

## COVER PAGE

**INSTITUTION:** Indiana State University

**COLLEGE:** College of Nursing, Health, and Human Services

**DEPARTMENT:** Applied Health Sciences

**DEGREE PROGRAM TITLE:** Doctor of Philosophy in Health Sciences

**FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE:** Ph.D. in Health Sciences /Ph.D.

**SUGGESTED CIP CODE:** 51.0000

**LOCATION OF PROGRAM/CAMPUS CODE:** Terre Haute, IN/ 00180700

**PROJECTED DATE OF IMPLIMENTATION:** Fall Semester 2011

**DATE PROPOSAL WAS APPROVED BY  
INSTITUTIONAL BOARD OF TRUSTEES:**

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**SIGNATURE OF AUTHORIZING  
INSTITUTIONAL OFFICER**

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**DATE**

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**DATE RECEIVED BY COMMISSION FOR  
HIGHER EDUCATION**

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**COMMISSION ACTION**

**(DATE)**

## **A. ABSTRACT**

Doctor of Philosophy in Health Sciences (Ph.D. in Health Sciences)  
Indiana State University (ISU), Terre Haute, Indiana  
Offered as a traditional campus based program

### **Objectives:**

The Doctor of Philosophy in Health Sciences (Ph.D. in Health Sciences) program is distinguished by its interdisciplinary approach to graduate study. The program will prepare practicing health care professionals to assume leadership roles in the academic and/or clinical and research settings. The degree will also prepare graduates to develop and implement solutions to the health issues of our society and to teach in academic and clinical settings. The mission of the Ph.D. in Health Sciences program is to prepare professionals from health and related fields as educators, researchers, scholars and leaders. They will solve problems creatively, utilizing advanced technologies, basic principles of ethics, and cultural sensitivity to address state, national and global health problems.

### **Clientele to be Served:**

The Ph.D. in Health Sciences program will serve professionals with a Master of Science in health and related fields with a desire to work in higher education, research oriented centers and clinical settings. This program will attract nurse educators, physician assistants, physical and occupational therapists, social workers, athletic trainers, and master level professionals who after working in the health care fields for a variable length of time also want a Ph.D. degree to teach and conduct research at higher learning institutions or advance their careers. This interdisciplinary approach will bring together a mix of health professionals with different backgrounds that will broaden the knowledge of all and promote collaborations among health professionals. Regardless of age, gender or ethnicity, we intend to attract those persons wanting to serve their community as educators, researchers, scholars and leaders in the health sciences. To that end we will make a concerted effort to attract and accept a diverse student body population.

### **Curriculum:**

The Ph.D. in Health Sciences will require 66 post- master's graduate credit hours and a total of 600 hours of supervised internship or clinical experience. The core courses consist of 42 credit hours divided in three major areas: health, teaching and research core courses. Typical subject areas covered in the core courses are epidemiology, health behavior, health care systems and leadership, curriculum development, teaching in the health professions, statistics, research methods, and grant writing. In addition six credit hours (600 work-hours) of supervise internship at two different settings are required. A research dissertation (18 credit hours), which includes a written and oral exam, plus a final oral defense is required.

### **Employment Opportunities:**

Opportunities for Ph.D. in Health Sciences prepared health professionals exist in the areas of education, research, clinical practice, leadership roles, and consulting. According to America's Career Information Network (2010) the employment trends from 2008 to 2018 for postsecondary health specialties teachers will be higher in Indiana (25% growth) as compared to the U.S. (15% growth). Data from the Indiana Department of Workforce Development (2010) *High-wage, High-demand Occupations 2006-2016* shows that the state of Indiana is projected to have 508 new positions for postsecondary health specialties teachers.

## B. Program Description

### 1. Describe the proposed program and state its objectives.

The Doctor of Philosophy in Health Sciences (Ph.D. in Health Sciences) program is distinguished by its interdisciplinary approach to graduate study. The program will prepare practicing health care professionals to assume leadership roles in the academic and/or clinical and research settings. The degree will also prepare graduates to develop and implement solutions to the health issues of our society and to teach in academic and clinical settings. The mission of the Ph.D. in Health Sciences program is to prepare professionals from health and related fields as educators, researchers, scholars and leaders. They will solve problems creatively, utilizing advanced technologies, basic principles of ethics, and cultural sensitivity to address state, national and global health problems.

The outcomes for the Ph.D. in Health Sciences program include students' ability to:

- Communicate and collaborate with the health care team to facilitate the attainment of common goals and to advance the scientific bases of knowledge in the health profession via ongoing research and scholarship;
- Perform duties in a manner sensitive to diverse racial, ethnic, gender, religious, and other social groups by integrating basic principles of ethics and cultural sensitivity within all professional and interpersonal activities;
- Analyze critically and solve a variety of clinical, cultural, psychosocial, and/or managerial problems;
- Demonstrate competency in oral, written and electronic modes of communication, using both scholarly and technical formats;
- Design and provide quality instruction in the academic and/or clinical setting;
- Function in a leadership role in the academic and/or clinical and research setting;
- Design, conduct, defend and disseminate original scholarly work to generate knowledge in the health sciences.

### 2. Describe admission requirements, anticipated student clientele, and student financial support

- a. Admission Requirements.** A student must satisfy all general requirements of the College of Graduate and Professional Studies at ISU as stated in the Graduate Catalog. An additional admission criterion for the doctor of philosophy in health sciences requires the applicant to have a grade point average of 3.0 or above on all graduate work attempted.

Minimal qualifications:

- Master's degree in health related field
- Master's level statistics course
- Master's level research methods course

It must not be assumed that meeting minimal qualifications guarantees admission to the program. The admissions committee must have the following before an admission decision will be made:

- Completed application form.
- Letters of recommendation from at least three persons who know the prospective student in a personal, and/or academic, and/or professional capacity.
- One official transcript from each school at which any undergraduate or graduate work has been completed.
- Scores on Graduate Record Examination General Tests (Verbal, Quantitative, and Analytical).
- International students must also comply with the required TOEFL score requirements as stated in the Graduate Catalog. Requests to complete Interlink in lieu of TOEFL scores will be considered only on the basis of submitted scores on the Graduate Record Examination Tests.

In most cases the admissions committee may require the applicant to appear for a personal interview and to present evidence of his or her ability to write acceptable prose under controlled conditions.

The program requires the student to successfully complete a minimum of 48 credit hours of graduate work beyond a master's degree and to write and defend a doctoral dissertation (18 credit hours) as prescribed in the regulations of the College of Graduate and Professional Studies (see Graduate Catalog).

### **Retention**

A student whose grade point average drops below 3.0 will be placed on probation, suspended from graduate study, or dismissed from the College of Graduate and Professional Studies. The dean of the College of Graduate and Professional Studies, in accordance with the regulations of the department and the College of Graduate and Professional Studies, will make decisions in such matters. A student who is suspended from graduate study or dismissed from the College of Graduate and Professional Studies may request a review of the case by the Graduate Student Appeals Committee of the Graduate Council.

### **Research Tool Proficiency**

All doctoral students are expected to demonstrate proficiency in appropriate research tools. Consult with the program coordinator or department chairperson for additional information on this program's research tool requirement.

## **Admission to Candidacy**

Students may apply for admission to candidacy after any provisions or conditions that may have been attached to admission to the program have been removed. Additionally, all the standards of the College of Graduate and Professional Studies must be met. Faculties that serve on the student's dissertation committee will be responsible for constructing complex questions for the student's qualifying examination. A satisfactory assessment on the qualifying examination will be necessary before enrolling for dissertation hours. Refer to that section of the Graduate Catalog for details.

The student must satisfactorily pass both written and oral preliminary examinations and must demonstrate satisfactory performance on a final oral examination and dissertation defense.

## **Dissertation**

An acceptable dissertation on a topic or problem relating to the student's area of interest is required for completion of degree requirements.

## **Time Limitation**

Generally, the doctor of philosophy must be completed within a total of nine years after admission to the program and within six years after admission to candidacy for the degree.

- b. Prerequisite coursework and degree.** Applicants must have these minimal qualifications:
- Master's degree in health related field
  - Master's level statistics course
  - Master's level research methods course
- c. Specific student clientele.** This program is designed for both full-time and part-time graduate students. The Ph.D. in Health Sciences program will serve professionals with a Master's degree in health and related fields with a desire to work in higher education, health research oriented centers and clinical settings. These students will enter the program from the diverse disciplines in the allied health professions.
- d. Enrollment restrictions.** Initially, enrollment will be limited to 18 students. The maximum number of full-time students admitted to this program will be 6 full-time students and 12 part-time students. If fewer full-time graduate students apply, the number of part-time students will be increased to a comparable number. Permitting only a small number of students in the initial phases will promote a supportive environment at the highest quality for both students and faculty.
- e. Student financial support.** Various forms of financial support exist for eligible students including grants and loans. Many employers offer student incentives for tuition reimbursement. Students may also apply for an assortment of scholarships offered by local agencies as well as national organizations to assist them in furthering their education.

