of learners.
9. Analyzes population for whom the unit is being developed.
10. Analyzes delivery mode.
11. Provides rationale for delivery mode/approach.
12. Develops logical scope and sequence .
13. Measurable Goals, Outcomes, Objectives
14. Guidelines for writing effective learning objectives
15. Ties into accreditation requirements/guidelines
16. Develops appropriate resources to enhance learning.
17. Plans implementation schedule.
18. Develops diverse assessments
19. Formative and Summative
20. Evaluates unit for effectiveness.
21. Creates mode for continuous improvement/modification.

Grading Information

Grading Scale

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AL 722 Advanced Trends in Healthcare

Syllabus

Instructor Information

Instructor Office Information

Course Description

This course explores current trends and issues within the dynamic environment of health care. Learners discuss political, social, cultural and ethical issues and their influence on the health care delivery system.

Prerequisites

- 1 AL 600
- 2 AL 602

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Administer allied health education programs.
- B Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- C Demonstrate effective use of educational technology.
- D Utilize action research for continuous improvement and problem-solving in the educational setting.
- E Demonstrate knowledge of diverse and special populations in healthcare and education.

F Identify legal and ethical issues in healthcare.

Course Level Learning Outcomes - Competencies

1. Examine current national health care issues including but not limited to: access, quality, staffing shortages, and changing patient demographics
2. Examine Diversity/Multicultural issues in health care and educational systems.
3. Examine the effect of digital conversion of healthcare, including but not limited to: electronic medical records, cost containment and telemedicine.
4. Study the current communicable disease outbreaks and healthcare organization preparedness in the United States as well as the world.
5. Examine current methods to enhance patient safety in healthcare.

Grading Information

Grading Scale

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AL 724 Health Care Education Internship Syllabus

Instructor Information

Instructor Office Information

Course Description

The course provides opportunities for observation and experience in presentation related to health care topics. Presentations may include departmental in-service, lecture class, laboratory class, professional society or to the general public such as a support group.

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Administer allied health education programs.
- B Identify legal and ethical issues in healthcare.
- C Explain issues related to higher education, including but not limited to, general education, academic advising, and tenure and promotion.
- D Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- E Demonstrate effective teaching skills.
- F Employ assessment measures that ensure student learning.
- G Demonstrate effective use of educational technology.

- H Utilize action research for continuous improvement and problem-solving in the educational setting.
- I. Demonstrate knowledge of diverse and special populations in healthcare and education.

Course Level Learning Outcomes - Competencies

1. Develops goals and objectives to be accomplished during the internship, in conjunction with the faculty member and internship site.
2. Constructs a portfolio that documents learning activities, along with achievement of the goals and objectives.
3. Applies learned educational concepts in preparation and delivery of a health care related topic(s).
4. Develops a SWOT analysis of his/her experience and organization.

Grading Information

Grading Scale

PASS 80%-100% on course projects

FAIL 79% or below on course projects

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in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

AL 726 Health Care Education Practicum Syllabus

Instructor Information

Instructor Office Information

Course Description

Development of an action research project which will address a relevant issue in health care education

Prerequisites

- 1 Consent of Instructor

Exit Learning Outcomes Addressed In This Course

Program Outcomes

- A Administer allied health education programs.
- B Manage accreditation requirements for allied health education programs, including local, state and federal requirements.
- C Demonstrate effective teaching skills.
- D Employ assessment measures that ensure student learning.
- E Demonstrate effective use of educational technology.
- F Utilize action research for continuous improvement and problem-solving in the educational setting.

- G Demonstrate knowledge of diverse and special populations in healthcare and education.
- H Identify legal and ethical issues in healthcare.
- I. Explain issues related to higher education, including but not limited to, general education, academic advising, and tenure and promotion.

Course Level Learning Outcomes - Competencies

1. Develops an action research problem statement.
2. Selects research methodologies.
3. Identifies data collection methods that will allow measurement of research problem.
4. Constructs literature review for action research.
5. Synthesizes the causes of a problem based on literature review.
6. Relates problem statement to the goals/expected outcomes of the research project.
7. Selects appropriate statistical tests for analysis of data.
8. Identifies the solution of the action research project as supported by the literature.

Grading Information

Grading Scale

PASS Criteria for passing this course are outlined in the thesis requirements.

FAIL

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week (Deadline Friday April 1 for Spring 2011), there are NO withdrawals, and a grade will be assigned for the

course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

- A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.
 - B. Major course assignments (extensive research papers, projects, etc.) should be due the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.
 - C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.
- The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

APPENDIX K

**Course Offerings
by
Academic Year**

2012-2013			
Fall 12	Spring 13	Summer 13	
Core:			
AL600 Foundations of Health Care Education (3)	AL602 Special Populations in Health Care (3)	AL 620 Research Methods for Health Care Personnel	
AL601 Legal and Ethical Issues in Health Care (3)	AL603 Health Care Decision Making (3)		
2013-2014			
Fall 13	Spring 14	Summer 14	
Core:			
AL600 Foundations of Health Care Education (3)	AL602 Special Populations in Health Care (3)	AL 620 Research Methods for Health Care Personnel	
AL601 Legal and Ethical Issues in Health Care (3)	AL603 Health Care Decision Making (3)		
Health Care Education:			
AL622 Educational Program Administration (3)	AL626 Instructional Technology (3)	AL722 Advanced Trends in Health Care (3)	
AL624 Assessment in Health Care Education (3)	AL720 Curriculum and Instruction Methods in Health Care (3)		

2014-2015			
Fall 14	Spring 15	Summer 15	
Core:			
AL600 Foundations of Health Care Education (3)	AL602 Special Populations in Health Care (3)	AL 620 Research Methods for Health Care Personnel	
AL601 Legal and Ethical Issues in Health Care (3)	AL603 Health Care Decision Making (3)		
Health Care Education:			
AL622 Educational Program Administration (3)	AL626 Instructional Technology (3)		
AL624 Assessment in Health Care Education (3)	AL720 Curriculum and Instruction Methods in Health Care (3)	AL722 Advanced Trends in Health Care (3)	
AL724 Health Care Education Internship (3)	AL726 Health Care Education Practicum (3)	AL 724 or AL 726	
2015-16			
Fall 15	Spring 16	Summer 16	
Core:			
AL600 Foundations of Health Care Education (3)	AL602 Special Populations in Health Care (3)	AL 620 Research Methods for Health Care Personnel	
AL601 Legal and Ethical Issues in Health Care (3)	AL603 Health Care Decision Making (3)		
Health Care Education:			
AL622 Educational Program Administration (3)	AL626 Instructional Technology (3)	AL722 Advanced Trends in Healthcare (3)	
AL624 Assessment in Health Care Education (3)	AL720 Curriculum and Instruction Methods in Health Care (3)		
AL724 Health Care Education Internship (3)	AL726 Health Care Education Practicum (3)	AL 724 or AL 726	

APPENDIX L

CURRICULUM VITAE

Pat Munzer, DHSc, RRT
351 Woodbury Lane
Topeka, KS 66606
785/273-0587

EDUCATION:

Nova Southeastern University, FL March 2006
Doctorate of Health Science

Pittsburg State University, KS May, 1990
Master of Science

Pittsburg State University, KS May, 1987
Bachelor of Science in Vocational Technical Education

University of Kansas Medical Center, KS September 1977
Advanced Residency in Respiratory Therapy

Hospital of St. Raphael, CT July, 1976
Certificate of Completion in Respiratory Therapy

Quinnipiac College, CT May, 1976
Associate of Science Degree in Respiratory Therapy

PROFESSIONAL REGISTRATION:

RRT, Kansas City, MO June, 1982 #15338
CRT, Kansas City, MO June, 1977

PROFESSIONAL EXPERIENCE

4/26/10 to
1/14/11 Washburn University of Topeka, Topeka, KS
Interim Associate Vice President for Academic Affairs
Responsible for resolving student issues, representing the Vice President for Academic Affairs office on many university committees, working with budget issues, handling catalog questions and issues, and other assigned duties.