### **3. Describe the proposed curriculum**

#### **a. Requirements**

Curriculum will include a minimum of 66 post master's credit hours with a total of 600 hours of supervised internship or clinical experience.

#### **Health Core Courses (15 credits)**

HLTH 617 – Health Behavior Theories	3 credit hours
HLTH 612 – Epidemiology	3 credit hours
PHTH 841 – Health Care Systems	3 credit hours
NURS 822 – Organizational Informatics	3 credit hours
NURS 842 – Health Policy Leadership	3 credit hours

#### **Teaching Core Courses (12 credits)**

CIMT 611 – Measurements and Evaluation in Education	3 credit hours
CIMT 620 – Instructional Design	3 credit hours
CIMT 660 – Curriculum Fundamentals	3 credit hours
HLTH 815 – Teaching in the Health Professions	3 credit hours

#### **Research Core Courses (15 credits)**

EPSY 620 – Foundations of Qualitative and Quantitative Research	3 credit hours
EPSY 712 – Statistical Inference	3 credit hours
EPSY 713 – Multivariate Statistics and Advance Research Design	3 credit hours
HLTH 816 – Proposal and Grant Writing	3 credit hours
HLTH 818 – Research Methods	3 credit hours

#### **Internship/Practicum Courses (6 credits)**

HLTH 821 – Internship or Clinical Experience I	3 credit hours
HLTH 822 - Internship or Clinical Experience II	3 credit hours

#### **Dissertation Course (18 credits)**

HLTH 899 – Dissertation	18 credit hours
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**Total** **66 credit hours**

#### **b. Sample Curriculum.**

The Ph.D. in Health Sciences curriculum sequencing of course by semester is listed below for both the full-time and part-time plans of study. A program of study grid is included in Appendix A.

#### **Typical Full-Time Sequence**

##### *First Year – Fall Semester*

HLTH 612	Epidemiology	3 credit hours
HLTH 617	Health Behavior Theories	3 credit hours

HLTH 815	Teaching in the Health Professions	<u>3 credit hours</u>
	Total	<b>9 credit hours</b>

*First Year – Spring Semester*

CIMT 611	Measurements and Evaluation in Education	3 credit hours
NURS 822	Organizational Informatics	3 credit hours
EPSY 620	Foundations of Qualitative and Quantitative Research	<u>3 credit hours</u>
	Total	<b>9 credit hours</b>

*Second Year- Summer Semester*

CIMT 620	Instructional Design	<u>3 credit hours</u>
	Total	<b>3 credit hours</b>

*Second Year – Fall Semester*

EPSY 712	Statistical Inference	3 credit hours
NURS 842	Health Policy Leadership	3 credit hours
HLTH 821	Internship or Clinical Experience I	<u>3 credit hours</u>
	Total	<b>9 credit hours</b>

*Second Year – Spring Semester*

HLTH 816	Proposal and Grant Writing	3 credit hours
EPSY 713	Multivariate Statistics and Advance Research Design	3 credit hours
HLTH 822	Internship or Clinical Experience II	<u>3 credit hours</u>
	Total	<b>9 credit hours</b>

*Third Year – Summer Semester*

HLTH 818	Research Methods	<u>3 credit hours</u>
	Total	<b>3 credit hours</b>

*Third Year – Fall Semester*

CIMT 660	Curriculum Fundamentals	3 credit hours
PHTH 841	Health Care Systems	3 credit hours
HLTH 899	Dissertation	<u>1-9 credit hours</u>
	Total	<b>15 credit hours</b>

*Third Year – Spring Semester*

HLTH 899	Dissertation	<u>1-9 credit hours</u>
	Total	<b>9 credit hours</b>

**TOTAL      66 credit hours**

**Typical Part-Time Sequence**

*First Year – Fall Semester*

HLTH 612	Epidemiology	3 credit hours
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HLTH 617	Health Behavior Theories	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>First Year – Spring Semester</i>		
CIMT 611	Measurements and Evaluation in Education	3 credit hours
EPSY 620	Foundations of Qualitative and Quantitative Research	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>Second Year – Summer Session</i>		
CIMT 620	Instructional Design	<u>3 credit hours</u>
	Total	<b>3 credit hours</b>
<i>Second Year – Fall Semester</i>		
EPSY 712	Statistical Inference	3 credit hours
HLTH 815	Teaching in the Health Professions	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>Second Year – Spring Semester</i>		
EPSY 713	Multivariate Statistics and Advance Research Design	3 credit hours
NURS 822	Organizational Informatics	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>Third Year – Summer Session</i>		
HLTH 818	Research Methods	<u>3 credit hours</u>
	Total	<b>3 credit hours</b>
<i>Third Year – Fall Semester</i>		
CIMT 660	Curriculum Fundamentals	3 credit hours
NURS 842	Health Policy Leadership	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>Third Year – Spring Semester</i>		
HLTH 816	Proposal and Grant Writing	3 credit hours
HLTH 821	Internship or Clinical Experience I	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>Four Year – Fall Semester</i>		
PHTH 841	Health Care Systems	3 credit hours
HLTH 822	Internship or Clinical Experience II	<u>3 credit hours</u>
	Total	<b>6 credit hours</b>
<i>Four Year – Spring Semester</i>		
HLTH 899	Dissertation	<u>1-9 credit hours</u>
	Total	<b>9 credit hours</b>
<i>Fifth Year – Fall Semester</i>		
HLTH 899	Dissertation	<u>1-9 credit hours</u>



Total 9 credit hours

**Total 66 credit hours**

- c. Existing courses.** The Ph.D. in Health Sciences program will require 11 existing courses from five different departments at ISU. These courses are: CIMT 611 - Measurements and Evaluation in Education, CIMT 620 – Instructional Design, CIMT 660 – Curriculum Fundamentals, EPSY 620 – Foundations of Qualitative and Quantitative Research, EPSY 712 – Statistical Inference, EPSY 713 – Multivariate Statistics and Advance Research Design, NURS 822 – Organizational Informatics, NURS 842 – Health Policy Leadership, PHTH 841 – Health Care Systems, HLTH 612 – Epidemiology, and HLTH 617 – Health Behavior Theories. The CIMT courses are from the Curriculum, Instruction, and Media Technology Department and the courses are offer at least once a year. The EPSY courses are from the Communication Disorders and Counseling, School and Educational Psychology Department and the courses are offer at least once a year. These courses are part of the new Doctor of Nursing Practice program. The PHTH course is from the Applied Medicine and Rehabilitation Department and is part of the new Doctor of Physical Therapy program. The HLTH courses are from the Department of Applied Health Sciences and are offered at least once a year.
  - d. New courses.** The Ph.D. in Health Sciences program will require six new courses that will be house in the Department of Applied Health Sciences. These courses are: HLTH 815 – Teaching in the Health Professions, HLTH 816 – Proposal and Grant Writing, HLTH 818 – Research Methods, HLTH 821 – Internship or Clinical Experience I, HLTH 822 – Internship or Clinical Experience II, and HLTH 899 – Dissertation. The Ph.D. in Health Sciences program and new courses were approved through the policies as established by the College of Nursing, Health, and Human Services and Indiana State University. The program was approved by the Academic Affairs Committee of the Department of Applied Health Sciences, the Curriculum Academic Affairs Committee of the College of Nursing, Health, and Human Services (NHHS), the Executive Committee of the College of NHHS, the Dean of the College of NHHS, the New Graduate Program Task Force, the University Graduate Council, the University Faculty Senate, the Provost and Vice President of the University, and the Board of Trustees.
  - e. Courses delivered by other institutions.** All Ph.D. in Health Sciences courses will be delivered by Indiana State University.
- 4. Describe the form of recognition.**
- a. Type of Degree.** Students who complete the program will be awarded the Doctor of Philosophy in Health Sciences (Ph.D.).
  - b. Suggested CIP Code.** CIP code for the Ph.D. in Health Sciences is 51.0000.
  - c. Student diploma.** The information that will appear on the student’s diploma will be the Doctor of Philosophy in Health Sciences, Indiana State University, College of Graduate and Professional Studies, Terre Haute, Indiana.

**5. List program faculty and administrators.**

**a. Existing Faculty and Administration.** The table lists the name, highest academic degree, rank, specialization, and nature of appointment for the administrators and faculty directly involved in the program.