7/97 to
present Washburn University of Topeka, Topeka, KS
Chair Allied Health Department
Responsible for the academic leadership of the faculty and to be administratively responsible for: program maintenance, development and evaluation; personnel; fiscal, and student management of the department (Diagnostic Medical Sonography, Clinical Laboratory Sciences, Computed Tomography, Health Information Technology, Health Services Administration, Magnetic Resonance Imaging, Medical Imaging, Occupational Therapy Assistant, Physical Therapist Assistant, Occupational Therapy Assistant, Radiation Therapy, Radiologic Technology. Respiratory

Therapy, and Technology Administration). Development and conversion of several programs to distance education.

7/84 to
present

Washburn University of Topeka, Topeka, KS
Professor (2009)/Program Director – Respiratory Therapy
Responsible for the Administration of the program, maintaining accreditation, develop curriculum, prepare program budget, supervise clinical coordinator, advising of students, recruitment of students for the program.

7/83-6/84

University of Kansas Medical Center/Washburn University, Topeka, KS. Teaching Associate Responsible for: the development and classroom presentation of a 4 credit hour course on Mechanical Ventilation with a 3 hour lab; the development and classroom presentation of a 2 credit hour course on Pediatric Respiratory Therapy.

10/80-7/84

St. Francis Health Center, Topeka, KS
Respiratory Therapist Responsible for: performing critical care therapy; ventilator management; blood gas analysis; pulmonary rehabilitation; training of Respiratory Therapy Technicians; giving inservices on a variety of topics; responding to code blues and performing other respiratory therapy modalities.

9/79-8/80

Mount Sinai Hospital, Hartford, CT
Respiratory Therapist Responsible for: performing critical care therapy; ventilator management; pulmonary rehabilitation; responding to emergency room calls and code blues; and performing other respiratory modalities.

3/78-4/79

University of Kansas Medical Center, Kansas City, KS
Shift Manager/Teaching Assistant Promoted from Pediatric Teamleader/Teaching Assistant to evening Shift Manager. Responsible for: scheduling sixteen therapists on 3-11 shift; evaluating performance of staff members every three months; assuring that each Respiratory Therapy student receives highest quality of educational experience on clinic; responding to emergency room calls and code blues. Participate on Audit, Equipment, and Patient Care committees.

9/77-4/78

University of Kansas Medical Center, Kansas City, KS
Pediatric Team Leader/Teaching Assistant Responsible for: performing first hand respiratory care; supervising one staff and two students; assuring the performance of all prescriptions for respiratory care in pediatrics; teaching and training approximately 15 students; evaluating students.

PROFESSIONAL AFFILIATIONS & OFFICES

Member of the American Association for Respiratory Care

-State Legislative and Regulatory Affairs Committee, 2006-present

- Committee on Geriatrics, 2004 - present
- Committee on SARS, 2004
- Committee on Community Acquired Pneumonia, 2004
- Past Speaker of the House of Delegates, 2000
- Ad Hoc Committee on Leadership Development, 2001-03
- Ad Hoc Committee on Assessment Programs, 2000
- AARC Executive Committee, 2000
- Credentials Committee, Chair 2000
- Speaker of the House of Delegates, 1999
- Speaker Elect of the House of Delegates, 1998
- State Government Affairs Committee, Chair, 1/94-12/98
- Abstract Review Committee, Chair, 7/93-12/98
- Strategic Planning Committee, 1998-2000
- Transition Committee, 1999-2001
- Dadelius Board, 1999
- Budget Committee, 1998
- Publication Chair, Chair (2004), Member (2005-6)
- Chartered Affiliates Committee, Member, 1996
- Progress and Transition Committee, Chair, 1997
- Orientation Committee, Member 1997

Member of the Kansas Respiratory Care Society

- Delegate 1/03-12/06, and 1/95-12/98
- Past President 1/94
- President 1/93 to 12/93
- President Elect 1/92-12/92
- Board of Director 1/89 to 12/91
- Respiratory Care Council 1/92 to 6/00
- Sputum Bowl Competition Coordinator 5/91 to 5/03
- Education Committee 9/91 to present
 - Chairperson Education Committee 1988, 1996, 98, 00, 02, 04
 - Plan and coordinate the Annual State Education Seminar
- State Evaluator for Continuing Education 8/89 to 12/90
- Treasurer Chapter II 1/87 to 12/88
- Secretary Chapter II 1/85 to 12/86

Committee on Accreditation for Respiratory Care

- Commissioner, Board Member, 11/2010 - present
- On-site Evaluator, 1994 - present

State of Kansas Board of Healing Arts

- Respiratory Care Council, 1992-2000, Chair 1994-2000

American Lung Association

- Better Breathers Club, Member, 2004 - present
- Asthma Coalition, Member, 1998-present
- Lung Run, Committee Member, 1995-present

Kansas Department of Health and Human Services Pandemic Flu Task Force member, 2006 – 2010.

US Dept of Health & Human Services, Bureau of Health Professions, Allied Health Project Grant Reviewer, Washington, DC., April 7-10, 2003

PUBLICATIONS/REVIEWER (1997 to present)

AARC Times, "Effective Communication with the Elderly Patient", March 2009

AARC Times, "Health Promotion Attitudes of Elderly Patients, October 2007"

AARC Education Bulletin, "The Role of the Instructor for On Line Courses: Assessment of Student Written Work, July 2007

AARC Times, "Assessing Breathlessness in Older People: Focusing on the Patient's Subjective Experience", December 2006

AARC Times, "Oxygen-Conserving Devices and Older Americans", December 2005.

AARC Management Bulletin, "Herbal Medicine in the Treatment of Asthma, Summer 2004

Reviewer, Department of Health and Human Services, Health Resources and Services Administration (HRSA), Allied Health Project Grant Reviewer, April 7-10, 2003, Washington, DC.

AARC Education Bulletin, "Going Back to High School", July/August 2002

AARC Times, "Volunteering: What Goes Around, Comes Around", April 2002

Munzer, P, Resource Review (Review of book "Geriatric Respiratory Care", 1st ed). Respiratory Care Journal, March 2000

AARC Management Bulletin, "Black's Law Dictionary: A Reference Underused by Managers, May/June 1999

Reviewer, "Entry Level Exam Review", 2nd ed, Delmar, November 1999

Reviewer, "Master Guide for Passing the Respiratory Care Credentialing Exam", Prentice Hall, March 1999

AARC Education Bulletin, "An Unlikely Resource", Fall 1998

Reviewer, Manuscript A Clinical Lab Competencies for Respiratory Care: An Integrated Approach, @ third edition, January 1997

PRESENTATIONS (1997 to present)

Eyes Wide Open: Factors Impacting Whether to Offer Online Education, The Association of Schools of Allied Health Schools, October 31, 2008, Baltimore, MD.

The Role of the Health Care Provider Concerning Cultural Issues and End-of-Life Decisions, American Association for Respiratory Care's 2007 International Congress, December 3, 2007, Orlando, FL

Best Practices for Distance Education, American Association for Respiratory Care's 2007 International Congress, December 2, 2007, Orlando, FL

Non-Adherence with Prescribed Medication Regime by Older Americans, Kansas Respiratory Care Society, Hays, KS, September 21, 2006.

RT's in the Hospice Care Setting, Kansas Respiratory Care Society, Topeka, KS, May 12, 2006.

Are we Graduating Enough Health Care Providers to Meet Current & Future Needs, Health Promotion Network, Louisville, KY September 23-24, 2005.

Work Force Needs, Innovations in Health Science Education Summit, State of Kansas, Topeka, KS September 15, 2005.

Complimentary and Alternative Medicine, Kansas Respiratory Care Society, Hays, KS, September 8, 2005.

Care of the Aged, American Association for Respiratory Care, Las Vegas, NV (December 2003)

Older Americans, American Society of Therapeutic, Radiology, and Oncology (ASTRO), New Orleans, LA (October 2002)

Care of the Aged, Kansas Respiratory Care Society, Hays, KS (September 2000), West Virginia Society for Respiratory Care, Charleston, WV (August 2001)

Care of the Newborn on Mechanical Ventilation, Newman Memorial Hospital, Neonatal Nurses and Nurse Practitioners, Kansas (August 2000), West Virginia Society for Respiratory Care, Charleston, WV (August 2001)

Licensure and its effects on Educational and Clinical Practice, Kansas Respiratory Care Society's 23rd Education Conference, Kansas (April 2000)

Ghost and Goblins of Bedside Assessment and The Witches Brew for Critical Thinking, West Virginia Society for Respiratory Care (October 1999)

Professionalism: "What is it? and Are we?", West Virginia Society for Respiratory Care (February 1998)

Bedside Pulmonary Assessment, Kansas Respiratory Care Society, Hays, KS, (September 18, 1997)

Minimum Educational Requirements for Entry to Practice, National Board for Respiratory Care, Kansas City, MO (September 13, 1997)

Evaluating the Affective Domain, AARC Summer Forum, Phoenix, Az (July 25, 1997)

Leadership and Professionalism (1997,98,99). Kansas Department of Education, KS)

NBRC Legislative Liaison Group, Kansas City, KS, (1996, 97, 98).