<b>Name</b>	<b>Degree</b>	<b>Rank</b>	<b>Specialization</b>	<b>Appointment</b>
<b>Administration</b>				
Richard Williams	Ph.D.	Dean	Leadership Curriculum Physiology Athletic Training	Full-time
Marcia Miller	Ph.D. MSN	Associate Dean/ Executive Director for Nursing Associate Professor	Informatics Statistics Educational Theory Curriculum Development Leadership Research	Full-time
Yasenska Peterson	Ph.D. CHES	Associate Professor Chairperson, Department of Applied Health Sciences	HIV-AIDS Education Tobacco use prevention Program Planning Evaluation	Full-time
<b>Faculty</b>				
Eliezer Bermúdez	Ph.D. CP-FS	Associate Professor  Department of Applied Health Sciences	Environmental Health Public Health Toxicology Food Safety	Full-time
Shiaw-Fen Ferng-Kuo	Ph.D. REHS	Professor  Department of Applied Health Sciences	Epidemiology Statistics Environmental Epidemiology	Full-time
Mathew Hutchins	Ph.D.	Assistant Professor  Department of Applied Health Sciences	Physical activity Health behavior School health education Public health Self-efficacy and self- motivation	Full-time
Maureen Johnson	Ph.D.	Assistant Professor  Department of Applied Health Sciences	Health Media and Technology Teaching Research Methods	Full-time
Jimmy Melancon	Ph.D. CHES	Assistant Professor  Department of Applied Health Sciences	Administration Chronic Diseases Management	Full-time

**b. New faculty requirements**

Two new faculty tenure/tenure track nine-month positions have been requested for the program, one to start the first year (Fall 2011) and one to start the second year (Fall 2012). One of the faculties must have a proven research platform and be able to mentor students in research methods. The program will also utilize current faculty and staff from at least five different departments at ISU and utilize available resources and faculty from the College of Nursing, Health, and Human Services.

**6. Describe needed learning resources**

**a. Available and needed learning resources.** The Cunningham Memorial Library supports the educational and research missions of Indiana State University by providing the collections, services, and environments that lead to intellectual discovery, creativity, and the exchange of ideas. The library collections include more than two million items. Graduate students may check out most items for 120 days and may renew most items a maximum of three times. Document delivery services are available for distance education students. For items unavailable at the Indiana State University library, students may request that the items be borrowed from another library through interlibrary loan.

The library supports the College of Nursing, Health, and Human Services in areas such as adult health, informatics, community health, education, administration, public health and various areas of the health sciences. The collection includes a number of books, CDs, DVDs, videotapes, and other materials on health. The ISU Library is a federal government depository, receiving approximately 52% of the materials available from the GPO (Government Printing Office), including the National Institutes of Health.

Preference is given to collecting journals and periodicals in an online format. The library has 1002 online health journal subscriptions available to students and faculty. More than 24 online databases include records for health-related journals, magazines, newspapers, and other sources. In addition, the library subscribes to 214 more databases that include research on topics such as culture, business administration, technology, and education.

Reference and instructional services are available to all students. New students learn about the library research process through online interactive library tutorials and research guides. Reference assistance is available in a variety of ways: in person, by phone, by e-mail, or by reference-chat during regular library hours.

**b. Consequences of unmet learning resources.** A \$500 course fee for each of the internship/clinical experiences is needed. This fee may be used for educational resources, adjunct faculty, and travel related to student supervision at internship or clinical sites. There is a need to continue with the current resources and budgetary allowances and for the evaluation of those resources and continuation or procurement of additional learning resources to fill identified needs. Our faculty work closely with the library and will continue to update holdings of all kinds in the electronic realm especially since the students will be distance learners.

## 7. **Describe other program strengths**

- a. **Special/distinctive features.** The interdisciplinary approach of the Ph.D. in Health Sciences programs “pulls” from the strength of established graduate courses offered at ISU minimizing the impact on department faculty loads and the need for additional faculty lines. The program uses a cohort approach, enhancing student support and interaction with faculty and mentors. The program will draw candidates from several health disciplines. An interdisciplinary cohort will bring together a mix of health professionals with diverse backgrounds that will broaden the knowledge of all and continue to promote existing collaboration among health professionals. There is a strong teaching and research emphasis in the program course work. In addition, the program meets an important need in our own college among new faculty or recent health professional graduates such as nurse educators, physician assistants, physical and occupational therapists, social workers, athletic trainers, and master level, looking for career advancement.
  
- b. **Collaborative arrangements.** The interdisciplinary nature of the College of Nursing, Health and Human Services facilitates collaboration with other departments for research and facilities. In addition, the Terre Haute Center for Medical education (IU School of Medicine Branch campus) and the Richard G Lugar Center for Rural Health currently participate in shared grants and health related lectures appropriate for multiple disciplines. In addition, the West Central Area Health Education Center (WCAHEC) is hosted by the College of Nursing, Health, and Human Services. One of the missions of WCAHEC is health care work force development. The Rural Health Innovation Collaborative (RHIC) is another collaborative opportunity with local health professionals to promote the program’s mission of providing health related services to diverse and underserved populations.

## C. **Program Rationale**

### 1. **Institutional Factors**

- a. **Compatibility with institutional mission.** Academic program offerings at Indiana State University are based on our institutional mission, state and national workforce needs, student interest, and faculty support. The special identity for Indiana State University is to be noted for a tradition of strong community engagement and service learning. Indiana State University is one of the founding partners of the Rural Health Innovation Collaborative (RHIC). The RHIC represents a unique opportunity to align the resources and strategic directions of several Indiana institutions to address the challenge to improve health services in rural and underserved communities. The Ph.D. in Health Sciences program will prepare graduates to develop and implement solutions to health issues of our society and to teach in academic and clinical settings.

Indiana State University has been preparing for a growth stage through the vetted process of program prioritization and strategic planning. ISU has cut majors, cut courses, and revamped general education. The University with new leadership is now ready to enter into a new phase of carefully planned expansion. Supporting the Ph.D. in Health Sciences will provide an avenue to meet the above mentioned goals and to also develop health professionals as educators and researchers. The benefits of additional Ph.D. in Health Sciences will enhance the University’s abilities in teaching, research, and service.

- b. Planning process.** The planning process for the Ph.D. in Health Sciences program was started in summer 2009 with the creating of an exploratory committee of faculty from the College of Nursing, Health and Human Services.

**Table C.1.1 Planning Process for Ph.D. in Health Sciences Program**

<b>TIMELINE</b>	<b>PLANNING ACTIVITY</b>
Summer 2009	Formation of exploratory committee (Committee met during Fall 2009 and Spring 2010)
Summer 2010	Discussed by the Program Task Force of the College of Nursing, Health and Human Services
Summer 2010	Obtained ISU administrative support
Summer 2010	Development of Program curriculum -New courses -Existing courses (Contact with individual departments about use of existing courses) -Meet with Dean of the College of Graduate and Professional Studies
August 2010	Proposed program curriculum presented to the faculty members of the Department of Applied Health Sciences
September 2010	Proposed program curriculum approved by the Academic Affairs Committee of the Department of Applied Health Sciences
October 2010	Proposed program approved by the Curriculum Academic Affairs Committee of the College of Nursing, Health and Human Services
November 2010	Proposed program approved by the Executive Committee of the College of Nursing, Health and Human Services
February 2011	Proposed program approved by the New Graduate Program Task Force of the University Graduate Council
March 2011	Proposed program approved by the University Graduate Council
March 2011	Proposed program approved by the Executive Committee of the Faculty Senate and the Faculty Senate
May 2011	Proposed program approved by the Provost and Vice President of the University, and the ISU Board of Trustees

- c. Impact of the proposed program.** It is anticipated that there will be increased interest and application in the existing master's program in Health Sciences, as the Ph.D. program provides further educational opportunities to continue post graduate education with a focus on teaching and research in the health sciences. The addition of a Ph.D. in Health Sciences may also significantly impact and enhance collaborative research among allied health professionals within the college. Funding opportunities may also be enhanced due to collaborative inter-professional research efforts. The graduate scholarly projects will also expand the knowledge, education, and application of the health sciences. In addition, the program meets an important need on decreasing health care educator worker shortages.

Recent health professional graduates such as nurse educators, physician assistants, physical and occupational therapists, social workers, and athletic trainers may complete the Ph.D. in Health Sciences to teach and conduct research at higher learning institutions or advance their careers.

- d. **Impact on Utilization of Existing Resources.** The interdisciplinary approach of the Ph.D. in Health Sciences programs “pulls” from the strength of established graduate courses offered at ISU minimizing the impact on department faculty loads and the need for additional faculty lines. This approach will improve efficiency by adding students to graduate courses that are currently offered.

2. **Student Demand** (See Table 1: Enrollment and Completion Data)

a. **Enrollment**

The Ph.D. in Health Sciences program will serve professionals with a Master’s degree in health and related fields with a desire to work in health higher education, health research oriented centers and clinical settings. The program will have full time and part time enrollment options. There is a need in higher education and in the health care field for doctoral prepared health professionals who have been trained in education and teaching methods as well as in research and grant writing. This program will decrease health care educator worker shortages. It is expected that recent health professional graduates such as nurse educators, physician assistants, physical and occupational therapists, social workers, and athletic trainers will enroll in the program. The bachelor degree in health sciences at ISU currently has more than 105 students enrolled and the M.S. in health sciences has 25 students. This new program will attract new students to both the bachelor and Master’s in health sciences programs.

b. **Completion Data.**

Indiana State is committed to student success and support. Table 1, shows estimated credit hours to be generated by the new program. The Ph.D. in Health Sciences program will be a new degree offering for the College of Graduate and Professional Studies and to campus.

3. **Transferability**

There are no unique agreements with any other institutions regarding transfer of students or credits. ISU has always allowed a course equivalency evaluation of previous course work.

4. **Access to graduate and professional programs**

Not applicable. This program offers a terminal degree (Ph.D.). This program does not prepare students for entry into graduate or professional schools.

5. **Demand and employment factors**

- a. **Geographic region to be served.** The primary geographic region to be served by the ISU-Ph.D. in Health Sciences program is Indiana and the Mid-western United States.

- b. **Review of literature.** Long term occupational projections by the Indiana Department of Workforce Development (2010) indicate a growth of 15 to 20% for health care services

providers. According to America's Career Information Network (2010) the employment trends from 2008 to 2018 for postsecondary health specialties teachers will be higher in Indiana (25% growth) as compare to the U.S. (15% growth). Based on data from the U.S. Bureau of Labor Statistics (2010) the projected growth for postsecondary health specialties teachers, primarily Ph.D., will be faster than average. Ph.D. recipients should experience the best job prospects. It is expected a 14 to 19% growth in demand from 2008 to 2018 (U.S. Bureau of Labor Statistics, 2010).

- c. Potential employers.** Higher learning institutions, clinics, hospitals, public health clinics, non-profit agencies, school districts, private industry and Veterans Administration are some of the potential employers. Ph.D.s in Health Sciences are in demand throughout every state. These graduates will have the evidence based practice and leadership to be change agents in any agency. They will look at new and better ways to create health care delivery systems meeting the needs of their particular population.
- d. Independent needs analysis.** A recap of the literature is presented:
- According to America's Career Information Network (2010) the employment trends from 2008 to 2018 for postsecondary health specialties teachers will be higher in Indiana as compared to the U.S. They project a 25% growth for Indiana as compare to 15% growth for the US.
  - Based on data from the U.S. Bureau of Labor Statistics (2010) the projected growth for postsecondary health specialties teachers, primarily Ph.D., will be faster than average. Ph.D. recipients should experience the best job prospects. It is expected a 14 to 19% growth in demand from 2008 to 2018 (U.S. Bureau of Labor Statistics, 2010).
  - According to *High-wage, High-demand Occupations 2006-2016* provided by the Indiana Department of Workforce Development (2010) the state of Indiana is projected to have 508 new positions for postsecondary health specialties teachers.
  - Long term occupational projections by the Indiana Department of Workforce Development (2010) indicate a growth of 15 to 20% for health care services providers.
- e. Program experience.** Indiana State University awarded the first doctor of philosophy degree in 1968. In addition, ISU offers Ed.D., Psy.D., and D.N.P. programs in education, psychology and nursing. The Applied Health Sciences Department has offered a Master's in Health Promotion since 1995. In 2008 the program change name to master's in Health Sciences.

## **6. Regional, state, and national factors**

- a. Comparable programs in the region and state.** A Ph.D. in health and rehabilitation sciences program is offered by Indiana University Purdue University in Indianapolis (IUPUI). This Ph.D. is a research degree with greater emphasis in rehabilitation, whereas the proposed Ph.D. combines an emphasis of teaching and research in health sciences. Indiana University offers a Ph.D. in Health Behavior with various concentrations in the Department of Applied Health Science. The University of Wisconsin-Milwaukee offers a Ph.D. in Health Sciences.

- b. External agencies.** There are no external agencies that have helped shape the program's curriculum.

## **D. Program Implementation and Evaluation**

### **Implementation**

The Ph.D. program will be marketed through presentation, newsletters, alumni publications and brochures for current baccalaureate and master's health sciences students. The ISU Department of Applied Health Sciences website and the College website will be updated to provide information on the Ph.D. program. We anticipate that our first student cohort will be admitted and start the program fall semester of 2011. Eighteen post-master's students will be admitted annually.

### **Evaluation**

The design of the Ph.D. in Health Sciences program was constructed based on the following evaluation criteria: 1) quality and efficiency; 2) appropriateness of the program offering; 3) availability of similar programs; 4) personal and social utility; 5) student demand; 6) student access; 7) flexibility of program design; 8) market demand; 9) inter-institutional and inter-departmental cooperation; 10) flexibility of providing instruction.

#### **1) Quality and efficiency**

The Department of Applied Health Sciences extensively reviews the student outcomes. These evaluation procedures will be applied to the Ph.D. program and include: course evaluation, faculty evaluations, preceptor evaluation of student (internship sites), student evaluation of learning resources, support, advising, distance education and technology, exit surveys, student satisfaction, and alumni surveys. Student retention and graduation rates are compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.

Evaluation forms will be adapted to include specific the Ph.D. program outcomes. The department faculty will review evaluation results and make necessary curriculum changes.

#### **2) Appropriateness of program offering to institution's identity and mission**

The Ph.D. in Health Sciences is based on the ISU mission, which states "Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world" (Indiana State University, 2008). The research project and internship courses will actively involve the students with their communities through meaningful service.

#### **3) Availability of similar programs**

Nationally, professional health related disciplines are rapidly morphing master's education into the more independent doctor of philosophy degree for better service in the health sciences and more equitable payment reimbursement. Considering that Indiana has long been a leading national provider for higher education, all major state universities should be encouraged to create this opportunity for students.



A Ph.D. in health and rehabilitation sciences program is offered by Indiana University Purdue University in Indianapolis (IUPUI). This Ph.D. is a research degree with greater emphasis in rehabilitation, whereas the proposed Ph.D. combines an emphasis of teaching and research in health sciences. Indiana University offers a Ph.D. in Health Behavior with various concentrations in the Department of Applied Health Science. Based on an internet search for Ph.D. in H.S. nationwide, less than fifteen programs were found.

#### **4) Personal and social utility**

Earning a Ph.D. in Health Sciences will allow the individual to pursue additional career opportunities in both practice settings and health education. The social utility will be the increase in the number of health professionals with a strong preparation in education, teaching and research that will serve diverse and underserved populations.

#### **5) Student demand**

Student demand will increase with an increase in the demand for B.S. and M.S. in health sciences. High quality graduate programs that offer flexible course offerings will continue to be in high demand by students.

#### **6) Student access**

This program will be available to any student that meets the minimum admission requirements. Health professionals with a master's degree in a health related field will qualify for admission to the program. In addition, the program will be offer to full-time or part-time students.

#### **7) Flexibility of program design**

One of the strengths of the Indiana State Ph.D. in Health Sciences program is that it offers both full-time and part-time options. This adds greater flexibility for the adult learner that may already be working and have family responsibilities.

#### **8) Market demand**

Based on data from the U.S. Bureau of Labor Statistics (2010) the projected growth for postsecondary health specialties teachers, primarily Ph.D., will be faster than average. Ph.D. recipients should experience the best job prospects. It is expected a 14 to 19% growth in demand from 2008 to 2018 (U.S. Bureau of Labor Statistics, 2010). According to America's Career Information Network (2010) the employment trends from 2008 to 2018 for postsecondary health specialties teachers will be higher in Indiana as compared to the U.S. They project a 25% growth for Indiana as compare to 15% growth for the US. Data from the Indiana Department of Workforce Development (2010) *High-wage, High-demand Occupations 2006-2016* shows that the state of Indiana is projected to have 508 new positions for postsecondary health specialties teachers.

#### **9) Inter-institutional and inter-departmental cooperation**

Students are loyal to their university and wish to continue working with faculty they know and trust. The interdisciplinary nature of the College of Nursing, Health and Human Services facilitates collaboration with other departments for research and facilities. In addition, the Terre Haute Center for Medical education (IU School of Medicine Branch campus) and the Richard G

Lugar Center for Rural Health located on campus currently participate in shared grants and health related lectures appropriate for multiple disciplines. The Rural Health Innovation Collaborative (RHIC) is another collaborative opportunity with local health professionals to promote the program's mission of providing health related services to diverse and underserved populations.

**10) Flexibility of providing instruction**

The design of the instructional methods for effective teaching and learning is based on experiential learning and community engagement. Quality learning occurs through multiple methods including digital video streaming, PowerPoint presentations, educational chat rooms, selected readings, electronic web sources, interactive faculty and student discussion with problem-based learning, concept maps, group projects, and student presentations. All courses will use a Blackboard site to enhance course organization. Every effort is made to provide content for the visual, auditory, and kinesthetic learner through high quality content delivery and coordinated internship sites with preceptors in the community.