AWARDS

Educator of the Year, Education Specialty Section, American Association for Respiratory Care, December 1999

Clinical Affiliate of the Year, President of the Kansas Respiratory Care Society, American Association for Respiratory Care, 1993

CURRICULUM VITAE

Donald W. Kellogg, PhD, RHIA, CPEHR.

Education:

Undergraduate: 1975 Wichita State University, BS
 1995 University of Kansas, BS

Graduate: 1978 Wichita State University, MS
 2007 University of Kansas, PhD

Certifications:

Registered Health Information Administrator (RHIA)
Certified Professional in Electronic Health Records (CPEHR)

Academic Appointments:

Washburn University
Assistant Professor, Department of Applied Health, School of Applied Studies

Career History:

2009-Present Assistant Professor
 Coordinator of Bachelor of Health Science program
 Department of Applied Health
 School of Applied Studies, Washburn University

2005-2009 Instructor
 Coordinator of Bachelor of Health Science program
 Department of Applied Health
 School of Applied Studies, Washburn University

2002-2005 Clinical Assistant Professor
 Department of Health Information Management
 School of Allied Health, University of Kansas Medical Center

2000-2002 Chairperson & Clinical Assistant Professor
 Department of Health Information Management
 School of Allied Health, University of Kansas Medical Center

1998-2000 Interim Chairperson & Clinical Assistant Professor
 Department of Health Information Management
 School of Allied Health, University of Kansas Medical Center

1996-1998 Teaching Associate
 Department of Health Information Management
 School of Allied Health, University of Kansas Medical Center

1995-1996 Performance Improvement Analyst
Research Medical Center, Kansas City, Missouri

Service:

Institutional:

Washburn University
Department

Leader of Allied Health Policy Committee (2005-present)
PTA Program Director search committee member (2011)
PTA Program Director search committee member (2005)
American Society of Radiologic Technologists vendor show, Denver (June 9-11, 2006)
Activities and Major Fair, Washburn (2005-present)
Healthcare Interview Day, Washburn, (2006-present)

School

School Representative to the Curriculum Development Grant Committee (2009-11)
Search Committee for Technology Administration Faculty (2008)
School Representative to the Faculty IT Advisory Council (2007-09)
School Representative to the Electronic Technology Committee (2005-06)
Allied Health Representative to Library Committee (2005-07)

University

Search Committee for Grant Facilitator (2010)
University Strategic Planning Committee (2009)
Search Committee for Dean of Nursing (2009)
ANGEL Implementation Team (2009)
Technology Steering Committee (2007-09)
Learning Management Systems Sub-Committee (2008)
Higher Learning Commission meeting on Distance Education – invited (2008)
Washburn Transformational Experience Implementation Committee (2005 –07)
 Leader of Distance Education subgroup (2005 – 2007)
 Member of Assessment Committee (2006-2007)
Filled vacant At-Large position on Faculty Senate (2008)

University of Kansas

Center for Healthcare Informatics – Advisory Board Member (2003-05)
LIPH Curriculum Committee – School of Nursing (2002-05)
Website Coordinating Council (2000-05)
Advisory Board for Center on Educational Innovation (2000-05)
KUMC Faculty Assembly Informatics Committee (1999 – 2005)
School of Allied Health Administrative Council (1998 – 2002)
School of Allied Health Appointment, Promotion, and Tenure Committee (1999 – 2005)
School of Allied Health Shared Curriculum Committee (1997 – 2005)
Pulse Coordinating Committee (1999 - 2001)
KUMC Academic Database Committee (1999 – 2000)

Professional:

American Health Information Management Association
 “Increasing the RHIA-Credentialed Workforce” Task Force (2008-09)
 House of Delegates (2006-09)
 Member of HIM Higher Education & Workforce Team (2008-09)

Member of Delegate Workgroup (2007)
HIM Educational Strategies Committee (2007-09)
Chairperson (2008-09)
National Nominating Committee (2009) elected by House of Delegates
On national ballot for Commission on Accreditation for Health Informatics and
Information Management Education (2007)
On national ballot for Council on Certification position (2005)

Commission on Accreditation for Health Informatics and Information Management Education
Chair (2011)
Chair-Elect (2010)
Commissioner (2009-2012)

AHIMA Foundation (formerly FORE)
FORE Scholarship Review Committee (2009-10)
Reviewer for "Perspectives in Health Information Management" (2009-10)
Faculty Stipend Review Committee (2008)

Kansas Health Information Management Association
President-Elect/President/Past-President, KHIMA (2006 – 2009)
Delegate, KHIMA (2006 – 2009)
State Liaison to FORE (2007-present)
State Community Education Coordinator, KHIMA (1/1/2005 – present)
Director (1998-2001)
Nominating Committee, Chair (2008-09)
Program Committee (2006-07)
Recognition Committee (2005 & 2009)
Public Relations/Promotion Committee, Chair (1997)
Webmaster (1997-2001)

Penn Valley Community College, Kansas City, MO
Advisory Committee member for the Health Information Technology
Program (2000-05)

University of Kansas
Advisory Board, Health Information Management Department, (2006-present)

Civic:

past - Educational Advocate for the State of Kansas
past - Foster Parent for the Department of Social and Rehabilitative Services
Adoptive Parent through the Department of Social and Rehabilitative Services

Scholarly:

Presentations:

2009 Kansas Health Information Management Association, Fall Workshop
"Who Is the KHIMA Member and What Does This Mean for KHIMA?"
Don Kellogg/Michelle Shipley

2008 American Health Information Management Association
Faculty Development Institute – Louisville, KY
"Syllabus Construction 101"
"Closing the Loop" – Panelist

- 2008 American Health Information Management Association
Assembly on Education Symposium – Louisville, KY
“Road to Tenure and Promotion” – Panelist
General Session – Educational Strategy Committee Update
- 2007 Kansas Health Information Management Association, Fall Workshop
“Why HIT Graduates Do Not Sit for the National Credentialing Examination”
- 2006 Kansas Health Information Management Association, Fall Workshop
“Keys to Landing Your Dream Job”
- 2005 Kansas Health Information Management Association, Fall Workshop
“Training of Personal Health Record”
- 2005 Great Plains Health Alliance, HIM staff meeting
“Training of Personal Health Record”
- 2002 Assembly on Education, AHIMA, Indianapolis, IN
“Increasing Coder Education & Competencies within the IHS Tribal Facilities & Clinics ”
- 2001 Kansas Clinical Laboratory Scientist and Clinical Laboratory Managers Association,
Wichita, KS
“The Electronic Patient Record – How Secure Is It?”
- Indian Health Service Annual Meeting, Denver, CO
“Medical Coder Training for Indian Health Service Personnel”
- 2000 Pharmaceutical Research Associates (PRA), Lenexa, KS
“Document Management”
- Kansas Health Information Management Association, Spring Workshop
“The Status of HIM Education in Kansas”
- 1999 Assembly on Education, AHIMA, Milwaukee, WI
“The Future of the HIM Director in Rural Kansas Hospitals-The Need For a
Virtual ART Progression Program”
- 1998 Nebraska Health Information Management Association, Fall Conference
“Information Technology”
“Computer Security”
- Assembly on Education, AHIMA, Columbus, Ohio
“Benchmarking for HIM Educational Programs”
- 1995 CMS Therapies, Lawrence, KS
“Confidentiality of Medical Information”
CMS Therapies, Overland Park, KS
“Confidentiality of Medical Information”
Elder Education Series, Lawrence, KS
“Guardianship, Power of Attorney and Conservators”

Publications:

Kellogg, D. (2011). Principles of Organization and Work Planning. In M. Johns (ed). *Health Information Management Technology: An Applied Approach* (3rd ed). Chicago: AHIMA Press.