**E. Tabular Information**

1. Table 1: Enrollment and Completion Data—see following page 19
2. Table 2A and 2B: Cost and Revenue Data—see following pages 20 and 21
3. Table 3: New Program Proposal Summary—see following page 22

Table 1 Program Enrollments and Completions  
Annual totals by Fiscal Year (Use SIS Definitions)

Campus: Indiana State University  
Program: Ph.D. Health Sciences  
Date: November 22, 2010

	Total Year 1 FY 2010-2011	Total Year 2 FY 2011-2012	Total Year 3 FY 2012-2013	Total Year 4 FY 2013-2014	Total Year 5 FY 2014-2015
<b>A. PROGRAM CREDIT HOURS GENERATED</b>					
1. Existing Courses	<u>0</u>	<u>378</u>	<u>720</u>	<u>1080</u>	<u>1188</u>
2. New Courses	<u>306</u>	<u>234</u>	<u>180</u>	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<u>306</u>	<u>612</u>	<u>900</u>	<u>1080</u>	<u>1188</u>
<b>B. FULL-TIME EQUIVALENTS (FTE's)</b>					
1. FTE's generated by Full-Time Students	<u>6</u>	<u>12</u>	<u>18</u>	<u>18</u>	<u>18</u>
2. FTE's generated by Part-Time Students	<u>6</u>	<u>12</u>	<u>18</u>	<u>21</u>	<u>24</u>
<b>TOTAL</b>	<u>12</u>	<u>24</u>	<u>36</u>	<u>39</u>	<u>42</u>
3. On-campus Transfer FTE's	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. New-to-Campus FTE's	<u>12</u>	<u>24</u>	<u>36</u>	<u>42</u>	<u>48</u>
<b>C. PROGRAM MAJORS (HEADCOUNT)</b>					
1. Full-time students	<u>6</u>	<u>12</u>	<u>18</u>	<u>18</u>	<u>18</u>
2. Part-time students	<u>12</u>	<u>24</u>	<u>36</u>	<u>48</u>	<u>60</u>
<b>TOTAL</b>	<u>18</u>	<u>36</u>	<u>54</u>	<u>66</u>	<u>78</u>
3. On-campus Transfers	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. New-to-campus Majors	<u>18</u>	<u>36</u>	<u>54</u>	<u>66</u>	<u>78</u>
5. In State	<u>16</u>	<u>32</u>	<u>48</u>	<u>58</u>	<u>68</u>
6. Out-of-State	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
<b>D. PROGRAM COMPLETIONS</b>	<u>0</u>	<u>0</u>	<u>6</u>	<u>6</u>	<u>18</u>

Table 2A  
Total Direct Program costs and Sources of Program Revenues

Campus: Indiana State University  
 Program: Ph.D. in Health Sciences  
 Date: November 22, 2010

	Total Year 1		Total Year 2		Total Year 3		Total Year 4		Total Year 5	
	FY 2010-2011		FY 2011-2012		FY 2012-2013		FY 2013-2014		FY 2014-2015	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>A. TOTAL DIRECT PROGRAM COSTS</b>										
1. Existing Departmental Faculty Resources	.25	25000	.25	25000	.75	75000	.75	75000	.75	75000
2. Other Existing Resources		<u>\$75000</u>		<u>150000</u>		<u>200000</u>		<u>200000</u>		<u>200000</u>
3. Incremental Resources (See Table 2B)		<u>\$109000</u>		<u>165000</u>		<u>156000</u>		<u>156000</u>		<u>156000</u>
<b>TOTAL</b>		<u><b>\$209000</b></u>		<u><b>340000</b></u>		<u><b>431000</b></u>		<u><b>431000</b></u>		<u><b>431000</b></u>
<b>B. SOURCES OF PROGRAM REVENUES</b>										
1. Reallocation		<u>\$0</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>
2. New-to-campus Student Fees		<u>\$115532</u>		<u>346596</u>		<u>509700</u>		<u>646406</u>		<u>739728</u>
3. Other (non-state)		<u>\$0</u>		<u>6000</u>		<u>12000</u>		<u>18000</u>		<u>18000</u>
4. New State Appropriations:										
a. Enrollment change funding		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>
b. Other State Funds		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>
<b>TOTAL</b>		<u><b>\$115532</b></u>		<u><b>352596</b></u>		<u><b>521700</b></u>		<u><b>664406</b></u>		<u><b>757728</b></u>

**Table 2B**  
**Total Direct Program Costs and Sources of Program Revenues**

Campus: Indiana State University

Program: Ph.D. in Health Sciences

Date: November 22, 2010

	Total Year 1 FY 2010-2011		Total Year 2 FY 2011-2012		Total Year 3 FY 2012-2013		Total Year 4 FY 2013-2014		Total Year 5 FY 2014-2015	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>1. PERSONAL SERVICES</b>										
a. Faculty	1	65000	2	120000	2	120000	2	120000	2	120000
b. Support Staff	0	0	0	0	0	0	0	0	0	0
c. Graduate Teaching Assistants	2	32000	2	32000	2	32000	2	32000	2	32000
<b>TOTAL</b>	<b>3</b>	<b>97000</b>	<b>4</b>	<b>152000</b>	<b>4</b>	<b>152000</b>	<b>4</b>	<b>152000</b>	<b>4</b>	<b>152000</b>
<b>2. SUPPLIES AND EQUIPMENT</b>										
a. General Supplies/Equipment		5000		10000		1000		1000		1000
b. Recruiting		5000		1000		1000		1000		1000
c. Travel		2000		2000		2000		2000		2000
d. Library/Acquisitions		\$0		\$0		\$0		\$0		\$0
<b>TOTAL</b>		<b>12000</b>		<b>13000</b>		<b>4000</b>		<b>4000</b>		<b>4000</b>
<b>3. EQUIPMENT</b>										
a. New Equipment Necessary for Program		\$0		\$0		\$0		\$0		\$0
b. Routine Replacement		\$0		\$0		\$0		\$0		\$0
<b>TOTAL</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
<b>4. FACILITIES</b>										
<b>5. STUDENT ASSISTANCE</b>										
a. Graduate Fee Scholarships		\$0		\$0		\$0		\$0		\$0
b. Fellowships		\$0		\$0		\$0		\$0		\$0
<b>TOTAL</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>
<b>SUM OF ALL INCREMENTAL DIRECT COSTS</b>		<b>\$109000</b>		<b>165000</b>		<b>156000</b>		<b>156000</b>		<b>156000</b>

Table 3  
New Program Proposal Summary  
November 22, 2010

1. Prepared by Institution: Indiana State University

Institution Location: Terre Haute, IN

Program: Ph.D. in Health Sciences

Proposed CIP Code: 51.0000

	Total Year 1 FY 2010-2011	Total Year 2 FY 2011-2012	Total Year 3 FY 2012-2013	Total Year 4 FY 2013-2014	Total Year 5 FY 2014-2015
Enrollment Projections (Headcount)					
Full-Time	<u>6</u>	<u>12</u>	<u>18</u>	<u>18</u>	<u>18</u>
Part-Time	<u>12</u>	<u>24</u>	<u>36</u>	<u>48</u>	<u>60</u>
TOTAL	<u>18</u>	<u>36</u>	<u>54</u>	<u>66</u>	<u>78</u>
Enrollment Projections (FTE)					
Full-Time	<u>6</u>	<u>12</u>	<u>18</u>	<u>18</u>	<u>18</u>
Part-Time	<u>6</u>	<u>12</u>	<u>18</u>	<u>24</u>	<u>30</u>
TOTAL	<u>12</u>	<u>24</u>	<u>36</u>	<u>42</u>	<u>48</u>
Degree Completion Projections	<u>0</u>	<u>0</u>	<u>6</u>	<u>6</u>	<u>18</u>
New State Funds Requested (Actual)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
New State Funds Requested (Increases)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
II. Prepared by CHE					
New State Funds to be considered for recommendation (Actual)	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
New State Funds to be considered for recommendation (Increases)	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>

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## APPENDICES

Appendix A: Program of Study.....	25
Appendix B: Faculty Credentials.....	26



APPENDIX A

*Indiana State University Doctor of Philosophy in Health Sciences Program of Study  
Typical Full-Time Sequence*

Year 1 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
			HLTH 617	Health Behavior Theories	3	CIMT 611	Measurement & Evaluation in Education	3
			HLTH 612	Epidemiology	3	EPSY 620	Foundations of Qualitative and Quantitative Research	3
			HLTH 815	Teaching in the Health Professions	3	NURS 822	Organizational Informatics	3
			Term Total 9			Term Total 9		
						Running Total 18		
Year 2 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
CIMT 620	Instructional Design	3	EPSY 712	Statistical Inference	3	EPSY 713	Multivariate Statistics and Advance Research Design	3
			NURS 842	Health Policy Leadership	3	HLTH 816	Proposal and Grant Writing	3
			HLTH 821	Internship or Clinical Experience I	3	HLTH 822	Internship or Clinical Experience II	3
			Term Total 3			Term Total 9		
			Running Total 21			Running Total 30		
						Running Total 39		
Year 3 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
HLTH 818	Research Methods	3	CIMT 660	Curriculum Fundamentals	3	HLTH 899	Dissertation	1-9
			PHTH 841	Health Care Systems	3			
			HLTH 899	Dissertation	1-9			
			Term Total 3			Term Total 7-15		
			Running Total 42			Running Total 49-57		
						Running Total 50-66		