Mentored WTE Scholarly Research Projects - Completed:

- Albaugh, S. (2008). Medical Asepsis in the Radiology Department.
- Blevins, B. (2010). College Students and Health Insurance: Information about the Uninsured Students
- Britton, M. (2010). Emergency Medicine vs. Imaging Services
- Brownlee, V. (2009). Improving on Patient and Employee Satisfaction
- Burkhart, M. (2009). Rule Out Inadequate Radiation Barriers
- Christian, A. (2010). ADD & ADHD: Conditions Being Over-Diagnosed or Misdiagnosed in the General Population
- Clancy, D. (2010). Senior Citizens and Prescription Plan Coverage: Current Plan Satisfaction and the Possibility of Switching Providers
- Coder, J. (2009). Pandemic Flu: A qualitative study comparing the viewpoints of mothers within the healthcare profession versus mothers with other careers.
- Cooley, M. (2010). Prone vs Supine Breast Radiation Therapy for Larger Breasted Women
- Froelich, E. (2009). Investigation of Prostate Cancer Treatments
- Fuller, A. (2009). The Children's Miracle Network's Association with Saving Children's Lives.
- Gault, James (2010). Physicians Becoming Hospital Employees
- Gupton, N. (2010). Psychological Impact: Isolating Patients Infected with Resistant Microorganisms. A Narrative Research Study on the Psychological Implications.
- Hankerson, A. (2010). Healthcare Documentation Systems: Satisfaction of System Users
- Harrison, A. (2010). Family Presence During Cardiopulmonary Resuscitation in the Emergency Department
- Hermesch, K. (2010). Different Religious Beliefs in Health Care (Specifically Muslim)
- Johnson, S. (2010). How Do People in Health Care View Their Co-workers Who Smoke?
- Kiser, L. (2009). Aqua Physical Therapy: Its uses and benefits
- Kramer, A. (2010). Communication in Health Care: Achieving Effective Communication between Medical Professionals and Patients

- Lee, A. (2008). The Use of ICD-9 in Healthcare
- Lenz, Kristina (2010). Secondhand Smoke Kills
- Lowe, C. (2010). Post-Traumatic Stress Disorder: Patients with Multiple Life Changing Injuries
- Massey, C. (2010). Are Health Care Workers more Health Conscious?
- Neilson, A. (2009). Hyperbaric Oxygen Therapy
- Potter, B. (2010). Fall Prevention
- Roettgen, J. (2010). The Financial Impact of the Emergency Medical Treatment and Active Labor Act on Facilities
- Ross, A. (2010). Is stem cell research ethical?
- Spetter, S. (2009). ICD-9 vs. ICD-10
- Teel, L. (2010). Affects of Insurance on Patient Outcomes
- Walker, A. (2009). The American College of Surgeons Commission on Cancer Accreditation: Benefits compared to cost effectiveness

Mentored Student Research Projects - In Progress:

- Maples, N. (in progress). The Physical Therapist Assistant: Pros and Cons of Associate of Science vs. Baccalaureate of Science
- Strauch, A. (in progress). How sleep deprivation affects a healthcare worker

Awards:

- 2010 Outstanding Member Award
Kansas Health Information Management Association
- 2006 Volunteer Award
Kansas Health Information Management Association
- 2002 Champion Award
Kansas Health Information Management Association
- 2001 Achievement Award
Kansas Health Information Management Association
- 2000 2000 Professional of the Year
Advance Magazine for Health Information Management
- 2000 Excellence in Teaching - Undergraduate

KU Center for Teaching Excellence

Teaching:

Washburn University

AL360	Independent Study
AL375	Health Care Policy
AL390	Special Topics
AL399	Health Information Systems
AL405	Financial Issues in Health Care
AL420	Current Issues in Health Care
AL450	Knowledge Management in Health Care
AL460	Research in Health Care
AL480	Seminar in Health Care

University of Kansas

HEIM210	Introduction of Healthcare (Lawrence campus)
HEIM340	Introduction to Information Systems
HEIM415	Healthcare Delivery Systems
HEIM420	Statistics
HEIM540	Information System Concepts
HEIM567	Healthcare Quality Controls
HEIM590	Knowledge Management
HEIM640	Health Information Systems
HEIM665	Topics in HIM
HEIM675	Management Seminar
NRS854	Knowledge Management in Health Care

VICKIE A. KELLY
8620 S.W. 85th Street
Auburn, KS 66402
(785) 256-2161

EDUCATION:

Ed.D. Educational Leadership, Baker University, December 2009
M.S. Administration, Central Michigan University, 1991
B.S. Medical Technology, Washburn University, 1981

EXPERIENCE:

- 2008 – present **Director and Faculty, Technology Administration Program**
Washburn University
- 2004 – 2008 **Director, Kansas Career & Technical Education Resource Center**
Washburn University
1700 College, Benton Hall
Topeka, Kansas 66621
- Developed website for the Center, utilizing two different programming languages.
 - Coordinated Kansas Workforce Education Curriculum project, coordinating twenty statewide committees to develop core objectives in program area.
 - Facilitated multiple tasks, including curriculum committees, advisory committees, curriculum design and development, and projects and research as requested by multiple state agencies.
- 2004-2005 **Adjunct Instructor, Allied Health, Washburn University**
- WebCT assisted capstone course for Bachelors in Health Care (AL 415)
- 2001 - 2004 **Regional Director, Career Communications, Inc.**
6701 West 64th Street
Overland Park, Kansas 66202
- Sales and training for national educational curriculum, including training of over 500 Arkansas elementary educators.
- 1999-2001 **Private Consultant**
Clients include:
- Kansas School to Careers Office including grant writing and management, project management, and technical assistance.
 - Career Communications, Inc. educational publishers, including sales, training, and federal legislative research.
- 1993 – 1999 **Education Project Manager, Kansas Department of Education**
120 Southeast 10th Street
Topeka, Kansas 66606
- Direct management of a \$16.8 million dollar education reform grant, affecting 304 school districts, 19 community colleges, and 13 area vocational schools in Kansas.
- Researched and wrote a federal grant which generated \$16.8 million to establish business-education connections through curriculum, staff development and other activities.
 - Developed an educator internship program for Kansas educators to work in business and industry during the summer. At the end of three years, over 750 Kansas educators had participated, interning in 1500+ businesses.
 - Presented at more than 100 local, state, and national conferences .

1992-1993 **Kansas State Advisor**, Health Occupations Students of America, Washburn University
1700 College, Benton Hall
Topeka, Kansas 66621

Management and direction of statewide student organization.

- Developed a new plan of activities for recruitment and reorganization of state and regional conferences. In two years, state membership increase by 51%.

1987-1992 **Laboratory Manager**, Employees' Benefit Association
620 Madison
Topeka, Kansas 66611

Management of clinical laboratory, including procedure development, personnel management, and financial management.

- Analyzed all in-house testing and contracted services, performed cost/benefit analysis and initiated new procedures in recently acquired clinical laboratory. The laboratory showed a gross profit of \$1 million in one year.
- Combined a master's degree with a project for my employer that resulted in a 20% increase in the laboratory profit.

1981-1987 **Department Supervisor**, Clinical Chemistry Laboratory,
St. Francis Hospital and Medical Center
1700 West Seventh Street
Topeka, Kansas 66606

COMPUTER SKILLS:

Microsoft Word, Powerpoint, Access, QuarkExpress, Microsoft FrontPage, DotNetNuke, WIDS (WorldWide Instructional Design System), Blackboard, Taskstream

PRESENTATIONS:

International

Presenter, "The Kansas Curriculum Bank", First Annual WIDS International Users Conference, Madison, Wisconsin, November 2007,

State

Presenter, Quantitative Evaluation of Online Education, Baker University, June 6, 2010

Presenter, STARLINK & Articulation opportunities, Washburn Institute of Technology, October 8, 2010

Presenter, "National Healthcare Foundation Knowledge and Skills", K-ACTE Annual Meeting, Topeka, August 2007

Co-Presenter, "Implementing Career Clusters in Kansas", K-ACTE Annual Meeting, Topeka, August 2007

Presenter, "Aligning Kansas Healthcare Standards to the National Health Science and Technology Consortium Standards", presented at Kansas Association of Career & Technical Education, Topeka, August 2006

Presenter, "Career Clusters: Focusing on the Future", Southeast Kansas Educational Consortium and Wolf River Educational Consortium, Girard, Kansas, February 2007

Presenter, "Career Clusters and Programs of Study", Clay County and Riley County Educators Inservice, Clay Center, Kansas, October 2007

Presenter, "Career Clusters in Kansas", Southeast Kansas Educational Service Center, Girard, Kansas, October 2005

Presenter, "Who Is Kasey Turk and Why Should I Care?" Connecting Education and Employment Conference, Wichita, Kansas, February 2005

PUBLICATIONS:

Kelly, VA, *Why being a student made me a better teacher*, Faculty Focus, October 28, 2010, <http://www.facultyfocus.com/articles/effective-teaching-strategies/why-being-a-student-made-me-a-better-teacher/>

Kelly, VA, All Aspects of An Industry, 2007

Kelly, VA, Kansas Career Guide, 2007

Kelly, VA, Guide to Non-Traditional Occupations in Kansas, 2006 (on-line publication)

Kelly, VA, Good Jobs in Kansas, 2006 (on-line publication)

Kelly, VA, Where Will You Be in 2010?, 2005 (on-line publication)

Davis, C and VA Kelly, American Career Health Careers Planner Teaching Guide, 2004

EDITORIAL ACTIVITIES:

Technology and the Future, 11th edition, Wadsworth/Thompsen Publication, August 2010

"A rubric for ethics in graduate education" Administrative Issues Journal, November 2010

Exploring Career Education in Kansas, 2007

An Educators Guide to Career Clusters in Kansas, 2007

Career-Technical Student Organizations in Kansas, 2007

Azwell, T. and E. Dobler, Real-World Reading: Making Sense of the Texts that Matter in Our Everyday Lives, 2006

CERTIFICATIONS:

Trainer, Worldwide Instructional Design System, April 2007

Coach, Worldwide Instructional Design System, April 2007

Duke Executive Leadership Development Program, July 1996

COMMITTEE AFFILIATIONS:

Advisory Board Member, Clinical Laboratory Science Program, Washburn University

Board Member, Kansas Early Childhood Apprenticeship Statewide Advisory Council

Board Member, Kansas Career Pipeline Statewide Advisory Council

Member, Bi-State Childcare Directors Credentialing Committee

Facilitator, Kansas Advisory Committee for Career & Technical Education

Zachary D. Frank, MPT, MS (HCA), CSCS, CEAS
3917 NW Dondee Lane, Topeka, Kansas, 66618
(785) 207-1457
zdfrank@yahoo.com

EDUCATION

Doctorate of Physical Therapy (DPT); Anticipated graduation May 2011
University of St. Augustine for Health Sciences; St. Augustine, Florida

Master of Science in Health Care Administration (MS-HCA); Graduated May 2003
Marshall University; Huntington, West Virginia

Master of Physical Therapy (MPT); Graduated September 1998
University of St. Augustine for Health Sciences-Institute of Physical Therapy
St. Augustine, Florida

Bachelor of Science in Biology (BS); Graduated May 1996 with Honors
Pittsburg State University; Pittsburg, Kansas

AREAS OF EXPERTISE AND SPECIALTY CERTIFICATION

ASTYM Certified Practitioner – Since October 2009
Upper Extremity and Shoulder Girdle; Lower Extremity, Pelvis, and Lumbar Spine
Performance Dynamics, Inc

APTA Credentialed Clinical Instructor - Since March 2008
American Physical Therapy Association

Certified Strength and Conditioning Specialist (CSCS) – Since December 2006
National Strength and Conditioning Association

Certified Ergonomics Assessment Specialist (CEAS) – Since June 2005
Back School of Atlanta

LICENSURE

Kansas Physical Therapist Licensure Number 1103620

PROFESSIONAL OVERVIEW

Clinical Supervisor, St. Francis Health Center, Topeka, Kansas. (May 2008- Present)

- Assisted with design and development of 18,000 square foot sports medicine facility.
- Supervised clinical and clerical staff at two outpatient facilities.
- Chaired Lean committee to improve efficiency in clinical environment. Resulted in \$369,000 increase in gross revenue from June 2009 to November 2010.
- Responsible for oversight and management of operational and capital budgets.
- Tracked performance improvement data for multiple care sites.
- Organized sports medicine advisory committee comprised of community volunteers.
- Administered physical therapy services to primarily orthopedic patients.

Physical Therapist, St. Francis Health Center, Topeka, Kansas. (August 2006-May 2008)

- Designed and implemented physical therapy treatment programs for outpatient caseload.
- Provided physical therapy services to local university athletes.
- Served on variety of committees including marketing and sports medicine.
- Marketed services to providers and general public.

Physical Therapist, Industrial Physical Therapy, Nevada, Missouri.

(June 2003-August 2006)

- Managed daily operations of independent physical therapy clinic.
- Delivered physical therapy services to orthopedic caseload with varied diagnoses.
- Marketed services to physicians, employers, and third-party payers.
- Provided ergonomics assessment and modification for local industries to reduce workplace injuries.
- Organized quality improvement plan for five clinical sites.

Physical Therapist, Thomas Memorial Hospital, South Charleston, West Virginia.

(October 1998-June 2003)

- Designed and implemented individualized treatment programs for varied caseload of orthopedic and neurological patients in large outpatient physical therapy clinic.
- Supervised support personnel, delegated authority and billed third party payers for services.
- Assisted with utilization review and quality improvement studies within rehabilitation services.
- Served as CCCE, coordinated clinical affiliations for physical therapy and physical therapist assistant students.
- Performed employee health and wellness screenings.
- Identified areas for improvement in staff orientation, mentoring, and marketing.

PUBLICATIONS

Chandra, A., M.L. Bush, Z.D. Frank, and T. Barrett. 2004. "Employers' Roles in Effectively and Efficiently Handling Worker's Compensation Issues" (*Hospital Topics*, Vol. 82, No. 2 (Spring), pp. 33-37)

Chandra, A. and Z. D. Frank. 2004. "Utilization of Performance Appraisal Systems in Healthcare Organizations and Improvement Strategies for Supervisors" (*Health Care Manager*, Vol. 23, No. 1, pp. 25-30)

Chandra, A. and Z. D. Frank. 2003. "Use of Robotics in Health Procedures - Are we Ready for it?" (*Hospital Topics*, Vol. 81 No. 1, pp. 33-35)

Bush, M.L., A. Chandra, and Z.D. Frank. 2004. "Worker's compensation claims: what's an employer to do?" Business and Health Administration Association Conference Proceedings, Madhu Agrawal, Editor, pp. 99-106.

Frank, Z. D. and A. Chandra. 2003. "Marketing Robotic Surgery: An Exploratory Evaluation of Consumer Perceptions and Acceptance" Business and Health Administration Association Conference Proceedings, David Tipton, Editor, pp. 139-146.
[WINNER OF THE BEST PAPER in the Healthcare Marketing Track]

Chandra, A., Bush, M. and Z. Frank. 2003. "Consumer Perceptions and Knowledge of Hospice Care: Identifying Areas of Strengthening Marketing Efforts" *Advances in Marketing*, the Proceedings of the Association of Collegiate Marketing Educators Conference, Uday Tate, Editor, pp. 75-88.

Chandra, A., M.L. Bush, and Z.D. Frank. 2002. "Is the International Market Ready for the Hospice Care Industry? Marketing Challenges and Strategies" Proceedings of the Second International Healthcare Conference, Ashish Chandra, Adnan Kisa, and Sahin Kavunkubasi, Editors, pp. 67-74.

Frank, Z.D. and A. Chandra. 2002. "Evaluating Performance Appraisal Systems: A Case Study of an Urban Healthcare Organization." Business and Health Administration Association Conference Proceedings, David P. Paul, III, Editor, pp. 91-97.

Frank, Z.D. and A. Chandra. 2002. "Success Strategies in a Changing Physical Therapy Market." Business and Health Administration Association Conference Proceedings, David P. Paul, III, Editor, pp. 98-102.

TEACHING EXPERIENCE

Washburn University Physical Therapist Assistant Program Guest Lecturer

Sports Physical Therapy and McConnell Taping – August 2010

Sports Physical Therapy – August 2009, February 2008

Shoulder and ACL Rehab in Sports Physical Therapy – August 2008

Washburn University Athletic Training Program Guest Lecturer

Evaluation of the Lumbar Spine – November 2009

Washburn University Marathon Training Class Guest Lecturer

Proper Warm-up and Stretching for Runners – February 2009

PROFESSIONAL PRESENTATIONS

"Identification and Treatment of Subcranial Joint Restrictions" St. Francis Health Center, August 2009.