- Applied Health Sciences Department Courses
- Curriculum, Instruction, and Media Technology Department Courses
- Communication Disorders and Counseling, School and Educational Psychology Department Courses
- Nursing, Advanced Practice Department Courses
- Applied Medicine and Rehabilitation Department Courses

**Indiana State University Doctor of Philosophy in Health Sciences Program of Study  
Typical Part-Time Sequence**

Year 1 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
			HLTH 617	Health Behavior Theories	3	CIMT 611	Measurement & Evaluation in Education	3
			HLTH 612	Epidemiology	3	EPSY 620	Foundations of Qualitative and Quantitative Research	3
			<b>Term Total 6</b>			<b>Term Total 6</b>		
			<b>Running Total 12</b>					
Year 2 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
CIMT 620	Instructional Design	3	EPSY 712	Statistical Inference	3	EPSY 713	Multivariate Statistics and Advance Research Design	3
			HLTH 815	Teaching in the Health Professions	3	NURS 822	Organizational Informatics	3
			<b>Term Total 3</b>			<b>Term Total 6</b>		
			<b>Running Total 15</b>					
			<b>Term Total 6</b>			<b>Term Total 6</b>		
			<b>Running Total 21</b>					
			<b>Term Total 6</b>			<b>Term Total 6</b>		
			<b>Running Total 27</b>					
Year 3 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
HLTH 818	Research Methods	3	CIMT 660	Curriculum Fundamentals	3	HLTH 821	Internship or Clinical Experience I	3
			NURS 842	Health Policy Leadership	3	HLTH 816	Proposal and Grant Writing	3
			<b>Term Total 3</b>			<b>Term Total 6</b>		
			<b>Running Total 30</b>					
			<b>Term Total 6</b>			<b>Term Total 6</b>		
			<b>Running Total 36</b>					
			<b>Term Total 6</b>			<b>Term Total 6</b>		
			<b>Running Total 42</b>					
Year 4 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
			PHTH 841	Health Care Systems	3	HLTH 899	Dissertation	1-9
			HLTH 821	Internship or Clinical Experience I	3			
			<b>Term Total 6</b>			<b>Term Total 1-9</b>		
			<b>Running Total 48</b>					
			<b>Term Total 6</b>			<b>Term Total 1-9</b>		
			<b>Running Total 49-57</b>					
Year 5 SUMMER SESSION			FALL SEMESTER					
			Number	Course Title	Credits			
			HLTH 899	Dissertation	1-9			
			<b>Term Total 1-9</b>					
			<b>Running Total 50-66</b>					

- Applied Health Sciences Department Courses
- Curriculum, Instruction, and Media Technology Department Courses
- Communication Disorders and Counseling, School and Educational Psychology Department Courses
- Nursing, Advanced Practice Department Courses
- Applied Medicine and Rehabilitation Department Courses

APPENDIX B  
**Indiana State University**  
**College of Nursing, Health, and Human Services**  
**Doctor of Philosophy in Health Sciences**  
**Faculty Qualification Information**

<b>Name:</b> Richard B. Williams Ph.D., ATC Dean, College of Nursing, Health and Human Services	<b>Office Phone:</b> 812-237-3683 <b>Email:</b> Biff.williams@indstate.edu
<b>Degrees / School:</b> BS Weber State University 1994 MS Indiana State University 1995 PhD New Mexico State University 1998	<b>Research Interest:</b> <ul style="list-style-type: none"> <li>• Athletic Training Education</li> <li>• Administration</li> <li>• Injury Prevention</li> <li>• Evidence-Based Practice</li> </ul>
<b>Professional Activities:</b> <ol style="list-style-type: none"> <li>1. Professor, Indiana State University –Dean of the College</li> <li>2. Indiana Area Health Education Center Advisory Board</li> <li>3. Member, National Athletic Trainers’ Association</li> </ol>	
<b>Presentations and Publications (Selected):</b> <p>Eberman, L., Kahanov, L., <b>Williams, R.B.</b> (2011). Athletic training education: Part III closing the loop. <i>International Journal of Athletic Therapy and Training</i>. (In press)</p> <p><b>Williams R.B.</b>, Duong P.T., Buechler, J. (2010). Achieving Results for the Future through Interdisciplinary Health Education. National Rural Health Association's 33rd Annual Conference. May 20, 2010. Savannah Georgia.</p> <p>Finn, K.J., Dolgener, F., <b>Williams, R.B.</b>, (2004). Ingestion of carbohydrates following certification weigh-in did not benefit college wrestlers. <i>Journal of Strength and Conditioning Research</i>. 18 (2), 328-333.</p> <p><b>Williams, R.B.</b>, Hadfield, O.D., (2003). Attributes of Curriculum Athletic Training Programs Related to the Passing Rate of First Time Certification Examinees. <i>Journal of Allied Health</i>, 32, (4), 240-245.</p> <p><b>Williams, R.B.</b>, Hudson, M.B., &amp; Evans, T.A. (2003). Recognition and prevention of injuries in sport rock climbing. <i>Journal of Physical Education, Recreation, and Dance</i>. 74 (9), 29-32.</p> <p><b>Williams, R.B.</b> (2001). Recognition of Movement Injuries in Children. <i>Journal of Physical Education, Recreation, and Dance</i>, 72 (6), 29-31, 37.</p>	
<b>Relevant teaching experience:</b> Teach Evidence-Based Practice/Athletic Training Teach Administration	<b>Clinical Practice:</b> Certified Athletic Trainer

**Indiana State University**  
**College of Nursing, Health, and Human Services**  
**Doctor of Philosophy in Health Sciences**  
**Faculty Qualification Information**

<p><b>Name:</b>          Marcia Ann Miller          Executive Director for Nursing          Associate Dean for Academics</p>	<p><b>Office Phone:</b> 812-237-8997   <b>Email:</b> Marcia.Miller@indstate.edu</p>
<p><b>Degrees / School:</b>          Ph.D. Leadership in Higher Education                Indiana State University, Terre Haute, IN          MSN Psychiatric Nursing Clinical Specialist                Saint Xavier College, Chicago, IL          MA Counseling Psychology                Ball State University, Muncie, IN          BSN Nursing                Ball State University, Muncie, IN</p>	<p><b>Research Interest:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Nursing Education</li> <li>• Psychiatric Nursing</li> <li>• Distance Education</li> </ul>
<p><b>Professional Activities:</b></p> <ol style="list-style-type: none"> <li>4. Member of the Educational Sub-committee for the Indiana State Board of Nursing</li> <li>5. Member of Indiana Deans and Directors</li> <li>6. Member of Sigma Theta Tau International</li> <li>7. Member of the Indiana State Nurses Association</li> <li>8. Member of National League for Nursing</li> </ol>	
<p><b>Presentations and Publications</b></p> <p>Miller, M., Kummerow, A., &amp; Mgutshini, T. (2010). Othello syndrome: Preventing a tragedy when dealing with delusional disorders. <i>The Journal of Psychosocial Nursing and Mental Health Services</i>. 48(8), 20-27. Selected for 4 CEUs</p> <p>Miller, M. (2008). <i>Psychiatric nursing</i>. Indianapolis, IN: The College Network.</p>	
<p><b>Relevant teaching experience:</b>          Nursing graduate courses: Health Promotion Education          Nursing undergraduate courses: Leadership, Capstone,          Psychiatric Nursing,</p>	<p><b>Clinical Practice:</b>          None at this time</p>

**Indiana State University**  
**College of Nursing, Health, and Human Services**  
**Doctor of Nursing Practice**  
**Faculty Qualification Information**