"Advances in the Treatment of Sports Medicine Injuries" St. Francis Health Center, June 2008.

"How to Answer Patients' Sports Medicine Questions" St. Francis Health Center, September 2007.

"Sports Conditioning" St. Francis Health Center, May 2007.

"Biomechanics of the Foot and Ankle" St. Francis Health Center, April 2007.

"Worker's Compensation Claims: What's an Employer to do?" 2004 Business and Health Administration Association Conference in Chicago, Illinois.

"Marketing Robotic Surgery: An Exploratory Evaluation of Consumer Perceptions and Acceptance" 2003 Business and Health Administration Association Conference in Chicago, Illinois.

"Evaluating Performance Appraisal Systems: A Case Study of an Urban Healthcare Organization." 2002 Business and Health Administration Association Conference in Chicago, Illinois.

"Success Strategies in a Changing Physical Therapy Market." 2002 Business and Health Administration Association Conference in Chicago, Illinois.

COMMUNITY PRESENTATIONS

“What do all the codes really mean?” Presented to Partners in Health Case Managers in Topeka, Kansas on September 14, 2010.

“Back Pain: Causes and Treatments.” Presented to State of Kansas Case Managers in Topeka, Kansas on August 10, 2010.

“Prevention and treatment of bowling injuries.” Presented to Gage Bowl Summer Bowling Camp in Topeka, Kansas on July 20, 2010.

“Beginning and Maintaining an Exercise Program.” Presented to Topeka South Rotary Club in Topeka, Kansas on April 2, 2010.

“Harvesting a Healthy Back.” Presented to Topeka Lawn and Garden Show in Topeka, Kansas on February 19, 2010.

“Prevention and treatment of repetitive motion injuries.” Presented to USD 437 Food Service Workers in Topeka, Kansas on February 4, 2010.

“Prevention and treatment of back injuries.” Presented to USD 437 Maintenance Workers in Topeka, Kansas on January 22, 2010.

“Prevention and Treatment of Running Injuries.” Presented to Running Free Running Group in Topeka, Kansas on September 9, 2009.

“Back Safety and Body Mechanics.” Presented to National Association of Retired and Veteran Railway Employees in Topeka, Kansas on September 8, 2009.

“What do all the codes really mean?” Presented to Northeast Kansas Coders Association in Topeka, Kansas on August 18, 2009.

“Back Safety and Body Mechanics.” Presented to Del Monte Employees in Topeka, Kansas on August 26, 2009.

“Exercise: I tried that once and it didn’t work for me!” Presented to St. Francis Emeritas Physicians in Topeka, Kansas on May 20, 2009.

“Back Safety and Body Mechanics.” Presented to Kansas Department of Aging in Topeka, Kansas on May 6, 2009.

“Ergonomic Gardening.” Presented at Kansas Garden Show in Topeka, Kansas on February 13, 2009.

COMMUNITY PRESENTATIONS (CONTINUED)

“Back Safety and Body Mechanics.” Presented to Topeka Optimist Club in Topeka, Kansas on January 23, 2009.

“Choosing Safe Supplements.” Presented to Get Fit Topeka participants in Topeka, Kansas on January 23, 2008.

“Choosing Safe Supplements.” Presented at St. Francis Health Center in Topeka, Kansas, on January 9, 2008.

“Choosing nutritional supplements.” *Your Health Matters* on WIBW-TV in Topeka, Kansas. Aired December 24, 2007.

“Stretching to prevent and reduce back and neck pain.” Presented to Topeka West Rotary on November 14, 2007, in Topeka, Kansas.

“Beginning a stretching and walking program.” Presented to Get Fit Topeka participants in Topeka, Kansas on January 29, 2007.

HONORS AND AWARDS

2009 Lean Project “Improving Efficiency and Effectiveness of Physical and Occupational Therapy Clinicians” selected to represent St. Francis Health Center at Board of Directors Meeting for Sisters of Charity of Leavenworth Health System

2003 Best Paper in Healthcare Marketing Track at Business and Health Administration Association Conference

1997 APTA National Student Conclave Representative from University of St. Augustine for Health Sciences

1995 Sunflower Award Winner, Pittsburg State University Football Team (given to graduating senior with highest overall grade point average).

1992-1996 Pittsburg State University Presidential Scholarship Recipient,
All A Scholastic Honors (3 semesters), Dean’s Scholastic Honors (3 semesters)

PROFESSIONAL MEMBERSHIP AND COMMITTEES

Walk From Obesity Committee Member - 2010

Bariatric Task Force Committee Member (St. Francis Health Center) - 2010

Rehab Marketing Committee Member (St. Francis Health Center) – 2008, 2009

Don't Sit Get Fit: Fitness Tutoring (Kansas Health Institute/USD345) - 2007
Served as Rehab/Fitness Consultant

American Physical Therapy Association

Kansas Physical Therapy Association

National Strength and Conditioning Association

Nevada/Vernon County Chamber of Commerce
Ambassador, 2005-2006

Business and Health Administration Association
Board of Directors, 2002-2004

CONTINUING EDUCATION

University of St. Augustine for Health Sciences

E-1: Upper and Lower Extremity Evaluation and Treatment

E-2: Extremity Integration

MF-1: Myofascial Manipulation

S-1: Introduction to Spinal Evaluation and Manipulation

S-2: Advanced Evaluation and Manipulation of Pelvis, Lumbar, and Thoracic Spine

S-3: Advanced Evaluation and Manipulation of CranioFacial, Cervical and Upper Thoracic
Spine

S-4: Functional Analysis and Management of the Lumbo-Pelvic-Hip Complex

Institute of Physical Art

Functional Orthopedics 1: Soft Tissue Mobilization, PNF, and Joint Mobilization

PNF-1: Proprioceptive Neuromuscular Facilitation

CONTINUING EDUCATION (CONTINUED)

International Academy of Orthopedic Medicine

Nonoperative Orthopedic Medicine and Manual Therapy for the Foot and Ankle
Nonoperative Orthopedic Medicine and Manual Therapy for the Shoulder
Nonoperative Orthopedic Medicine and Manual Therapy for the Wrist and Hand

American Physical Therapy Association – Orthopaedic Section

Physical Therapy for the Cervical Spine and Temporomandibular Joint

Back School of Atlanta

Musculoskeletal Disorders & Ergonomic Certification Workshop

North American Seminars

Vestibular Rehabilitation: A comprehensive clinical approach for positive functional outcomes

American Physical Therapy Association

APTA Clinical Instructor Education and Credentialing Program

Performance Dynamics, Inc.

The ASTYM Course for the Upper Extremity and Shoulder Girdle
The ASTYM Course for the Lower Extremity, Pelvis, and Lumbar Spine

Acumed Medical Ltd.

ETPS Neuromechanical Therapy

Brian Mulligan and Kevin Wilk

Diagnosis and Treatment of the Upper and Lower Quadrants

WILLIAM S. DUNLAP, Ph.D.

EDUCATION:

Ph.D., University of Missouri-Columbia - 1981
M.S., Pittsburg State University – 1976
B.S., Wichita State University – 1967
Certificate, 1966, Medical Technology, Via Christi Health System-St. Francis Campus, Wichita
(Registered), 1966, Medical Technologist (ASCP) #056881
(Registered), 1978, Clinical Laboratory Scientist (NCA) #780927-3

FELLOWSHIPS

National Institute for Work and Learning, Washington, DC, Summer 1980
Education Professional Development Fellowship
University of Kansas School of Medicine, Kansas City, KS, Summer 1977

PROFESSIONAL/COMMUNITY SERVICE (Since 2000)

Board of Trustees, Aldersgate Village, 2006-Present
Chair, Aldersgate Village, Board of Trustees, 2010 - 2011
Board of Directors, Multiple State Academic and Vocational Curriculum Consortium 2000-2007, Stillwater, Oklahoma
Coordinator, Kansas Career and Technical Education Resource Center, 1988-2008
Kansas Hospital Association Scholarship Committee, 2003-present
Chair of Marketing Committee Go Topeka, 2000-2002
Co-Chair Educational Task Force Go Topeka, Kansas Board of Regents Committee, 2000-2002
Washburn Liaison to Washburn Institute Technology, General Advisory Board, 1992-present
Curriculum Development Committee at KATS (WIT), Goodyear Industrial Technology Training Program, 1999-2001
Commission on Accreditation for Health Informatics and Information Management Education Accreditation Visitor 1994 – present
Council on Accreditation in Physical Therapy Education Accreditation Visitor, 1994 to Present

GRANTS (Since 2000)

Authored or coauthored in excess ten million dollars in grants and projects at Washburn.

Dunlap, W.S. (July 2010). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents, \$145,060

Dunlap, W.S., (December 2009) Occupational Therapy Assistant Development Grant, Sunflower Foundation, Topeka, KS, \$68,750

Kelly, V., Gosser, K., Dunlap, W.S., Clinical Laboratory Science Development Grant (January 2009). Topeka Community Foundation. Topeka, KS \$100,000.

Dunlap, W.S., (March 2009) Occupational Therapy Assistant Development Grant, St. Francis HealthCenter, Stormont-Vail HealthCare, Kansas Rehabilitation Hospital, \$142,500

Dunlap, W.S. (July 2009). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents, \$133,670

Dunlap, W.S., (May 2008). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2009. Kansas Board of Regents/Kansas Board of Education, \$128,436

Dunlap, W.S. (June 2008) Computed Tomography Program Development Grant. Kansas Department of Commerce, Topeka, KS \$88,550

Dunlap, W.S. (July 2008). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents, \$79,981

Kelly, V., Dunlap, W.S., (November 2008). Clinical Laboratory Science Development Grant. Health Innovations Network of Kansas (HINK), Stormont-Vail HealthCenter St. Francis HealthCenter, \$205,000

Dunlap, W.S. (July 2007). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$120,256

Kelly, V., Dunlap, W.S., (May 2007). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2008. Kansas Board of Regents/Kansas Board of Education, \$418,996

Dunlap, W.S. (July 2006). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$143,259

Kelly, V., Dunlap, W.S., (May 2006). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2007. Kansas Board of Regents/Kansas Board of Education, \$258,996

Dunlap, W.S. (July 2005). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$126,934

Kelly, V., Dunlap, W.S., (May 2005). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2006. Kansas Board of Regents/Kansas Board of Education, \$282,389

Dunlap, W.S. (July 2004). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$109,388

Dunlap, W.S., (May 2004). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2005. Kansas Board of Regents/Kansas Board of Education, \$303,306

Dunlap, W.S. (July 2003). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas board of Education, \$109,388

Clay, B., Dunlap, W.S., (May 2003). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2004. Kansas Board of Regents/Kansas Board of Education, \$303,306

Dunlap, W.S. (July 2002). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$151,983

Clay, B., Dunlap, W.S., (May 2002). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2003. Kansas Board of Regents/Kansas Board of Education, \$302,482

Dunlap, W.S. (July 2001). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$76,538

Clay, B., Dunlap, W.S., (May 2001). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2002. Kansas Board of Regents/Kansas Board of Education, \$295,273

Dunlap, W.S. (October 2001). Washburn University-KATS Tech Prep Grant. Kansas Department of Education, \$50,000

Dunlap, W.S. (July 2001). Diagnostic Medical Sonography Grant. HINK, Stormont-Vail HealthCare, St. Francis HealthCenter, \$180,000

Dunlap, W.S. (July 2000). Carl Perkins Program Improvement Grant. Topeka, KS; Kansas Board of Regents/Kansas Board of Education, \$79,374

Dunlap, W.S., (May 2000). Kansas Career & Technical Educational Resource Center (KCTERC) Grant FY2001. Kansas Board of Regents/Kansas Board of Education, \$283,527

PUBLICATIONS & PRESENTATIONS (Since 2000)

Dunlap, W.S. (July 2010). Carl Perkins Program Improvement Project. Final Report 2010. Topeka, KS; Kansas Board of Regents

Dunlap, W.S. (November 2010). Sunflower Foundation Grant. Final Report. Sunflower Foundation, Topeka, KS.

Dunlap, W.S. (July 2009). Kansas Career and Technical Education Resource Center. Final Report 2009. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2008). Carl Perkins Program Improvement Project. Final Report. Topeka, KS; Kansas Board of Regents

Kelly, V., Dunlap, W.S. (June 2008). Kansas Career and Technical Educational Resource Center. Final Report. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2007). Carl Perkins Program Improvement Project. Final Report 2007. Topeka, KS; Kansas Board of Regents

Kelly, V., Dunlap, W.S. (June 2007). Kansas Career and Technical Educational Resource Center. Final Report 2007. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2006). Carl Perkins Program Improvement Project. Final Report 2006. Topeka, KS; Kansas Board of Regents

Kelly, V., Dunlap, W.S. (June 2006). Kansas Career and Technical Educational Resource Center. Final Report 2006. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2005). Carl Perkins Program Improvement Project. Final Report 2005. Topeka, KS; Kansas Board of Regents

Kelly, V., Dunlap, W.S. (June 2005). Kansas Career and Technical Educational Resource Center. Final Report 2005. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2004). Carl Perkins Program Improvement Project. Final Report 2004. Topeka, KS; Kansas Board of Regents

Dunlap, W.S. (June 2004). Kansas Career and Technical Educational Resource Center. Final Report 2004. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S., (April 2003). Health Care Personal Shortages...What Can We Do? Kansas Hospital Association annual meeting, Manhattan, KS

Dunlap, W.S. (July 2003). Carl Perkins Program Improvement Project. Final Report 2003. Topeka, KS; Kansas Board of Regents

Clay, B., Dunlap, W.S. (June 2003). Kansas Career and Technical Educational Resource Center. Final Report 2003. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2002). Carl Perkins Program Improvement Project. Final Report 2002. Topeka, KS; Kansas Board of Regents

Clay, B., Dunlap, W.S. (June 2002). Kansas Career and Technical Educational Resource Center. Final Report 2002. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2002). Carl Perkins Program Improvement Project. Final Report 2002. Topeka, KS; Kansas Board of Education

Clay, B., Dunlap, W.S. (June 2001). Kansas Career and Technical Educational Resource Center. Final Report 2001. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Kurth, N.K., Dunlap, W.S. (September 2001). Including all Students: Project Final Report 2001. Topeka, KS. Kansas Department of Education.

Clay, Ben, Dunlap, W.S. (October 2001). Is This a Trick Question? A Short Guide to Writing Effective Test Questions. Topeka, KS. Kansas Curriculum Center

Dunlap, W.S. (July 2001). Carl Perkins Program Improvement Project. Final Report 2001. Topeka, KS; Kansas Board of Education

Dunlap, W.S. (October 2001). Washburn University-KATS Tech Prep Connection, National Tech Prep Network Conference, Charlotte, NC

Dunlap, W.S. (July 2001). Diagnostic Medical Sonography Final Report. Health Innovations Network of Kansas, Topeka, KS

Clay, B., Dunlap, W.S. (June 2000). Kansas Career and Technical Educational Resource Center. Final Report 2000. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (July 2000). Carl Perkins Program Improvement Project. Final Report 2000. Topeka, KS; Kansas Board of Regents/Kansas Board of Education

Dunlap, W.S. (November 2000). Developing a Seamless Bachelor's Degree Option for Two Year Technical Degree Graduates. International Council for Innovation in Higher Education Conference, San, Juan, Puerto Rico

COURSES TAUGHT

Washburn
 AL101 Introduction to Health Care
 MR101 Medical Terminology
 AL110 Clinical Coordination
 AL320 Introduction to Human Disease

University of Missouri-Columbia (Graduate courses KC Extension Center)
 F365 Occupational Analysis
 F375 Selection and Organization of Industrial Subject Matter
 F451 Measurement & Evaluation

EXPERIENCE

Professor	1991
Dean School of Applied Studies	1987 - Present
Assistant Dean & Associate Professor School of Applied & Continuing Education	1983 - 1991
State Supervisor Health Occupations/Researcher Kansas Department of Education, Topeka, KS	1981 - 1983
Research Associate College of Education, University of Missouri-Columbia Columbia, MO	1979 - 1981
Director – Medical Laboratory Technician Program Coffeyville Community College, Coffeyville, KS	1974 - 1979
Associate Director Continuing Education Consolidated Biomedical Laboratories, Wichita, KS	1971 - 1974
Assistant Chief Technologist/Instructor Stormont-Vail Regional Medical Center, Topeka, KS	1970 - 1971
Evening Laboratory Supervisor Wesley Medical Center, Wichita, KS	1967 - 1970

Dan L. Petersen, Ph.D.
(selected vita)

Professional Preparation

- Ph.D. Psychology, University of Kansas, Lawrence, Kansas 1981.
M.A. Human Development, University of Kansas. Lawrence, Kansas 1977
B.A. Philosophy and Psychology, North Central College, Naperville, Illinois 1971

Appointments (previous three)

1993 to present. Associate Dean and Professor, School of Applied Studies, Washburn University, Topeka, Kansas.