<p><b>Name:</b>  Yasenka Peterson, PhD., CHES  Associate Professor  Chairperson of Department of Applied Health Sciences</p>	<p><b>Office Phone:</b> 812-237-3070   <b>Email:</b> ypeterson@indstate.edu</p>
<p><b>Degrees / School:</b>  Ph.D. Texas Women University  M.S. Springfield College  B.S. Springfield College  <b>Certification:</b>  Certified Health Education Specialist (CHES)</p>	<p><b>Research Interest:</b></p> <ul style="list-style-type: none"> <li>• HIV</li> <li>• Program Planning and evaluation</li> <li>• Health Promotion</li> </ul>
<p><b>Professional Activities:</b></p> <p>Board Member, Chances for Indiana Youth, 2010 – present  Member, Addiction Prevention committee (Indiana Division of Mental Health and Addiction) 2009 - present  Board Member, Wabash Valley PATH, 2009 - present  Vice-President, Vigo County AIDS Task Force, 2002  Member, Vigo County AIDS Task Force, 1999 - 2002  Personnel Committee Member, Indiana Minority Health Coalition, IN, 2001 – 2002  Volunteer, American Red Cross, Terre Haute, IN, 1999 – present</p>	
<p><b>Presentations and Publications: (Selected)</b></p> <p>Hutchins, M., <b>Peterson, Y.</b>, &amp; Tincher, J. (March 2010). Fitness for life: Changes in motivation and self-efficacy. Presented at American Association of Health, Physical Education, Recreation and Dance.</p> <p><b>Peterson, Y.</b> (April 2009). Social determinants of public health. Presented at Indiana Public Health Association.</p> <p><b>Peterson, Y.</b>, Lugar, R., Gregory, V., &amp; Carlisle, R. (April 2009). Interdisciplinary health careers recruitment program. Presented at American Association of Health, Physical Education, Recreation and Dance.</p> <p>Lugar, R., Gregory, V., <b>Peterson, Y.</b>, &amp; Carlisle, R. (November 2008). Social Health: Theoretical approaches, models, and technology of development. Presented at Tambov State University, Tambov, Russia.</p> <p><b>Peterson, Y.</b> (April 2008). The relay for Life for Vigo Colleges: An experiential learning experience. Presented at American Association of Health, Physical Education, Recreation and Dance.</p> <p><b>Peterson, Y.</b> (June 2007). Tobacco use among high school students in Curacao. Presented at th19th IUHPE World Conference on Health Promotion and Health Education.</p> <p><b>Peterson, Y.</b> (2003). The Marijuana Perception Inventory: Ten Years Later. Indiana AHPERD Journal, 32 (1), 24 – 28.</p> <p><b>Peterson, Y.</b> &amp; Gabany, S. (2001). The Health Teaching Self-Efficacy Scale Applied to Elementary Student Teachers. Indiana AHPERD Journal, 30(3), 15 – 18.</p> <p><b>Peterson, Y.</b>, &amp; Gabany, S. (October, 2001). Applying the NIMH Multi-Site Condom Use Self-Efficacy Scale to College Students. American Journal of Health Studies, 17(1). 15 – 19.</p>	
<p><b>Relevant teaching experience: Graduate Faculty</b>  HLTH 601 – Research Methodology in Health and Safety  HLTH 617 – Health Policy  Plus more than 15 undergraduate courses</p>	<p><b>Clinical Practice:</b>  Certified Health Education Specialist (CHES)  Registered with the State of Indiana as HIV counselor</p>

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<p><b>Name:</b>          Shiaw-Fen Ferng, Ph.D., MSPH, REHS          Professor          Department of Applied Health Sciences</p>	<p><b>Office Phone:</b> (812) 237-3096   <b>Email:</b> <a href="mailto:shiaw-fen.ferng-kuo@indstate.edu">shiaw-fen.ferng-kuo@indstate.edu</a></p>
<p><b>Degrees / School:</b>          PhD University of California, Los Angeles (UCLA)          MSPH UCLA          BS National Taiwan University</p> <p><b>Certification:</b>          Registered Environmental Health Specialist</p>	<p><b>Research Interest:</b></p> <ul style="list-style-type: none"> <li>• Environmental epidemiology;</li> <li>• Toxicology</li> <li>• Indoor air quality</li> </ul>
<p><b>Professional Activities:</b></p> <p>Board of Directors of the Association of Environmental Health Academic Programs;          Radon outreach program field partner for National Environmental Health Association/ Environmental Protection Agency;          Indoor air quality and lighting surveillance Vigo County Schools</p>	
<p><b>Presentations and Publications:</b></p> <p><b>Ferng, S.-F</b> (2002). Ozone –induced DNA Strand Single Breaks in Guinea Pigs Tracheobronchial Epithelial Cells <i>in vivo</i>. <i>Inhalation Toxicology</i>. 14(6):621-633</p> <p><b>Ferng, S.-F</b> and Li-Wen Lee (2002). Indoor Air Quality Assessment of Licensed Day Care Facilities in a Midwest County: Using Carbon Dioxide, Temperature, and Humidity as Indicators. <i>Journal of Environmental Health</i>. 65(4):14-18.</p> <p>Bermudez, E., <b>Ferng, S.-F.</b>, Castro, E.C., and Mustafa, M.G. (1999). DNA Strand Breaks Caused by Ozone and Nitrogen Dioxide in Rat Alveolar Macrophages. <i>Environmental Research</i> 81:72-80.</p> <p><b>Ferng, S.-F.</b>, Castro, E.C., Afifi, A.A., Bermudez, E., and Mustafa, M.G. (1997). Ozone-induced DNA Strand Breaks in Guinea-pig Tracheobronchial Epithelial Cells. <i>Journal of Toxicology and Environmental Health</i>, 51:353-367.</p> <p>Lawson, J.K. and <b>Ferng, S.-F.</b> (1997). Taxpayers’ Attitude Toward Local Environmental Health Specialists: Salary Levels, Educational Levels, and Services Needed. <i>Journal of Environmental Health</i>, 59(10):13-17.</p> <p><b>Ferng, S.-F.</b> and Lawson, J. K. (1996). Residents in a High Radon Potential Geographic Area: Their Risk Perception and Attitude Toward Testing and Mitigation. <i>Journal of Environmental Health</i>, 58(6):13-17.</p>	
<p><b>Relevant teaching experience:</b>          Indiana State University College of Nursing, Health, &amp; Human Services applied health sciences courses</p>	<p><b>Clinical Practice:</b>          Registered Environmental Health Specialist (REHS)</p>

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<p><b>Name:</b>  Eliezer Bermúdez, Ph.D., CP-FS  Associate Professor  Department of Applied Health Sciences</p>	<p><b>Office Phone:</b> 812-237-3077   <b>Email:</b> eliezer.bermudez@indstate.edu</p>
<p><b>Degrees / School:</b>  Ph.D. University of California, Los Angeles (UCLA)  M.S. University of Puerto Rico, San Juan  B.S. University of Puerto Rico, Mayaguez</p>	<p><b>Research Interest:</b></p> <ul style="list-style-type: none"> <li>• Food safety</li> <li>• International Environmental Health</li> <li>• Toxicology</li> <li>• Air Pollution</li> </ul>
<p><b>Professional Activities:</b></p> <ul style="list-style-type: none"> <li>- Representative and student recruiter for the Association of Environmental Health Academic Programs at the Hispanic Association of Colleges and Universities annual conference</li> <li>- Member of the Indiana Environmental Health Association Committee on Professional and Educational Development</li> <li>- Abstract reviewer for the Association of Environmental Health Academic Programs undergraduate and graduate research awards</li> <li>- Member of the National Environmental Health and Protection Accreditation Council <ul style="list-style-type: none"> <li>- Chair of the Accreditation Council elections committee</li> <li>- Accreditation council vice-chair and Co-chair of the Undergraduate programs accreditation process</li> <li>- Member of the Accreditation Council Board of Directors (2004-2007)</li> </ul> </li> </ul>	
<p><b>Presentations and Publications (Selected)</b></p> <p><b>Bermúdez, E.</b> (2010). <i>Drinking water and wastewater pollution problems in Perú, South America</i>. Presented at the Indiana Environmental Health Association Annual Conference, September 27-29, Nashville, IN.</p> <p><b>Bermúdez, E.</b> (2010). <i>Water pollution problems in Perú, South America</i>. Presented at the National Environmental Health Association Annual Conference, June 7-10, Albuquerque, NM.</p> <p><b>Bermúdez, E.</b> (2010). <i>Environmental problems in Perú</i>. Presented as keynote speaker at the “Dia del Medio Ambiente” (Environmental Day) in Colegio Central, Miraflores, June 3, Lima, Perú.</p> <p><b>Bermúdez, E.</b> (2010). <i>Drinking water and wastewater pollution problems in Lima, Perú</i>. Presented at the annual <i>Focus the Woods: Water Issues: Water, water everywhere?</i> in Saint Mary-of-the-Woods College, February 18, Saint Mary-of-the-Woods, IN.</p> <p><b>Bermúdez, E.</b> (2009). <i>Planning and implementation of a food educational program for Spanish speaking restaurant workers</i>. Presented at the Illinois Environmental Health Association Annual Educational Conference, October 13-14, Peoria, Illinois.</p> <p><b>Bermúdez, E.</b> (2005). Faculty internships in environmental health: Planning and implementation. <i>Journal of Environmental Health</i>, 68(5), 22-25.</p> <p><b>Bermúdez, E.</b> (2001). Detection of poly (ADP-ribose) synthetase activity in alveolar macrophages of rats exposed to nitrogen dioxide and ozone. <i>Inhalation Toxicology</i>, 13,69-84.</p> <p><b>Bermúdez, E.,</b> Ferng, S-F., Castro, C. E., &amp; Mustafa, M. G. (1999). DNA strand breaks caused by exposure to ozone and nitrogen dioxide. <i>Environmental Research</i>, 81, 72-80.</p> <p>Pryor, W. A., Stone, K., Zang L. Y., &amp; <b>Bermúdez, E.</b> (1998). Fractionation of aqueous cigarette tar extracts: Fractions that contain the tar radical cause DNA damage. <i>Chemical Research in Toxicology</i>, 11, 441-448.</p>	
<p><b>Relevant teaching experience:</b>  Health Sciences undergraduate and graduate courses</p>	<p><b>Clinical Practice:</b>  Certified Professional in Food Safety (CP-FS)</p>