Duties: Academic advising, adjunct contracts, Chair of the curriculum and policy committee, recruitment, teaching. Courses taught in Human Services and Social Work: Research Methods, Legal, Ethical and Policy Issues, Psychopharmacology, Behavior Therapy

1988 to 1993. Clinical Director/Program Director, Kansas Neurological Institute, Topeka, Kansas

Duties: Supervised all allied health professionals including: occupational therapists, speech therapists, physicians, pharmacist, habilitation teams, social work staff, and psychologists. Responsible for overall treatment program of a 350 bed ICFMR facility.

1981 to 1988. Associate Professor and Director of the Human Services Program, Montana State University at Billings. Billings, Montana.

Taught courses and administered the academic program. President of the university academic senate. Vice president of AAUP bargaining unit. Chair of the general education committee and chair of transition committee from quarters to semesters.

Publications (selected recent)

Petersen, D. L. (2009) Encyclopedia of Victimology, Entries in "Learned Helplessness", "Vicarious Victimization", "Social Learning Theory".

Baer, D. M., Harrison, R., Petersen, D. L., Milla, S. and Fradenburg, L. (2005). Some Pragmatics in the Valid and Reliable Recording of Directly Observed Behavior. *Research on Social Work Practice*, Sage Publications. November, 15 (6), pp 440-451.

Dussich, J., Petersen, D. L. and Underwood, T. (2004) Defining Victim Services and Victimology. *The Victimologist*, World Society of Victimology. pp 1-3.

Petersen, D. L. (2003) Trauma and the Crime Victim. In *Victim Assistance: Exploring individual practice, organizational policy, and societal responses*. (Eds.) Underwood and Edmunds. Springer Publishing Co. pp. 95-123.

National Victim Assistance Service Consortium Standards. Multiple authors including D. L. Petersen. (2001). University of South Carolina.

Presentations (recent selected)

Petersen, D. L. (2011) Working with Highly Traumatized Victims, 27th Annual MoVA Conference, St. Joseph, MO.
Petersen, D. L. (2011) , National Victim Assistance Academy, Presenter, Track 3, Leadership Institute, Albuquerque, NM.
Petersen, D. L. (2010) National Victim Assistance Academy, Presenter, Track 2, Skill Building, Portland, OR. USDOJ, OVC. Multiple presentations
Petersen, D. L. (2010) Supporting Crime Victims with Disabilities. Presenter, USDOJ, OVC-TTAC, Virginia. Multiple presentation
Petersen, D. L. (2010) Invited co-presenter for the national web-forum, OVC USDOJ. "Ensuring Rights for Crime Victims with Disabilities". March.
Petersen, D. L. (2009) Invited address at *Mass Casualty and Violence at Home and Abroad*, October 21st, 2009, Washington, D.C. USDOJ, OVC
Petersen, D. L. (2008), Responding to Family Trauma, *Air Force Sexual Violence Conference*, Randolph Air Force Base, San Antonio, TX

Grants (selected)

Petersen, D. L., Underwood, T., and Muskat, B. (2009) Responding to Crime Victims with Disabilities National Conference. \$550,000. funded

Best Practices in the Prevention and Response to Violence Against Women, Kansas Department of Health and Environment, Center for Disease Control, funded, \$26,000 funded.

Victimization of Persons with Disabilities, VAWA grant, Collaborative Partner. Grant awarded to Kansas Coalition Against Sexual and Domestic Violence. 2002 funded Designed and consulted on program evaluation of grant.

Committee Work (selected)

Institutional Review Board, member since 1996.
General Education Task Force Member, 2009
Chair, Proseminar Research Forum, 2009 to present
Disability Waiver Committee, Oversight, review and approval of clients meeting the federal requirements to receive developmental disability state funds.
Member, Washburn Transformation Experience Assessment Committee.

Synergistic Activities

Team member and program partner with National Center For Victims of Crime, Joint Center on Violence and Victim Studies. National Council on Independent Living, National Sheriff's Association, Pennsylvania Coalition Against Rape, Temple University, Davis Innovations. Developed and managed a 1.1 million dollar grant from the Office for Victims of Crime to develop and conduct a National Conference focused on the crime victimization of persons with disabilities. Refunded for a second conference scheduled for December, 2011.

Consortium Member, NVASC, University of South Carolina Grant project. Facilitated focus group for Midwest. As a consortium member worked with other national leaders to create ethical and performance program standards for the field of victim services. Grant funded of OVC-USDOJ.

American Society of Victimology, Executive Committee Member and former secretary.

Joint Center on Violence and Victim Studies, Executive Committee Member, founding member of the JCVVS. Author of multiple small state and federal grants/contracts. JCVVS conducts professional training in the field of victim services on a national level. Washburn University, California State University at Fresno, University of New Haven.

Senior faculty member with National Victim Assistance Academy, OVC, USDOJ funded training project. Curriculum chapter author and presenter. National trainer.

Numerous presentations and other activities at national symposium/conferences on human trafficking and organ trafficking and with federal programs.

Member of a four person committee to develop a screening instrument for all Victim Specialists with the Federal Bureau of Investigation. This led to a series of special trainings with FBI Victim Specialist across the USA. 2008. This led to a significant upgrade of the Victim Specialist position within the FBI leading to enhance services to victims of crime.

Jamaican Peace Keeping Mission, Member of team working with Jamaican government and not for profit agencies to reduce violence in Montego Bay. Multiple responsibilities including assessment and program evaluation efforts. Efforts resulted in a drastic reduction in violence including homicides. 1995 to 1996.

APPENDIX M

Allied Health Department
Master of Health Science

MHS

Revenue:	FY 13	FY 14	FY 15	FY 16	FY 17
#students x credit hour	10x15 = 150	25x15 = 375	40x30 = 1,200	50x30= 1,500	60x30 = 1,800
Cr Hr	150	375	1,200	1,500	1,800
Tuition	379	379	379	379	400
Total Revenue	\$56,850	\$142,125	\$454,800	\$568,500	\$720,000
Expenses:	FY 13	FY 14	FY 15	FY 16	FY 17
Adjunct Faculty	10,000	8,000	4,000	4,000	2,000
1 st Faculty Member		72,500	73,950	75,429	76,900
Benefits (25%)		18,125	18,488	18,858	19,255
2nd Faculty Member			58,500	59,760	60,800
Benefits (25%)			14,625	14,940	15,200
3rd Faculty Member				58,500	59,760
Benefits (25%)				14,625	14,940
1st Office & Equipment		1,500	500	500	500
2nd Office & Equipment			1,500	500	500
3rd Office & Equipment				1,500	500
Supplies	500	750	1,000	1,000	1,000
Marketing/Travel	1,000	1,000	1,000	500	500
Professional Development		1350	2400	3750	3750
Secretary	19,890	20,288	20,694	21,100	21,522
Benefits (25%)	497	5,072	5,173	5,275	5,380
Grad Students (2) stipends			9,096	9,096	9,096
Total Expense	31,887	128,585	210,926	289,333	291,603
Total Net Revenue	\$ 24,963	\$ 13,540	\$ 243,874	\$ 279,167	\$ 428,397

1. Adjunct will be used in undergraduate courses to cover FT faculty load to teach graduate courses

Allied Health Department
Master of Health Science

2. 1st FTE will be 12 month position
3. 2nd and 3rd FTE will be 9 month position
4. 9 month Secretarial position
5. Tuition based on University FY2012 rate
6. Graduate student stipends based on 6 credit hours per semester @ \$379/cr hr for each student (2)

MHS Proforma 4.7.11

Rev. 7.25.11

Rev. 9.13.11