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<b>Name:</b> Matthew D. Hutchins, Ph.D. Assistant Professor, Department of Applied Health Sciences	<b>Office Phone:</b> 812-237-3108 <b>Email:</b> matthew.hutchins@indstate.edu
<b>Degrees / School:</b> Ph.D. Southern Illinois University, Carbondale M.S. Southern Illinois University, Carbondale B.S. Murray State University	<b>Research Interest:</b> <ul style="list-style-type: none"> <li>• Physical activity and health behavior</li> <li>• Self-efficacy and self-motivation</li> <li>• School Health</li> <li>• Teaching effectiveness</li> </ul>
<b>Professional Activities:</b> <ul style="list-style-type: none"> <li>• National Society of Physical Activity Practitioners in Public Health, Membership Committee (2009-present)</li> <li>• Member, American Alliance for Health, Physical Education, Recreation and Dance (2008-present)</li> <li>• Working with Vigo County School Corporation After Schools programs to send undergraduate students into their classrooms to teach health related lessons</li> <li>• Contributor to Indiana’s Comprehensive Physical Activity and Nutrition Plan, 2010-2020. State plan launched January 2010.</li> <li>• Presenting at Joint Indiana National Public Health Week Conference, Indianapolis, IN</li> </ul>	
<b>Presentations and Publications:</b> <b>Hutchins, M. D.,</b> and Gearhart, R. F. (2010). Accuracy of 1-RM prediction equations for the bench press and biceps curl. <i>Journal of Exercise Physiology online</i> , 13(3), 32- 39. <b>Hutchins, M. D.,</b> Melancon, J., and Ehrnwald, K. (2010). Measuring self-efficacy among secondary school health education teachers. <i>Indiana AHPERD Journal</i> , 39(1), 11-14. Gearhart, R. F., Becque, M. D., FACSM, <b>Hutchins, M. D.,</b> Palm, C. M., Cudworth, C. J., and Jastrzab, M.D. (2005). Rating perceived exertion during short duration very high intensity cycle exercise. <i>Perceptual and Motor Skills</i> , 100, 767-773. Gearhart, R. F., Becque, M. D., FACSM, <b>Hutchins, M. D.,</b> Palm, C. M., Cudworth, C. J., and Jastrzab, M.D. (2004). Comparison of memory and combination exercise and memory-anchoring procedures on ratings of perceived exertion during short duration near-peak-intensity cycle ergometer exercise. <i>Perceptual and Motor Skills</i> , 99, 775-784. <b>Hutchins, M.D.,</b> Peterson, Y, and Tincher, J. (2010) Fitness for Life: Changes in Motivation and Self-Efficacy. Abstract <i>presented</i> at AAHE Research Coordinating Board poster presentation AAHPERD 2010 National Convention	
<b>Relevant teaching experience:</b> Graduate and undergraduate Health Sciences courses	<b>Clinical Practice Experience:</b>



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<p><b>Name:</b>  Maureen K. Johnson, Ph.D.  Assistant Professor  Department of Applied Health Sciences</p>	<p><b>Office Phone:</b> 812-237-3078   <b>Email:</b> maureen.johnson@indstate.edu</p>
<p><b>Degrees / School:</b>  Ph.D. Southern Illinois University, Carbondale  M.S. Southern Illinois University, Carbondale  B.A. Duquesne University, Pittsburgh</p>	<p><b>Research Interest:</b></p> <ul style="list-style-type: none"> <li>• Autism/Attention Deficit Hyperactivity Disorders (ADHD) and Public Health</li> <li>• Health Media and Technology</li> <li>• Teaching Research Methods in Health Education</li> </ul>
<p><b>Professional Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Domain 3 Resource Group Member</b>, American Schools for Public Health, Undergraduate Public Health Learning Outcomes, June 2010 to present.</li> <li>• <b>Student Involvement Committee Chairperson</b>, American Association for Health Education, March 2010 to Present; <b>Committee Member:</b> April 2007 to March 2010.</li> <li>• <b>Academic Affairs Committee Member (Sept 2008-August 2009) and Chair (September 2009 to May 2010)</b>, Department of Health, Safety, and Environmental Health Sciences, Indiana State University.</li> </ul>	
<p><b>Presentations and Publications:</b></p> <p><b>Johnson MK &amp; Tremethick MJ</b> (2009). A Virtual Conference for Undergraduate Health Education Students: International Implications. <i>International Electronic Journal of Health Education</i>; 12:194-202.</p> <p><b>Johnson, M K</b> (2008). Software Program Authoring for Health Educators: No “Programming” Required! <i>The Health Education Monograph Series</i>.</p> <p><b>Johnson, MK</b> (2009). Community College Students’ Perceptions of Stress. <i>Journal of Biology of Exercise</i>. In Press.</p> <p><b>Johnson, M.K.</b> and Kittleson MJ. (2009). “Engaging and Educating Health Education Students with Video Sharing Web Sites.” <i>The HEDIR Technology Seminar</i>, National AAHPERD Convention, April 1, 2009, Tampa, FL.</p> <p><b>Johnson, M.K.</b> and Goldsmith, M.D. (2008). “Promoting Professional Development with Student-Based Web Sites.” <i>The HEDIR Technology Seminar</i>, National AAHPERD Convention, April 2008, Fort Worth, TX.</p>	
<p><b>Relevant teaching experience:</b>  Health Sciences undergraduate and graduate courses</p>	<p><b>Clinical Practice:</b></p>

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<p><b>Name:</b>          Jimmy D. Melancon, Ph.D., MBA, CHES          Assistant Professor          Department of Applied Health Sciences</p>	<p><b>Office Phone:</b> 812-237-3075   <b>Email:</b> jimmy.melancon@indstate.edu</p>
<p><b>Degrees / School:</b>          Ph.D. Texas Women’s University          M.B.A. Amberton University          B.B.A. Northwood University</p>	<p><b>Research Interest:</b></p> <ul style="list-style-type: none"> <li>• Chronic health diseases (specifically alcohol, tobacco, and obesity)</li> <li>• Design and implementation of innovative teaching methods in both traditional and online classrooms</li> <li>• Health advocacy and leadership for lower SES groups</li> </ul>
<p><b>Professional Activities:</b></p> <ul style="list-style-type: none"> <li>• Chapter Delegate – Indiana Society for Public Health Education (InSOPHE)</li> <li>• House of Delegates Member – Society for Public Health Education (SOPHE)</li> <li>• Chair – Health Sciences Student Organization (ISU)</li> </ul>	
<p><b>Presentations and Publications</b></p> <p>Eckert, J, Melancon, J., &amp; James, G. (2010). Using social marketing to impact alcohol consumption of first-year college students. <i>Texas Association HPERD Journal</i>, 78(3), 12-15.</p> <p>Hutchins, M., Melancon, J., &amp; Ehrnwald, K. (2010). Measuring self-efficacy among secondary school health education teachers. <i>Indiana AHPERD Journal</i>, 39(1), 11-14.</p> <p>Melancon, J., Oomen-Early, J., &amp; del Rincon, L. (2009). Using the PEN-3 model to assess knowledge, attitudes, and beliefs about diabetes type 2 among Mexican American and Mexican Native men and women in north Texas. <i>International Electronic Journal of Health Education</i>, 12, 203-221.</p> <p>James, G., Melancon, J., &amp; Eckert, J. (2010, February). <i>Using focus groups to develop social marketing</i>. Poster presentation for the Southern District of the American Alliance for Health, Physical Education, Recreation, and Dance’s 2010 Spring Conference “Into the Wind”, Myrtle Beach, SC.</p> <p>James, G., Eckert, J., &amp; Melancon, J. (2009, December). <i>Results of using social marketing to address underage drinking on a college campus</i>. Poster presentation for the Texas Association for Health, Physical Education, Recreation, and Dance’s 86<sup>th</sup> Annual Convention, Arlington, TX.</p> <p>Melancon, J. &amp; Oomen-Early, J. (2009, March). <i>Exploring knowledge, attitudes, and beliefs about type 2 diabetes mellitus among Mexican-American and Mexican Native men and women in north Texas: using a mixed methods-approach and the PEN-3 model</i>. Presented at Texas Society for Public Health Education’s 2009 Spring Conference “Evidenced-Based practice: What’s in it for me?” Houston, TX.</p>	
<p><b>Relevant teaching experience:</b>          Health Sciences graduate and undergraduate courses</p>	<p><b>Clinical Practice:</b>          Certified Health Education Specialist (CHES)</p>